



SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY



SCHOOL OF HEALTH CARE SCIENCES

Postgraduate Students







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MESSAGE FROM THE DEAN

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

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

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

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

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

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

PROFESSOR D MALEKA DEAN

SCHOOL VISION AND MISSION STATEMENTS

Vision

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

Mission

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

Values

- Accountability- we account for our decision and actions, and we accept the consequences of our behaviour.
 - •Effective leadership- we are results driven and focus achieving strategic objectives and positive outcomes.
 - •Efficiency- we are efficient stewards of the resources entrusted to our care to ensure maximum benefit for the University.
 - • **Excellence** we deliver excellence and a positive impact in all areas of our work.
 - •Integrity- we act with integrity in accordance with the highest academic, professional and ethical standards.
 - •Respect- we respect and honour the dignity of each person, embrace the civil discourse, and foster a diverse, inclusive and safe community.
 - •Student <u>and staff</u> 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
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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.

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Mr. P Kunene	Administrative Officer		
Ms C Serepong	Secretary to the Dear		

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	09h00
		School Selection Committee Meeting for FTEN and transfer students: School of Pharmacy	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	08h30
		Meeting: School Academic Exclusions Committee: Dentistry Closing date for SMUREC	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	09h00
		Meeting: Honorary Degrees Committee	09h00
- · · ·	0.1	Meeting: SMUREC	09h00
Friday	31	Registration closes for 2025 FTEN students	
		Orientation for all First Time Entering students ends	09h00
		Meeting: Postgraduate Committee of the Senate FEBRUARY 2025	Time
Saturday	1		TIME
Sunday	2		
Monday	3	Meeting: Executive Management Committee	08h30
j		Meeting: Senate Academic Exclusions Appeals Committee	13h00
		Commencement of 2025 academic year for First Time Entering students	
Tuesday	4	Meeting: Senate Information and Communication Technology Committee	09h00
Wednesday	5	Meeting: Senate Library Committee	09h00
		Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: SHCSRC	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	09h00
		Special Summative Assessment (For undergraduate, honours and post summaria) commence	
Tuesday	11	graduate diploma) commence Meeting: Senate Community Engagement Committee	09h00
Wednesday	12	Meeting: Senate Community Engagement Committee Meeting: Senate Academic Exclusions Appeals Committee	09h00
weanesday	12	Special Summative Assessment (For undergraduate, honours and	051100
Thursday	13	post graduate diploma) ends	00600
muisuay	15	Meeting: Senate Academic Rules Committee	09h00
Fridov	11	Meeting: CE Meeting: Senate Research, Ethics and Restanduate studies Committee	10h00
Friday	14	 Meeting: Senate Research, Ethics and Postgraduate studies Committee Closing date: 	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	08h30
		Closing date for submission of documents: SHCSRC	16h00
Tuesday	18	Meeting: Senate Committee on Student Life and Wellness	09h00
Wednesday	19	Meeting: Senate Teaching and Learning Committee	09h00
		Closing date for submission of documents: SMUREC	16h00
Thursday	20	Meeting: Remuneration Committee of the Council	09h00
Friday	21	Meeting: Meeting: Senate Academic Planning Committee	09h00
Saturday	22		
Sunday	23		
Monday	24	Supervisors Workshop	09h00
Tuesday	25		
Wednesday	26	Meeting: Capacity Development	13h00
Thursday	27	Meeting: Human Resources Committee of the Council	09h00
		Meeting: Membership Committee of the Council	14h00
		Postgraduate Induction	09h00
Friday	28	Meeting: Executive Committee of Senate	09h00

		MARCH 2025	Time
Saturday	1		
Sunday	2		
Monday	3	Meeting: Executive Management Committee	08h30
		Research Methodology (REME) course commences	09h00
Tuesday	4	Meeting: Postgraduate Committee of the Senate	09h00
Wednesday	5	Meeting: Senate Library Committee	09h00
		Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: SHCSRC	13h00
Thursday	6	Meeting: SMUREC	09h00
		Meeting: Institutional Forum	09h00
		Meeting: Finance and Investment Committee of Council	09h00
Friday	7	Meeting: Audit and Risk Committee of Council	09h00
Saturday	8		
Sunday	9		
Monday	10	Meeting: Student Affairs Committee of the Council	09h00
Tuesday	11		
Wednesday	12	Meeting: Planning and Resources Committee of the Council	09h00
Thursday	13	Closing date: SMUREC	09h00
·		Meeting: CE	10h00
Friday	14	Meeting: Executive Committee of the Senate	09h00
		Closing date:	
		> Submission of all assessment reports by external assessors to the	
		Postgraduate Office Submission of all combined reports from internal	
		supervisors for students eligible for the May 2025 graduation ceremonies	
		to the Postgraduate Office.	12h00
		Meeting: IT Governance Committee of the Council	
Saturday	15		
Sunday	16		

Monday	17	Meeting: Executive Management Committee	08h30
	40	Meeting: Board - School of Medicine	09h00
Tuesday	18	Meeting: Board - School of Science and Technology	09h00
Wedneedey	19	Meeting: Executive Committee of the Council Meeting: Board: - School of Dentistry	09h00 09h00
Wednesday	19	Meeting: Board: School of Pharmacy	14h00
Thursday	20	Meeting: Board - School of Health Care Sciences	09h00
Friday	20	HUMAN RIGHTS DAY	091100
Saturday	21		
Sunday	22		
Monday	24	Meeting: Senate Committee on Student Life and Wellness	09h00
		Closing date submission of documents: SHCSRC	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	08h30
		AUTUMN Recess for students starts	
		** <u>NB</u> - The Senate approved recess dates are subject to clinical rotation dates as	
		approved by the relevant Schools, in line with the School approved timetable for each	
		of the programme. Where there is a contradiction between the Senate approved dates	
		and School dates for recess for clinical students, the School dates will take	
		precedence.	
		 Last day for submission of name lists for Graduation Ceremonies 	
		Last day for submission of mini-dissertation, dissertation and thesis reports to	
		the Examination Department by supervisors for consideration and	
		endorsement by Postgraduate Committee and approval of eligible candidates	
		by Executive Committee of Senate for May Graduation Ceremonies.	
		APRIL 2025	Time
Tuesday	1	Applications for admission for the 2026 academic year open	
-		Meeting: Postgraduate Committee of the Senate	09h00
Wednesday	2	Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: Capacity Development	13h00
Thursday	3	Meeting: SMUREC	09h00
-		Meeting: Council	09h00
	4	AUTUMN Recess for students ends	
Friday	4	AUTOMIN RECESSION Students ends	
Friday Saturday	4 5		
Saturday	5	Meeting: Executive Management Committee	09h00
Saturday Sunday	5 6		09h00 09h00
Saturday Sunday Monday Tuesday Wednesday	5 6 7 8 9	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC	
Saturday Sunday Monday Tuesday Wednesday Thursday	5 6 7 8 9 10	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE	09h00 13h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday	5 6 7 8 9 10 11 11	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC	09h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday Saturday	5 6 7 8 9 10 11 12	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE	09h00 13h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday	5 6 7 8 9 10 11 12 13 13	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE	09h00 13h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday Saturday	5 6 7 8 9 10 11 12 13 14	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE	09h00 13h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday Saturday Sunday	5 6 7 8 9 10 11 12 13 13	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE Meeting: Senate Community Engagement Committee	09h00 13h00 09h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday Saturday Sunday Monday Tuesday	5 6 7 8 9 10 11 12 13 14	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE Meeting: Senate Community Engagement Committee Meeting: Senior Management Committee Closing date for submission: SMUREC	09h00 13h00 09h00
Saturday Sunday Monday Tuesday Wednesday Thursday Friday Saturday Sunday Monday	5 6 7 8 9 10 11 12 13 14 15	Meeting: Executive Management Committee Meeting: Senate Information and Communication Technology Committee Meeting: SHCSRC Meeting: CE Meeting: Senate Community Engagement Committee Meeting: Senate Community Engagement Committee Meeting: Senate Community Engagement Committee	09h00 13h00 09h00 08h30

19		
20		
21	PUBLIC HOLIDAY: FAMILY DAY	
22	Meeting: Executive Management Committee	08h30
23		
24		
	PUBLIC HOLIDAY: FREEDOM DAY	
	Closing date for document submission: SHCSRC	
30	Meeting: Capacity Development	13h00
	MAY 2025	Time
1		
2	UNIVERSITY HOLIDAY	
3		
4		
5	Meeting: SMUREC	09h00
	Meeting: Executive Committee of Senate	09h00
		09h00
7		09h00
		09h00
		13h00
8	Open Day Meeting: Institutional Forum	09h00
9		
10		
11		
12	Meeting: Executive Management Committee	08h30
13		09h00
14		
15	Meeting: ICT Governance Committee of the Council Meeting: CE	09h00 10h00
16	 Closing date: Cancellation of courses and/or modules Exemption from attending a course or module Interruption of studies for 2025 academic year 	
17		
18		
19	 Closing date: Confirmation to write the June/July examinations by postgraduate students Meeting: Student Affairs Committee of the Council 	09h00
20	Meeting: Finance and Investment Committee of the Council SMUREC: Closing date for submission of documents	09h00
21	Craduation Coremony	
21 22	Graduation Ceremony Graduation Ceremony	
	20 21 21 22 23 24 25 26 26 27 28 29 30 30 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 19	20 21 PUBLIC HOLIDAY: FAMILY DAY 22 Meeting: Executive Management Committee 23 24 24 25 26 26 27 28 29 Closing date for document submission: SHCSRC 30 Meeting: Capacity Development MAY 2025 1 PUBLIC HOLIDAY: WORKERS' DAY 2 UNIVERSITY HOLIDAY 3 4 5 Meeting: SMUREC Meeting: Senate Research, Ethics and Postgraduate Studies Committee 6 Meeting: SHCS Executive Committee of Senate 6 Meeting: SHCS Executive Committee Meeting Meeting: SHCS Executive Committee Meeting Meeting: SHCSRC 8 • Open Day Meeting: Institutional Forum 9 10 11 12 Meeting: ICT Governance Committee of the Council 14 * Cancellation of courses and/or modules > Exemption from attending a course or module 15 Meeting: ICT Governance Committee of the Council > Exemption from attending a course or module > Interruption of studies for 2025

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	09h00
-		Meeting: Membership Committee of the Council	09h00
Wednesday	4	Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: Capacity Development	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	09h00
		Meeting: SHCSRC	13h00
Thursday	12	Meeting: Executive Committee of the Council	09h00
		Meeting: CE	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	09h00
-		SHCSRC: Closing date for documents	16h00

		JULY 2025	Time
Tuesday	1	Meeting: Senate Information and Communication Technology Committee	09h00
		Mid-year supplementary examinations commence	
Wednesday	2	Meeting: SHCS Executive Committee Meeting	09h00
Thursday	3	Meeting: Senate Library Committee	09h00
-		Meeting: SMUREC	14h00
Friday	4	Meeting: Honorary Degrees Committee	09h00
Saturday	5		
Sunday	6		
Monday	7	Meeting: Executive Management Committee	08h30
Tuesday	8	Meeting: Senate Community Engagement Committee	09h00
	0	Mid-year supplementary examinations end	
Wednesday	9	 Winter recess for students starts **NB - The Senate approved recess dates are subject to clinical rotation dates as approved by the relevant Schools, in line with the School approved timetable for each of the programme. Where there is a contradiction between the Senate approved dates and School dates for recess for clinical students, the School dates will take precedence. 	
		Meeting: Capacity Development	13h00
Thursday	10		
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 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	09h00 09h00
		Meeting: SHCS Executive Committee Meeting Meeting: Capacity Development	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	08h30
-			SHCSRC: Closing date for documentation	16h00
Tuesday	30		Meeting: Council	09h0(
			OCTOBER 2025	Time
Wednesday	1		Meeting: Senate Community Engagement Committee	09h00
			Publication of year-marks for end-of-year examinations	
			Meeting: SHCS Executive Committee Meeting	09h0(
Thursday	2		Meeting: SMUREC	09h0
Friday	3		Meeting: Executive Committee of Senate	09h0
Saturday	4			
Sunday	5	-		
Monday	6	5	Meeting: Senior Management Committee	09h0
wonday	0	5	Revision Week Commences	03110
Tuesday	7	+		
Wednesday	8	+	Meeting: Capacity Development	13h0
weunesuay	0		meeting. Capacity Development	13110
Thursday	9			
Friday	10		Revision Week ends.	
Saturday	11		Meeting: CE	
Sunday	12	_		
Monday	13		Meeting: Executive Management Committee	08h3
monday			 End-of-year standard examinations commence 	••••••
			** NB – The dates of the mid-year and end of year examinations notwithstanding,	
			Schools are allowed to exercise their right to arrange clinical examinations prior to	
			the commencement of examinations as contemplated in the Calendar.	
Tuesday	14		Meeting: Postgraduate Committee of Senate	09h0
Wednesday	15		Meeting: SHCSRC	13h0
Thursday	16			
Friday	17	-	SMUREC: Closing date for documentation	
Thươy				
Saturday	18			
Sunday	19			
Monday	20		Meeting: Human Resources Committee of the Council	09h0
Tuesday	21			
Wednesday	22		Meeting: Senate Rules Committee	09h0
Thursday	23		Meeting: Audit and Risk Committee of the Council	09h0
Friday	24			
Saturday	25			
Sunday	26			
Monday	27		Meeting: Executive Management Committee	08h3
			SHCSRC: Closing date for documentation	16h0
Tuesday	28		Meeting: ICT Governance Committee of the Council	09h0
Wednesday	29			
Thursday	30			
Friday	31		Meeting: Finance and Investment Committee of the Council	09h0
			NOVEMBER 2025	Time
aturday	1		Meeting: Convocation	
Sunday	2			
londay	3		Meeting: Executive Committee of Senate	09h0

Tuesday	4		
Wednesday	5	Meeting: Institutional Forum	09h00
		Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: Capacity Development	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	09h00
		b. Medicine	09h00
		c. Health Care Sciences	09h00
		d. Pharmacy	09h00
		e. Science and Technology	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 Wednesday	9	a Oath taking Caromany, School of Dharmony	09h00
Wednesday	10	Oath-taking Ceremony: School of Pharmacy	09h0(

		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	¥ź	
Sunday	14		
Monday	15	Release of year-end examination results	
-		End of Semester 2 & End of all academic activities of the University	
Tuesday	16	PUBLIC HOLIDAY: DAY OF RECONCILIATION	
Wednesday	17		
Thursday	18		
Friday	19		
Saturday	20		
Sunday	21		
Monday	22		
Tuesday	23		
Wednesday	24		
Thursday	25	PUBLIC HOLIDAY: CHRISTMAS DAY	
Friday	26	PUBLIC HOLIDAY: DAY OF GOODWILL	
Saturday	27		
Sunday	28		
Monday	29		
Tuesday	30		
Wednesday	31		
		JANUARY 2026	
Thursday	1	NEW YEAR'S DAY	
Friday	2		
Saturday	3		
Sunday	4		
Monday	5	UNIVERSITY RE-OPENS FOR THE 2026 ACADEMIC YEAR: SUPPORT AND ACADEMIC STAFF REPORT FOR DUTY	

SCHOOL COMMITTEES

SHCS Board

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

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

SHCS Executive Committee

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

SHCS Research and PG studies Committee

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

SHCS Selection Committee

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

HoD plus 1 representative HoD plus 1 representative

SHCS Examination Committee

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

HoD plus 1 representative 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) 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)

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 Junior Lecturer	Phasumane SDJ: B. Occ Ther (MEDUNSA), BA Hons AAC (UP), Dip Management (TSA), PGDip (Public Health) (UP) 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 Lecturer Senior Lecturer Lecturer	Mogale MN BSc (MEDUNSA), MPH (MEDUNSA), PhD (SMU) Mathibe MC: MPH (MEDUNSA), MPH Field Epidemiology (UP) Lowane MP-BA in Nursing Science- Health Science Education and Health Services Management (UNISA); MPH - Health Measurements (UNIVEN); PHD in Public Health (UNIVEN) Cele, LP: Dip Med Tech (TNT); BSc (UDW); MPH (UP)
Environmental & Occupationa Associate Professor	Health Chadyiwa M BSc honours in Leadership and Human Resources, Hounours in Management, MBA, PhD in Public Health,
Associate Professor Lecturer nGAP Lecturer	Chelule PK: HDip Med Lab Tech, M Med Sc, PhD (UKZN) Rammopo M: MPH (MEDUNSA) Malebatja MF: BSc: (UL), BSc Hons: Environmental Technology (UP), PGDPH (SMU), MPH (UP)
Health Systems Management & Associate Professor	Matlala SF, Bachelor of Arts (Psychology & Education (UNISA),
Senior Lecturer	Honours Bachelor of Arts in Psychology (UNISA, 2002), MPH (UL), PhD (UNISA) 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),
Lecturer	BSc Dietetics (SMU), MPH (SMU) Mbelle, MN: B.PAED (University of Fort Hare), MA ELT (Thames Valley University), MAP (Wits Business School) MPH (Medunsa)
nGAP Lecturer	Seretlo R. B Nursing Science (UP), MPH (SMU)
NRF SARChl Chair	Substance Abuse and Public Health Population Mental Health
Professor	Mokwena KE: MSc. Ed.D. (University of South Carolina)

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 postgraduate 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						nent	Qualification Code: PGDH		GDHSM		
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 In	nplementatio	on Year:	2	025							
Migration Implementation Years:		on Year lev	el 1:	2025	Year level 2:		Year level 3:		Year	r level 4:	
		Year lev	el 5:		Year level 6:		Year level 7:				

	NEW PROGRAMME										
	PERIOD OF STUDY / YEAR LEVEL										
	Year Modules										
X ¹	Module Offering Possible SAQA Hemis Code Period ² major ³ Credit Credit ⁴										
	The following m	OMPULSORY									
	TOTAL CREDIT										

	NEW PROGRAMME										
PERIOD OF STUDY / YEAR LEVEL											
Year Modules											
X ¹	ModuleOfferingPossibleSAQAHemisCodePeriod2major3CreditCredit										
	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 CREDIT	S FOR YEA	R LEVEL	120	1						

TOTAL CREDITS FOR QUALIFICATION

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TOTAL CREDITS FOR QUALIFICATION

1

120

MODULAR INFORMATION											
Department:	artment: Nursing Science						School:	School: Health Care Sciences			
Last Revision date: N/A				First Year O (New):	ffered						
Replace this Module existing module(s)?			N/A	If YES, give codes:	the module	•					
Module linked t Qualification/s:			PGDHSN	Л							
Migration Strate	egy:		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

	Activity:						
	Activity.	- partic	pate in interest	groups			
			for clients				
	The studen			nication skills			
Learning Outcomes:	 Demonstrate communication skills 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: 						
		- apply - Demo Credits	advocacy princ nstrate appropr	ples to ensu iate commun	re a safe ication (a in the relevant speciality e and quality care channels and skill I Code (3 rd Order)	
Module Information:		16; 20; 24; ;32)	ITS Course Level		(Six Numbers)		
	8	3	7		090802, 090811		
Delivery Information:	Car	npus	Full/Par	t Time		Period (Year/1 st /2 nd Sem)	
	S	MU	Full/Par	t-time		Year	
	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
Periods per week:	2	2			4		
Pre-requisite modules for this module:	N/A						
Co-requisites modules for module:	N/A						
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. 						

			Te	 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 Minimum Form Assessment Mark for exam admission (%) Mark % Formative				40% 60%						
Structure:	Structure: Assessment Mark % Summative Assessment Mark Minimum final mark to pass (%)				40% 50%					
	The	eory/practical		Paper 1 Theory	Paper 2 Submit a portfolio of		Paper 3			Paper 4
Summative Assessment	t Du	ration		2 Hours						
Paper:	- Sui Ma	contribution mmative Asse rk		100%	evidence f evaluatio	•				
	Sul	o minimum		40%						
				MOD		ATION				
Department: Nursing Science							Scho	ool:	Health	Care Sciences
Last Revision date: N/A					First Year Of (New):		2021			
Replace this module(s)?		e existing		N/A	If YES, give t codes:	he modul	e			
Module linked to PGDH Qualification/s:										
Migration Strategy: None					(If YES, Section	on G must	also b	e con	npleted)	

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

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Learning Outcomes:	pr Ja he A Students sho A th El se	actice, nursing purnal reviews, ealth services n ctivities: portfoli entification, da <u>cientific evidenc</u> nuld: oply knowledge e specialist field - under - engag - critica studer and re - Apply the cli - Descr - Apply the cli - Descr - Selec - Apply - evalua proce - write a ngage in schol ervices manage - demoi literati manage - use aj - active confei tilizes, manage - active confei tilizes, manage - appra in the - Apply - evalua proce - demoi	education and he generation of evi- anagement os, dialogues, deb ta collection, critic e, recommendation of and facilitate ed d to solve contextu- stand the process ge in systematic re- lly analyze asse- nts or employees assearch models and strate nical nursing prace- ibe and apply the rch and state the entiate between qu t and apply a theor methods and prin- ate ethical implic ss with the profess a research report any activities to i ment nstrate knowledge ure to inform evid gement popropriate method ly participate in rences and peer re- s and communica ally argue for evid al nursing specialiti- ise the different so- clinical nursing sp evidence to clinicor d keeping of infor nstrate utilization	alth services m idence to utilize pates, discourse al data analysis ons and report of evidence based ual problems an of evidence-based ual problems an of evidence-based eviews to inform essment data to support problems egies in research proce objectives and uantitative, qual retical framewor objectives and uantitative, qual retical framewor sional context inform evidence e of appropriate lence based pr ds to generate e inter and in eviewed journa tes data to sup ence based nuty ources of inform objeciality al nursing spec mation gathere of data/infor	te in specialist practice, nursing education es in quality and practice improvement, Prol is, diagnosis, plan and implementation base writing on evidence based practice d practice, nursing education or manageme and develop policies and guidelines hased practice n evidence-based practice from patients/clients, families, commun oblem identification, diagnosis, decision ma ch to implement evidence-based practice w ess: formulate a problem statement, purpos d outline the research design and methodo alitative and mixed research designs ork appropriate to the study re ethical research conducted on human be sions and actions in relation to the rese exe-based practice, nursing education or he te search engines and databases for revie mactice, nursing education and health serve evidence to utilize in specialist practice ntra-professional dialogues and debate als to improve quality of care opport decision-making and research ursing care using knowledge of research ir nation to guide to guide evidence based pra- cialization ed in the context of the specialist practice promation/emerging evidence pertinent to	a and blem ed on ent in itites, aking within se of logy. eings earch ealth ew of vices es in n the actice			
		Credits 16; 20; 24;	tive speciality to	support the res	search process in evidence based practice CESM Code (3 rd Order)				
Module Information:	28	; 32) 2	8		(Six Numbers)				
Deliver lafera di		npus	Full/Par	t Time	Period (Year/1st/2ndSem)				
Delivery Information:	S	MU	Full t	ime	Year				
Periods per week:	Classes 3	Practicals 3	Tutorial	Seminar	rs Independent Learning 4				
Pre-requisite modules for this module:	N/A		1	<u> </u>	I				
Co-requisites modules for module:	N/A								
Assessment criteria	 N/A 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 								

Assessment	method	1	T	 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. 							
		m Form Asse r exam admis		40%							
Mark Structure:	<u></u>	% Formativ Assessmer % Summat	nt Mark	60%							
_	Minimu (%)	Assessmer m final mark t	nt Mark	40% 50%							
				Paper 1	Paper 2		Pap	per 3		Paper 4	
	The	ory/practical	Т	heory	Submit proposal						
Summative Assessment	Dur	ation		2hours	assessment and critique a relevant article						
Paper:	% Sur Ma	contributio nmative Asse rk		100%							
	Sub	o minimum		40%							
				MODU	JLAR INFOR	MATION					
Department:	Nur	sing Science					Sch	nool:	Health	Care Sciences	
Last Revisio	n date:	N/A			First Year O (New):	ffered	202	1			
Replace this module(s)?	Module	existing		N/A	If YES, give codes:	the mod	ule				
Module linke Qualification			PGDHSM								
Migration St	rategy:		None		(If YES, Sect	ion G mu	ıst also	be com	pleted)		
Module Cod	e: (4 alp	habetic & 3 n	umeric) S	HSM 180							

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,

	 standards of nursing. management process: planning, organizing, delegation, ordering, supervision, inspection, leading, communication, finance, policy making, decision making, utilization of personnel Time management; management of change; management of stress and negotiations and crisis management, roles of supervisors and managers problems and risk management, Risk factors that impact on health and wellness at the workplace and the mana thereof Management of resources, both material and human, in line with the activities organization including performance appraisal and staff development, Collaboration and benchmarking as tools in management Situational analysis, job design analysis and evaluation, Organizational behaving process; Organizational standardization and standards; health service organization advocacy, quality surveillance. Strategic and operational plans, their review and change management Disaster management; Utilization of research findings and statistics in organization influence and utilization of management theories and models in the health environment; Networking; Theoretical approaches to problem solving and comaking. Contemporary issues and trends influencing health service management, lead 						
	rr • C th m m	naking. contemporary i neories, princi	ssues and tren ple, types and	ds influencing style of lead	g hea Iersh		
Learning Outcomes:	 D o' m D n n a a b a b a b a b a b a b b b b b b b c c c c d d d d a d <lid>d d d d d</lid>	iscuss manager f SA's industrial nanagement. iscuss manager iscuss health I ursing adminis biscuss the role n organization biscuss conterr eadership style emonstrate u egotiations an biscuss manag fanage resource biscuss the ma biscuss the dive	relations system; ment theories and egislation and stration e of the manage nporary issues in d conflict resolu gic plan for heal ement of risk, ces and underst rketing processo	demonstrating their application services in the r in enhancing filuencing hear f labour relation th care service crisis and streation and finances es in the heal	on to ne R g org alth s ces ess in pert th ca	t process, situational analysis, application apetency in providing quality health service health services management SA; Legal and ethical foundations of anizational behavior and processes of services management, leadership and s as they apply to health services, n the workplace aining to health. are service ent of health service.	
Module Information:	(4; 8; 12; 28	Credits 16; 20; 24; 3;32)	ITS Cours	se Level	CE	SM Code (3 rd Order) (Six Numbers)	
	4	8	8			090802, 090811	
Delivery Information:		mpus MU	Full/Par			Period (Year/1 st /2 nd Sem) Year	
	Classes	Practicals	Tutorial	Seminar		Independent Learning	
Periods per week:	6	2	2	Jenninal	3	8	

Pre-requisit	te modules for	this mo	odule: N	/a							
Co-requisit	es modules for	modul	e: N/	/a							
Assessmen	it 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 							
Assessmen	it method		10	ests, assignm	ient, Portfolio of	evidence	e, exami	nation	•		
	Minimum Form Mark for exam (%)				40%						
Mark Structure:	% Fo	ormative essment		60%							
		ummativ essment	-				4	0%			
	Minimum final (%)	mark to	o pass	50%							
				Paper 1	Paper 2		Pap	Paper 3		Paper 4	
	Theory/prac	Theory/practical			Practical						
Summative Assessmen	t			3Hours	Submit a portfolio of						
Paper:	% con	% contribution to Summative Assessment Mark		100%		evidence for evaluation					
	Sub minim	num		40%							
				МС	DULAR INFOR	MATION					
Department	t: Nursing S	cience					Sch	nool:	Health	n Care Sciences	
Last Revisi	on date: N//	A			First Year C (New):	ffered	202	!1			
module(s)?		ing		N/A		If YES, give the modul					
Module link Qualificatio			PGDHSM								
	trategy:		None	(If YES, Section G must also be completed)							

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

Content:	 M M d d M Ir ir C ci ir si M 	ature and externation and externation and externation and externation and externation and externation of standustrial relation of standustrial relation and externation and ex	ent of labour mar uning: job analys ndling of abse training of low Performance mar aff, process, the ons: the role of th ons system acts n: process, type , creating and ommunication ior in the organiz- evelopment; perso	ket, unemplo is and evalua enteeism an er-level per nagement,. ories, money e human res related to lat s, principles, understance ation: differen nnel evaluatio place, prima	ources manager in indus	ion, placement and mployee/personnel and organization strial relations; SA's ers, foundations of al dimensions of rds and punishment; agement.
Learning Outcomes:	• p • M • E • III • D • M • M • M • C • D • D • E • D	roviding efficien lanage and mor valuation and d lustrate and e: differentiate be notivation. fake recomme vorker. ommunicating vistinguish bet ou can view th ixplain the value	endation regardi with stakeholde ween the rights ne labour relatior ue and the impor	on continuous sonnel in the tition process neories, proc ng the desig rs inside and of the emplo is from all the tance of draw	basis. organization. s. ess theories and reinfor or of jobs, which are like d outside the organizatio over, the employee and ree sides. wing up a labour relatior	ely to motivate the n the patient so that is policy.
Module Information:	(4; 8; 12;	Credits 16; 20; 24; 3;32)	ITS Cours	se Level	CESM Code (3 rd Order) (Six Numbers)	
	4	8	8		090802, 0	090811
Delivery Information:		mpus	Full/Par		er, the employee and the patient so e sides. ng up a labour relations policy. y in the event of a strike in the health o CESM Code (3 rd Order)	2 nd Sem)
	S	MU	Full ti	me	Yea	ar
Periods per week:	Classes	Practicals	Tutorial	Semina	rs Independe	ent Learning

ules for this mo dules for modul dules for modul ria nod num Form Asses for exam admiss % Formative Assessment	e: N/	A De an Dis pu Dis ma De Ide De De	d procedures scuss individua nishment; stres scuss career d anagement evelop and disc entify the prima scuss the guide escribe the oppo	al behaviour in ss. levelopment; pe cuss policies per ary and secondar elines for manag ortunities and ch	the org rsonnel taining t y dimen ing a di	ganizatio evaluat to persor	ation (performance appraisal), compensation or			
ria nod for exam admiss % Formative	Te ssment	 De an Di: pu Di: ma De lde Ide Di: De 	d procedures scuss individua nishment; stres scuss career d anagement evelop and disc entify the prima scuss the guide escribe the oppo	al behaviour in ss. levelopment; pe cuss policies per ary and secondar elines for manag ortunities and ch	the org rsonnel taining t y dimen ing a di	ganizatio evaluat to persor	ion: differences, work behaviour, rewards an ation (performance appraisal), compensation of ponnel management.			
nod num Form Asses for exam admiss % Formative	sment	an Dis pu Dis ma De Ide Dis De	d procedures scuss individua nishment; stres scuss career d anagement evelop and disc entify the prima scuss the guide escribe the oppo	al behaviour in ss. levelopment; pe cuss policies per ary and secondar elines for manag ortunities and ch	the org rsonnel taining t y dimen ing a di	ganizatio evaluat to persor	ion: differences, work behaviour, rewards an ation (performance appraisal), compensation of ponnel management.			
num Form Asses for exam admiss % Formative	sment			 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. 						
for exam admiss					,					
		40%								
	t Mark	60%								
% Summativ Assessment	t Mark	40%								
	, pubb	50%								
		Paper 1		-	Pa	per 3	Paper 4			
heory/practical		Theory		Submiit a portfolio of						
Ouration		3 Hours		evidence for evaluation						
		100%								
Sub minimum		40%								
		I	MODULAR IN	FORMATION						
lursing Science					Sc	hool:	HCS			
e: N/A			First Ye (New):	ear Offered	202	21				
ule existing		N/A	If YES,		ule					
	PGDHSM									
y:	None		(If YES,	, Section G mu	ist also	be con	mpleted)			
	neory/practical uration contributior ummative Asses ark ub minimum ursing Science :: N/A Ile existing	uration contribution to ummative Assessment ark ub minimum ursing Science N/A le existing PGDHSM	Paper 1 neory/practical Theory uration 3 Hours contribution to ummative Assessment ark 100% ub minimum 40% ursing Science I :: N/A Ile existing N/A PGDHSM PGDHSM	Paper 1 P neory/practical Theory SL uration 3 Hours evid contribution 100% evid urmative Assessment 100% evid ub minimum 40% evid MODULAR IN ursing Science First Y ile existing N/A If YES, codes:	Paper 1 Paper 2 heory/practical Theory Submiit a portfolio of evidence for evaluation uration 3 Hours evaluation contribution to ummative Assessment ark 100% Image: Contribution to to to ummative Assessment ub minimum 40% Image: Contribution to to to ummative Assessment Image: Contribution to to to ummative Assessment ub minimum 40% Image: Contribution to to to to to to to ummative Assessment Image: Contribution to	Paper 1 Paper 2 Pa heory/practical Theory Submiit a portfolio of evidence for evaluation uration 3 Hours evidence for evaluation contribution to ummative Assessment ark 100% ub minimum 40% MODULAR INFORMATION Sc WA First Year Offered (New): 20 Ile existing N/A If YES, give the module codes:	Submit a Paper 1 Paper 2 heory/practical Theory uration 3 Hours contribution to 3 Hours ummative Assessment 100% ark 100% ub minimum 40% MODULAR INFORMATION School: It is possible N/A First Year Offered (New): 2021 Ile existing N/A If YES, give the module codes: 2021			

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 						

Learning Outcomes: Module Information:	• E e sAQA (4; 8; 12; 28	references; esponsibilities e teaching-lea acture method iclusive of ass eadership: sty ontinuous pro- erformance ma e role of the n ealth, education esigning a pool ppraises and irectedness/lea - Desca - Struct - Desca -	of the nurse ma arning process, simulation, gro essment of learn le; principles an fessional develo anagement and urse specialist i on/midwifery fac tfolio of evidence develops self, adership and life ibe the social de in lifestyles that onstrate leadersh rinciples tate continuous e a positive leases state continuous e a positive leases of contin ptorship, superv ibe the nurse ure and accomp ss the theory, p earning: Andra er; adult learner nurse manager onstrate competion. t appropriate tea ibe the process ms uning, commissi h facility	nager as educ strategies ar oup discussion ing outcome: d theories opment for sel staff appraisa n the planning ility/ unit peers and nu elong learning eterminants o enhance beh hip skills throu professional c arning environ nuing educat vision and per teacher/mana paniment. rinciples, stra agogy; The s characteristic as an educat tencies in pre- aching aids for as of perform onling and m ind intra profe	f and others: mentorship, preceptorship al, g, commissioning and managing of a urse/midwife specialist by facilitating self- to maintain competence f health that apply to self and others. aviour change ugh appropriate leadership styles, theories development (CPD) for self and others and inment for lifelong learning through the tion, in-service education, mentorship, formance appraisals ager as a role model: student support, tegies and approaches to adult education tudent nurse as adolescent and/or adult cs and study preferences; responsibilities tor. eparing a lesson and managing learning or different lessons. nance appraisal and staff development anaging a specialist unit, an educational essional roles and responsibilities of the CESM Code (3rd Order) (Six Numbers) 090802, 090811
Delivery Information	Car	npus	Full/Par	t Time	Period (Year/1st/2ndSem)
Delivery Information:	S	MU	Full t	ime	Year
Pariods par weak:	Classes	Practicals	Tutorial	Seminar	s Independent Learning
Periods per week:	2	2			4
Pre-requisite modules for this module:	N/A	1			1
Co-requisites modules for module:	N/A				
·		escribe the nu	rsing philosoph	y and educati	onal philosophy.
Assessment criteria			•	•	nciples and style

Accossmon	t mothod		 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 								
Assessmen	Assessment method										
		m Form Assessment r exam admission	40%								
Mark Structure:		% Formative Assessment Mark	60%								
		% Summative Assessment Mark	40%								
	Minimur (%)	m final mark to pass			50%						
			Paper 1	Paper 2	Paper 3	Paper 4					
	The	ory/practical	Theory								
Summative Assessmen	t Dur	ation	2 Hours								
Paper:	%	contribution to nmative Assessment k	100%								
	Sub	minimum	40%								

SHCDIP1.19 PGDIP IN NURSING EDUCATION CURRICULUM

CURRICULUM INFORMATION												
School:	Health Care	e Scie	nces					Department	Department Nursing Science			
Qualification Name: Postgraduate Diploma in Nursing Education							Qualification	PGDN	PGDNE			
Campus: Sefako Makgatho Health Sciences University							Last Revisior	N/A	N/A			
Total SAQA Credits for Qualification: 120							Is this a fixed Curriculum: Yes				(es	
Once-off Implementation Year: 2025												
Migration Implementation Years:		on	Year level 1:		2025	Year level 2:		Year level 3:		Year level 4:		
			Year level			Year level 6:		Year level 7:				

		NEW P	ROGRAMME					
	Р	ERIOD OF S	TUDY / YEAR	LEVEL			P	ERIC
		Yea	r Modules					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit⁴	X ¹	Module Code	
	The following m	nodule/s are C	OMPULSORY	,			The following	mo
							SEPP 180	
							SEBP 180	
							SPCD 180	
							SNED 180	
							SCDA 180	
	TOTAL CREDIT	S FOR YEA	R LEVEL			1	TOTAL CRED	ITS

	NEW PROGRAMME											
	PERIOD OF STUDY / YEAR LEVEL											
	Year Modules											
X1 Module Code Offering Period ² Possible major ³ SAQA 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 0.4							
	SNED 180	1 year	Yes	48								
	48	0.4										
	TOTAL CREDI	TS FOR YEA	R LEVEL	120	1							

TOTAL CREDITS FOR QUALIFICATION

TOTAL CREDITS FOR QUALIFICATION

120

1

	MODULAR INFORMATION										
Department: Nursing Science					School:	HCS					
Last Revision N/A					First Year Offered (N		2025	2025			
Replace this Module existing module(s)?			ing	N/A	If YES, giv module co						
Module linked to Qualification/s:			PGDNE								
Migration Strategy: None					(If YES, Se	ection G r	nust also	be compl	eted)		

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.

		orformores		t and atoff -	oprei-			
				nt and staff ap		aı. ng, commissioning, and		
				ucation/midwi				
		esigning a p			- ,	,		
	• A	ppraises an	d develops	self, peers,	and	nurse/midwife specialist by		
	fa	cilitating sel	f-directedne	ss/leadership	o and	lifelong learning to maintain		
	C	ompetence:		-				
		- Descr	ibe the nurs	ing philosopl	ny and	d the educational philosophy.		
		servic educa	es, policies ition and he	s, regulations alth services	s, an mana	he management of health d guidelines about nursing agement. bugh appropriate leadership		
						in nursing education and		
		-	gement.			5		
		- Descr	-		es an	d their application in clinical		
		educa	tion platforr	n.		in the management of the		
Learning Outcomes:				•		development (CPD) for self		
Learning Outcomes.				•		rning environment for lifelong		
				•		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; 							
	educational entity, or a health facility: Describe the inter and intra-professional roles and responsibilities of the							
		nurse/midwife specialist.						
Module Information:	(4; 8; 12	Credits 2; 16; 20; 28;32)	ITS Course Level		CES	M Code (3 rd Order) (Six Numbers)		
		4	8		090813, 090811			
	Car	npus	Full/Pa	art Time		Period (Year/1 st /2 nd Sem)		
Delivery Information:	Health	Makgatho Sciences rersity	Full	time		Year		
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning		
• • •	2	2				4		
Pre-requisite modules for this module:	N/A	1	1	1				
Co-requisites modules for module:	N/A							
				-	-	tion and services in the RSA.		
Assessment criteria					ons of	nursing administration.		
	implement the management process.							
	 Discuss the systems perspective and management by objectives. 							

Assessment method					 Discu Discu servic ordina Elabo Demo mana super nursir Descr Plan a 	ss the philos s the policy æ; planning ation; standa rate on leac onstrate un gement of	sophy of a of a health g; comm ardization lership sty derstandi stress a managers performan ess of de sion a spo	a health se h and nurs unication; and stand yles. ing of th and confl s, legal pr nce apprai ecision mal ecialist uni	ervice. delegation ards of no ne follow ict, crisis oblems a sal, self-ro king. t.	ring: time management, management, roles of nd risk management, the	
Minimum Form Assessment Mark for exam admission (%)				, ,			40%				
Mark		% Formative Assessment Mark			60%						
Structure:		% Summative Assessment Mark			40%						
		nimum bass (n final mar %)	ĸ	50%						
					Paper 1	Paper	2	Paper 3		Paper 4	
		Theo	ory/practic	al	Theory						
Summative		Dura			2 Hours						
Assessmen Paper:	IT	% contribution to Summative Assessment Mark			0%						
		Sub i	minimum	40	%						
					MOD	ULAR INFO	RMATIO	N			
Department: Nursing Science			ce				School: HCS				
Last Revision N/A					First Year Offered (N		2025				
Replace thi module(s)?		odule	existing		N/A	If YES, giv module c	e the				
Modulo linkod to			PG	DNE							
Migration Strategy: None						-					

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 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 I 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.

Module Information: Delivery Information:	• i SAQA (4; 8; 12 24; 2 4 Can Sefako I Health	of a teaching Describe as mplementation clinical specia Credits 2; 16; 20; 28;32) 8 npus Makgatho Sciences	institution. sessment on for theo alty. ITS Cou Eull/Pa	methods & ry and prac rse Level	instrutice, a	ty teaching and management uments, principles, design, and assessment [applied to 5M Code (3 rd Order) (Six Numbers) 090899, 090811 Period (Year/1 st /2 nd Sem) Year
	Classes	ersity Practicals	Tutorial	Semina	rs	Independent Learning
Periods per week:	6	4	4			8
Pre-requisite modules for this module:	N/A					
Co-requisites modules for module:	N/A					
Assessment criteria	 Defense <	iscuss the in ducational ph iscuss the i ducational ph iscuss the ph rofessionaliza escribe the n iscuss stude emonstrate n iscuss stude emonstrate n iscus the stud naracteristics escribe the n xplain the a trategies. iscuss the di escribe the pplication in n emonstrate trategies and mall-group t rinciples); ex etting teaching ole modelling pply media for emonstrate u f learning ou tt/community esign an in-s escribe trend	nportance o nilosophy. importance nilosophy and rofessional ation of colle- nurse teacher nt support s understandi ference to <i>A</i> ident nurse and study esponsibiliti pproaches dactic situat learning the nursing edu understandi d methods: eaching (c cperiential I ng strategie g/simulation or educatior understandi tcomes in o nursing sci service prog ds in higher	f congruence of nurse en d their influent task of the me eagues and se ar as a role me tructure and ng of theory Andragogy. as adolesce preferences. es of the nur to adult leat tions in nursi eories from cational situat ling of teac lecture me cational situat ing of teac lecture me cational situat ing of teac lecture me carning met s; teaching i). n in classroor ng of constru- clinical nursing ence/ midwiff ram and orie education.	e betw ducate nce or nurse studer nodel. accor and nt and se ed rning ng. educa ations ching- ethod es of hods nterpe m and iction, ng sp ery). entatio	mpaniment. principles of adult education d adult learner; Adult learner ucator as educator. and adult learner teaching ational psychology and their and clinical nursing. learning process, teaching (theory, principles, issues); groups, group dynamics, (types, principles); clinical ersonal communication skills clinical situation. application and assessment ecialty (nursing science and

				 theor spec Desc teach Discumeth funda Elab Dem meth Desc 	y, design, ialty. ribe the sci- ning strategy uss the stu- ods [a amental/gene orate on cur- nonstrate u- nodology.	impleme ientific pr udent-cen applicatio eral/psych riculum e nderstand	ntation, ar rocess of t tred, self-o n in hiatric/ com valuation. ding of t ation & e	d evaluation nursing & r directed tea clinica munity/midw nursing res	al speci vifery].	o clinical
Assessmen	nt me	thod		Tests, assign	ments, portf	olio, prac	tical, exami	nation.		
Minimum Form Assessment Mark for exam admission (%) % Formative			lark ission				40%			
Mark		Assess		60%						
Structure:		Mark % Summa Assess Mark		40%						
		nimum final mark pass (%)		50%						
				Paper 1 Paper 2		r 2	Paper 3		Paper 4	
	-	Theory/practical		Theory	Submit					
Summative Assessmer	nt	Duration		3 Hours	portfoli evidenc evalua	o of e for				
Paper:	1	% contrik to Sumn Assessme <u>Mark</u>	native	100%	100%	%				
	;	Sub minim	ium	40%	40%	, D				
				MOE	OULAR INFO	ORMATIC	N			
Department: Nursing Science			cience				School:	HCS		
Last Revision N/A					First Year Offered (N		2025			
Replace thi module(s)?		dule exist	ing	N/A	If YES, giv module c	ve the				
Module link Qualificatio	ed to)	PGDN	١E						
Migration S		gy:	None	·	(If YES, S	ection G	must also b	e completed	d)	
			-							

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

Content:	de cu F C C S C C C C C C C C C C C C C C C C	actors influe aurriculum de AQA Progra iscuss appli urriculum de ssential eler ccreditation: be SANC in d olicies appli olicy, asses ocuments t uides, clinic valuation an urriculum in lanagement curriculum in lanagement development Discuss the Describe the Analyze the development Discuss appli curriculum d Apply the es review. Demonstrate CHE and SA	eterminants of curriculum. encing the nursing curriculum. esign and development. amme Qualification Mix (PQM) format and the SANC format. ication of the National Qualification Framework principles in evelopment in curriculum development. ments of quality assurance during curriculum review. : The role of governance structures, DHET, CHE, SAQA & curriculum accreditation. icable to the accreditation process: selection policy, RPL ssment policy, appeal policy, etc. to be submitted for accreditation of a curriculum: study al practical guide, staff profiles, timetables, master plans, astructures and other support documents. and management of an educational programme. ternal and external review and revision. of the review data. mplementation. e understanding of curriculum design and development. philosophical and ethical curriculum issues. a hidden curriculum. a role of DHET, CHE and SANC in curriculum design, at and accreditation. iteration of the National Qualification Framework principles in levelopment. sential elements of quality assurance during curriculum e competency in curriculum development using the SANC, AQA format. riculum accreditation according to SANC and CHE. e policies and documents applicable to curriculum				
	SAQA	Creditatior Credits 2; 16; 20;		rse Level	CES	M Code (3 rd Order) (Six Numbers)	
Module Information:		28;32)				. ,	
	4		3			090899, 090811 Period	
Dolivory Information		npus	Full/Pa	rt Time		(Year/1 st /2 nd Sem)	
Delivery Information:	Health S	Makgatho Sciences versity	Full	time		Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
	6	2	2			8	
Pre-requisite modules for this module:	N/A						
Co-requisites modules for	N/A						
module:				rriculum dev			

Tests, assignments, portfolio of evidence, practice teaching, written examination. Mark Minimum Form Assessment Mark for exam admission (%) 40% Mark % Formative Assessment Mark Mark 40% Structure: % Formative Assessment Mark to pass (%) 40% Minimum final mark Assessment Mark Paper 1 Paper 2 Paper 3 Paper 4 Minimum final mark Assessment Mark Summative Assessment Mark Summative Assessment Mark Summative Assessment Mark Summative Assessment Mark Paper 1 Paper 2 Paper 3 Paper 4 Munimum final mark to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 Munimum final mark to pass (%) Summative Assessment Mark Summative Paper 3 Paper 4 Munimum final mark to pass (%) Submit a portfolio of evidence for exaluation Evidence for evidence for evidence Evidence Evidence for evidence Ev					 II E E E E E A A F A F 	 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 Mark for exam admission (%)	Assessmer	nt met	thod		Tests, assignments, portfolio of evidence, practice teaching, written examination.										
Mark Assessment Assessment 60% Structure: % Summative 40% Minimum final mark Assessment 50% 90% Minimum final mark Paper 1 Paper 2 Paper 3 Paper 4 Minimum final mark 50% 50% 90% 90% Summative Mark Paper 1 Paper 2 Paper 3 Paper 4 Minimum final mark 50% Submit a portfolio of evaluation Paper 4 90% Summative Assessment Nark 100%		Assessment Mark for exam admission (%)													
Summative Assessment Mark Summative Assessment to pass (%) Summative Minimum final mark to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 Minimum final mark to pass (%) Theory Paper 1 Paper 2 Paper 3 Paper 4 Minimum final mark to pass (%) Theory Submit a portfolio of evidence for evaluation Paper 3 Paper 4 Juration 3 Hours Submit a portfolio of evidence for evaluation Paper 4 Paper 4 Minimum to Summative Assessment Mark 100% 100% Image: Submit a portfolio of evidence for evaluation Image: Submit a portfolio of evid	Mark		Assess		60%										
to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 Image: Summative Assessment Paper: Theory/practical Theory Submit a portfolio of evidence for evaluation Image: Submit a portfo	Structure:		Summa Assess Mark	ment	40%										
Summative Assessment Paper: Image: Paper 1 Paper 2 Paper 3 Paper 4 Theory/practical Theory Submit a portfolio of evidence for evaluation Fortical of evidence for evaluation Image: Paper 3 Paper 4 Duration 3 Hours Submit a portfolio of evaluation Image: Paper 3 Paper 4 Mark 100% 100% Image: Paper 4 Image: Paper 4 Mark 100% 100% Image: Paper 4 Image: Paper 4 Department: Nursing Science MODULAR INFORMATION offered (New): Image: Paper 4 Replace this Module existing module(s)? N/A If YES, give the module codes: Image: Paper 4 Module linked to Qualification/s: PGDNE Image: Paper 4 Image: Paper 4				mark					50%						
Summative Assessment Paper: Imeory/practical Imeory portfolio of evidence for evaluation 0uration 3 Hours evaluation % contribution to Summative Assessment Mark 100% 100% 100% 100% 8ub minimum 40% 40% 40% V V Department: N/A N/A First Year Offered (New): Replace this Module existing module(s)? N/A Module linked to Qualification/s: PGDNE					Pape	r 1	Paper	· 2	Paper 3	r 3			Paper 4		
Summative Assessment Paper: Duration 3 Hours evidence for evaluation Image: Constraint of the state of the st		٦	Theory/pra	octical	Theo	ory									
to Summative Assessment Mark 100% 100% 100% Sub minimum 40% 40% 40% MODULAR INFORMATION Department: Nursing Science 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 Image: Note the source of the sou			Duration		3 Ηοι	urs	evidence	e for							
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: 2025 Module linked to Qualification/s: PGDNE PGDNE If YES, give the module codes: If YES, give the module codes:	Paper:	t A	o Sumn Assessme	native	100%		100%								
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: 2025 Module linked to Qualification/s: PGDNE PGDNE If YES, give the module codes: If YES, give the module codes:		5	Sub minim	um	40%		40%								
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 If VES, give the module codes:						MOD	JLAR INFO	RMATIC	N						
date: N/A Offered (New): 2025 Replace this Module existing module(s)? N/A If YES, give the module codes: Module linked to Qualification/s: PGDNE If YES, give the module codes:	Department	t:	Nursing Sc	cience					School:	HC	s				
module(s)? N/A module codes: Module linked to Qualification/s: PGDNE Image: Code state st		on	N/A						2025						
Module linked to PGDNE Qualification/s: PGDNE					N/A										
Migration Strategy: None (If YES, Section G must also be completed)	Module link	Module linked to													
	Migration S	Migration Strategy: Nor					(If YES, Se	ection G	must also b	be co	mple	eted)			

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.

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							a-professional dialogues and eviewed journals to improve			
				ality of care						
					ommunicates	s data	a to support decision-making			
		a	nd research:		r ovidonoo h	aaad r				
					clinical nurs		nursing care using knowledge beciality.			
							formation to guide evidence-			
		 based practice in the clinical nursing speciality. Apply evidence to clinical nursing specialization. 								
							becialization.			
				alist practice		n ya	inered in the context of the			
			- Demo	nstrate utili	zation of da		ormation/emerging evidence			
							Ity to support the research			
		SAQA	Credits		ice-based pra					
Module Info	ormation:	(4; 8; 12	2; 16; 20; 28;32)	ITS Cou	rse Level	CES	SM Code (3 rd Order) (Six Numbers)			
		1	2	8	3		090899, 090811			
			npus	Full/Pa	art Time		Period (Year/1 st /2 nd Sem)			
Delivery Inf	ormation:	Sefako Makgatho Health Sciences University		Full	time		Year			
Deriedene		Classes	Practicals	Tutorial	Semina	irs	Independent Learning			
Periods per	Periods per week:		3				4			
Pre-requisit module:	te modules for this	N/A								
Co-requisit module:	es modules for	N/A								
		 Demonstrate understanding of the process of research and evidence- based practice. 								
		• D	emonstrate l	knowledge c			ch engines and databases for			
							ased practice.			
					nanagement		egy of gathering evidence for			
		• E	ngage in sys	tematic revi	iews to inforr	n evid	lence-based practice.			
Assessmer	nt criteria						naking and research.			
					nce and rele cal nursing s		e of research and evidence-			
					-	-	s and steps in the research			
		р	ocess.				· · · · · · · · · · · · · · · · · · ·			
			/rite a resear		41	- 12- 4				
				•	tice in specia vidence and r		ursing. cally apply evidence to			
			inical nursing							
Assessmer	nt method	Tests, assignments, research proposal, written examination								
	Minimum Form									
Mark	Assessment Mark for exam admission (%)				40%					
Structure:	% Formative Assessment				60%					
	Mark	60%								

Λ	A	Summa Assessr Aark	ment					40%					
	pass (nark				:	50%					
				Paper 1	Paper	2	Pa	aper 3			P	aper 4	
	Theo	ory/pra	ctical	Theory	Submi resear								
Summative Assessment Paper:	aper: % contri			2 Hours	propos And fir and criti a releva article	nd que ant							
Paper:	to	contrib Summ essmer	ative 10	00%	100%								
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				MOD	ULAR INFO	RMATI	ON		-				
Department:	Nurs	sing Sci	ience				So	chool:	HCS				
Last Revision N/A				First Year Offered (N		20)25						
Replace this Module existing module(s)?			ng	N/A	If YES, giv module co								
Module linked to Qualification/s:			PGDNE										
Migration Stra		None	e (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 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

	• C	ommunicati	on skills.					
	The stud	ent should	be able to:					
Learning Outcomes:	 Practice and facilitate specialist nursing and midwifery, education, or health services management within ethic parameters of the profession: Demonstrate understanding of nursing theories, profession and professional practice as it applies to nursing and the profession. Apply ethical framework in nursing practice and conforr ethical code of conduct. Practice nursing within the indicated scope. Use critical decision-making and moral reasoning to make judgments and resolve ethical dilemmas within sp practice. Demonstrate competence and take accountability f professional judgment, actions, outcomes of specialis nursing education or health services management. Demonstrate ability to apply legislation, policies, regulatic guidelines about specialist practice, nursing education, or services management. Keep comprehensive accurate and correct records. Demonstrate knowledge of the nurse or midwife speciali in the management of professional misconduct accountistitutional protocols within the ethical-legal framework. Facilitate advocacy for the profession and provide specialist professional practice as well as identify and address issues based on critical reflection on the speciality. Demonstrate ability to advocate for clients in the speciality. Apply advocacy principles to ensure safe and quality car. 							
Module Information:	(4; 8; 12 24; 2	Credits 2; 16; 20; 28;32)		rse Level	CES	M Code (3 rd Order) (Six Numbers)		
	8	3	8	090899, 090811				
		npus	Full/Pa	rt Time		Period (Year/1 st /2 nd Sem)		
Delivery Information:	Health	Makgatho Sciences versity	Full	time		Year		
Pariods par week	Classes	Practicals	Tutorial	Semina	rs	Independent Learning		
Periods per week:	2	2				4		
Pre-requisite modules for this module:	N/A	·						
Co-requisites modules for module:	N/A							
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. 							

			of func service: Apply th Discuss profess Demon to facilit Apply a health of	tion about spe s management. The legal framew s the role of the ional miscondu strate the use of tate communicated dvocacy princip care settings.	ecialist practice, nu rork in keeping reco nurse/midwife spec ct and risk-taking in of appropriate comm ation. oles to ensure safe a	ations, guidelines, and scopes ursing education, and health rds in specialist practice. cialist in the management of itiatives. nunication skills and channels and quality care in various essional practice challenges.					
Assessmer	nt metl	hod	Tests, assignme	ents, portfolio, e	examination.						
	Asse	num Form ssment Mark kam admission		40%							
Mark		% Formative Assessment Mark	60%								
Structure:		% Summative Assessment Mark			40%						
		num final mark ss (%)			50%						
			Paper 1	Paper 2	Paper 3	Paper 4					
	Т	heory/practical	Theory								
Summative	·	ouration	2 Hours								
Assessmer Paper:	tc A		100%								
	S	ub 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 postgraduate diploma obtained.

SHCDIP1.33 PGDIP IN MENTAL HEALTH NURSING CURRICULUM INFORMATION

			CUF	RRICUL	UM INFORMA	TION REG	QUIRED				
School :	Health C	Care Sciences	6				Departme nt	Nur	sing Sci	ience	
Qualifica Name:	ation	Postgradua	ate Dip	oloma ir	n Mental Health	Nursing	Qualification Code:	n	PGDN	ΛΗΝ	
Campu s:	Sefako N	lakgatho Hea	alth Sc	ciences	University		Last Revision date:	N/A	N/A		
Total SA Qualifica	QA Credi ation:	ts for	140)			Is this a fixe Curriculum:		Yes		
Once-of Year:	f Impleme	ntation	20	25			I				
Migratio Impleme		Year level 1	:	2025	Year level 2:		Year level 3:		-	ear el 4:	
Years:	•		:		Year level 6:		Year level 7:				

	NEW PROGRAMME											
	PERIOD OF STUDY / YEAR LEVEL											
	Year Modules											
X 1	Module Code	Offeri ng Period ²	Possibl e major ³	SAQ A Credi t	Hemis Credit⁴							
	The following module/s are COMPULSORY											

	NEW PROGRAMME											
PERIOD OF STUDY / YEAR LEVEL												
	Year Modules											
X 1	Module CodeOfferi ng Perio 											
	The following module/s are COMPULSORY											

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

TOTAL CREDITS	TOTAL CREDITS FOR QUALIFICATION							TOTA	CATION	140	1		
MODULAR INFORMATION													
Department:	Department: Nursing science									Scho ol:	Health Scienc		
Last Revision da	Last Revision date: N/A					First Year Offered (New):				2025			
Replace this Mo module(s)?	dule exi	sting	3		N/A	If YES codes		jive the	e module				
Module linked to Qualification/s:	Module linked to PGDN Qualification/s:												
Migration Strate	Migration Strategy: None					(If YES	S, 3	Sectior	n G must also	o be com	pleted)		

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. 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			
	• Cor	mmunication sk				
		t should be able				
Learning Outcomes:	 Practice and facilitate Specialist nursing and midwifery, n education or health services management within ethical parameters of the profession: demonstrate understanding of nursing the professionalism; professional practice as it appinursing and the nursing profession Apply ethical framework in nursing practice and confithe ethical code of conduct Practice nursing within the indicated scope Use critical decision making and moral reasoning to clinical judgements and resolve ethical dilemmas specialist practice. Demonstrate competence and take accountability for professional judgement, actions, outcomes of specare, nursing education or health services management Demonstrate ability to apply legislation, por regulations and guidelines pertaining to specialist pranursing education or health services management Keep comprehensive accurate and correct records Demonstrate knowledge of the nurse or m specialist's role in the management of profess misconduct according to institutional protocols ethical-legal framework Facilitate advocacy for the profession and provide spe professional support for personnel, patients or client, familie communities Demonstrate the ability to resolve challenges rela professional practice as well as identify and ac ethical issues based on critical reflection on the spe Demonstrate ability to advocate for clients in the respeciality. 					
Module Information:	SAQA ((4; 8; 12; 1	Credits		nication channels	CESM (3 rd Or	Code
	٤	3	{	8		808,)811
		npus	Full/Pa	rt Time	Per (Year/1 m	-
Delivery Information:	Health	Makgatho Science versity	Full	time	Y	ear
Periods per week:	Classes	Practicals	Tutorial	Seminar	s	Indep enden t Learn ing

				2	2			4					
Pre-requisite module:	e modu	ules for	this	None									
Co-requisite module:	es mo	odules	for	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	t metho	bd		Lectures, tutorials, discussions, group work, seminars, presentations, multiple-choice tests and essays, project work, and end-of-module examinations.									
	Asses for exa	ium Forn ssment M am ssion (%)	lark	40%									
Mark		% Forma Asses ent M	ssm	60%									
Structure:			ssm ark	40%									
		ium final to pass (50%							
				Paper	1 Pa	per 2	Paper 3	Paper 4					
	T al	heory/pr	actic	Theor	у								
Summative	۰ <u> </u>	uration		3 Hou	rs								
Assessment Paper:	to A	5 contrib 5 Summ ssessme lark	ative	100%	, D								
	Sub minimum		num	40%									

MODULAR INFORMATION										
Department:	Nursin	lursing Science Scho Health Care ol: Sciences								
Last Revision date: N/A						First Year Offe	red (New):	2025		
Replace this Mo module(s)?	Replace this Module existing module(s)?			١	N/A	If YES, give the codes:	e module			
Module linked to Qualification/s:	PGDMHN			IN						
Migration Strategy: None (If YES, Section G must also be completed)						npleted)				

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, 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

	• Util ma	 objectives and outline the research design at methodology. Differentiate between quantitativ qualitative and mixed research designs Select and apply a theoretical framework appropriate the study Apply methods and principles to ensure ethical research conducted on human beings Evaluate ethical implications of decisions and actions relation to the research process with the profession 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 engine and databases for review of literature to inform evidence based practice, nursing education and health service Methody participate in inter and intra-professior dialogues and debates in conferences and peer reviewe journals to improve quality of care Utilizes, manages and communicates data to support decisio making and research Critically argue for evidence-based nursing care usin knowledge of research in the clinical nursing speciality appraise the different sources of information to guide guide evidence-based practice in the clinical nursing speciality Apply evidence to clinical nursing specialization Record keeping of information gathered in the context the specialist practice 					
	per pro	tinent to the cess in evide		eciality to suppo	ort the re	esearch	
Module Information:	(4; 8; 12; 1 28	Credits 16; 20; 24; ;;32) 2		r se Level			
Delivery Information:		2 npus		art Time		-	
	S	MU	Ful	l time		ear	
Periods per week:	Classes	Practicals	5 Tutorial	Seminar	S	Indep enden t Learn ing	
	3	3		6		8	

Pre-requisite module:	e m	odules for this	None									
Co-requisite module:	S	modules for	None									
Assessment			 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	Assessment method			end-of-module examinations.								
	As for	nimum Form sessment Mark exam mission (%)	40% proposal writing									
Mark		% Formative Assessm ent Mark	60%									
Structure:		% Summativ e Assessm ent Mark	40%									
		nimum final ark to pass (%)		50%	6							
			Paper 1	Paper 2	Paper 3	Paper 4						
		Theory/practic al	Theory	Submit a research proposal for								
Summative Assessment	t	Duration	2 hours	assessment								
Paper:		% contribution to Summative Assessment Mark	100%	100%								
		Sub minimum	40%	40%								
			MODULAR I	NFORMATION								
Department: Nursing Science Scho ol: Health Care Sciences												

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

Module Code: (4 alphabetic & 3	SPCD 180					
numeric)						
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 					

					. ,		<u> </u>	
	 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 							
					se/midwife specia		es and	
Module Information:	SAQA ((4; 8; 12; 1 28;	Credits			rse Level	CESM (3 rd Ord (Six N	der) umbers)	
	4	Ļ		8	3)808,)811	
Delivery Information.	Can	npus		Full/Pa	rt Time	Per (Year/1	riod st /2 nd Se n)	
Delivery Information:	Sefako Makgatho Health Sciences University			Full time			Year	
Periods per week:	Classes	Practical	S	Tutorial Semina		Indep enden s t Learn ing		
	2	2					4	
Pre-requisite modules for this module:	None						<u> </u>	
Co-requisites modules for module:	None							
Assessment criteria	the Disc impl Disc Den Disc Disc Disc nurs dec nurs Elat Den mar sup- the	RSA. cuss the lega lement the m cuss the syst nonstrate un cuss the policy sing service entralization; sing. porate on lea nonstrate un nagement of ervisors and nursing proc scribe the pro-	I and hana tems ders osop y of a ce; ; co- aders stre mar ess, ocess	d ethical foun gement proc perspective tanding of fir hy of a healt a health and planning; ordination; s ship styles. standing of t ess and confin agers, legal	and management ancial estimation h service. nursing service of communication tandardization and he following: time lict, crisis manag problems and rise e appraisal, self-re making	g adminis at by obje and cor organizat n; dele nd stand e manag gement, i sk manag	stration. ectives. ntrol. ion of a egation; lards of gement, roles of gement,	

Assessment method			and te	Formative: Seminar, presentations, participation. Blackboard activities and tests. Summative: written examination									
	Minimum Form Assessment Mark for exam admission (%)			ς	40%								
Mark		% Format Assess ent Mar		1	60%								
Structure:	e Ass	mmati sessm Mark	1				40%						
		50%											
					Paper 1		Paper 2			Paper	3	Paper 4	
		Theory/prac al		С	Theory								
Summative		Duratio	n		2Hours								
Assessment Paper:		% cont to Sum Assess Mark	nmativ		100%								
		Sub mi	nimun	า	40%								
					MODULA	r in	FORMATIO	N					
Department:		Nursing	g Sciei	nce						Scho ol:	Health Scienc		
Last Revisio	n dat	te:	N/A			Fir	st Year Off	ered (N	ew):	2025			
Replace this Module existing module(s)?				N/A		YES, give th des:	ne modu	ule					
Module linked to			PGDMHN										
			None		(If	YES, Sectio	on G mu	st also	be con	pleted)			

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:

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	 Application of the nursing process to individuals, groups, fa and communities. Professional ethical practice. Ethical dilemmas in mental health nursing Referral: and referral resources related to mental health ca Theories underlying psychotherapy, such as p analysis/psychodynamic theory; cognitive theory, beha theory, client centred theory, interpersonal theory and postmapproaches to psychotherapy Quality assurance and auditing. Psychopharmacology Multiprofessional team approach Policy development in mental health care and project manage Mobilize appropriate resources to implement standards of nursing p relevant to mental health nursing, to ensure quality mental health care safety through 					
	 Individual therap Group therapy Couples/ family Parental accomp Milieu therapy Crisis intervention 	therapy paniment on.				
Learning Outcomes:	 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 the interventions. Know strategies for achieving inter and intra profession operation in mental health care. 					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3 rd Order) (Six Numbers) 090808,			
Delivery Information:	44	8 Full/Part Time	090811			
Delivery Information:	Campus	Full/Part Time	Period			

	Sefako I	Makgatho			•	st /2 nd Se 1)				
	Health	Sciences ersity	Full time		Year					
Periods per week:	Classes	Practicals	Tutorial	Seminar	Seminars					
	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 practices 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 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 menta 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 simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning activities and hours.									

Minimum Form Assessment Mark for exam admission (%)			ırk	40%											
Mark		% Formati Assess ent Mar		m	60%										
Structure:		% Summa e Assess ent Ma		m	40%										
Minimum final mark to pass (%)			b)	50%											
					Paper 1			Paper 2		Paper 3 Pa			Paper	r 4	
Theory/practi al		ctic	Practical												
Summative		Duration			3Hours										
Paper: to As		% con to Sur Assess Mark	mmat	ve		100%									
		Sub m	inimu	ım	40%										
	MODULAR INFORMATION														
Department: Nursing Science								SchoHealth Careol:Sciences							
Last Revision date: N/A			Ą	First Year Offered (New)			New):	2025							
Replace this Module existing module(s)?			9		N/A	If YES, give the module codes:			dule						
Module linke Qualification)		PGDM	HN										
Migration Strategy: Nor				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.

Periods per week: Classes Practicals Tutorial Seminars end t 6 6 10 10 20 Pre-requisite modules for this module: N/A N/A Co-requisites modules for module: N/A Image: Correquisites modules for module: N/A • 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 base mental health nursing practice including pharmacotherapy • Evaluate and apply a variety of treatment and rehabilitation 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 healt referring to primary, secondary and tertiary prevention.	Module Information:	SAQA ((4; 8; 12; 1 28 4	6; 20; 24; ;32)	ITS Cou	CESM Code (3 rd Order) (Six Numbers 090808, 090811					
University Indi- end t Leases Periods per week: Classes Practicals Tutorial Seminars Indi- end t Lease 6 6 10 10 20 Pre-requisite modules for this module: N/A N/A Co-requisites modules for module: N/A Indi- end Indi- end • 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 base mental health nursing practice including pharmacotherapy • Evaluate and apply a variety of treatment approaches in th promotion, prevention, care and treatment and rehabilitation persons, families and communities living with mental illness. • Advocate for fair, safe and evidence base care treatment ar rehabilitation of mental health care users • Design and evaluate a preventative approach to mental heal referring to primary, secondary and tertiary prevention.	Delivery Information:	Sefako I	Makgatho							
Pre-requisite modules for this module: N/A Co-requisites modules for module: N/A • 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 base mental health nursing practice including pharmacotherapy • Evaluate and apply a variety of treatment approaches in the promotion, prevention, care and treatment and rehabilitation persons, families and communities living with mental illness. • Advocate for fair, safe and evidence base care treatment are rehabilitation of mental health care users • Design and evaluate a preventative approach to mental heal referring to primary, secondary and tertiary prevention. 	Periods per week:	Univ Classes	ersity Practicals	Tutorial	Seminar		Indep enden t Learn ing			
module: N/A • Evaluate the following departing from various philosophical ar 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 base mental health nursing practice including pharmacotherapy Evaluate and apply a variety of treatment approaches in the promotion, prevention, care and treatment and rehabilitation persons, families and communities living with mental illness. Advocate for fair, safe and evidence base care treatment ar rehabilitation of mental health care users Design and evaluate a preventative approach to mental heal referring to primary, secondary and tertiary prevention. 			5				20			
 Assessment criteria 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 base mental health nursing practice including pharmacotherapy Evaluate and apply a variety of treatment approaches in the promotion, prevention, care and treatment and rehabilitation persons, families and communities living with mental illness. Advocate for fair, safe and evidence base care treatment arrehabilitation of mental health care users Design and evaluate a preventative approach to mental heal referring to primary, secondary and tertiary prevention. 	•	N/A								
 Apply selected mental health theories in mental health nursing. Apply and implement the following advanced practice ar 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 profession resource in the delivery of quality community service. Conduct and implement research to promote and ensure scienting and evidence based mental health nursing practice. Distinguish between various nursing theories with reference to in purpose, structure and process. Assessment method		theu - M - Tr - M - Tr - M - Tr - App men - Eva pro per - Adv reh - Des refe - App lead sup edu - App rese - Cor anc - Dis pur	pretical frameworthal health are ental health are ajor mental he eatment metholy specialist kental health nur aluate and ap motion, prevessons, families vocate for fair abilitation of m sign and evalue of selected mo- oly and imple- dership skills in vervision, leave induct and imple- dered in the de- nduct and in the de- nduct a	vorks : ad mental illness, alth disorders a ods in mental h nowledge and sing practice in ply a variety ntion, care and and communitie , safe and evi- ental health ca uate a prevent y, secondary a ental health the ement the fol n mental health dership and nent; and accor nental health ne elivery of quality ement research ed mental health en various nurs and process.	s as foundational across the lifespate ealth competencies in cluding pharmace of treatment app d treatment and es living with mer dence base care re users ative approach t nd tertiary prever ories in mental he lowing advance h nursing practice change agent, npaniment ursing methods a community serven to promote and th nursing practice sing theories with	concept n evidence otherapy. proaches rehabilita ital illnes e treatme o menta tion. ealth nurs d practic e: Conse mental as a profe ice. ensure s e. n reference	s e based in the ation of s. ent and I health sing. ce and ultation, health essional ccientific			
Minimum Form Assessment Mark				40%						

		exam mission ((%)										
		% Fo As	ormative sessm t Mark	9				60%					
Mark Structure:		e As	ımmativ sessm t Mark	/	40%								
		nimum fii ark to pas						50%					
					Paper 1		Paper 2		Pap	er 3		Pape	r 4
		Theory al	/practic		Theory		Theory			_			
Summative		Duratio	Duration		3hours		3 hours						
Assessment Paper:	ſ	% contribution to Summative Assessment Mark			100%	100%							
		Sub mi	inimum		40%		40%						
					MODULA	r ini	FORMATION	l					
Department		Nursin	g Scien	ice					Scl ol:	no	Health Science		
Last Revisio	n da	ate:	N/A			Fir	st Year Offer	ed (New):	202	25			
module(s)?	Replace this Module existing module(s)?				N/A If YES, give the module codes:			module					
Module linke Qualification)	Р	PGDMHN									
Migration St	N	lone		(lf	YES, Section	G must als	o be c	com	pleted)				

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

	Mental heal	th manageme	nt in the commu	inity			
	 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 livir in the community Mental health rehabilitation: community mental health services, community mental health preventative services Trends in community mental health: impact of Violence: genderbased violence, impact of Covid-19, impact of HIV/AIDS and related disorders , LGBTQI+ and related mental health effects in the community Demonstrate knowledge and competency in promotion of mental 						
Learning Outcomes: Module Information:	 Der hea Imp mer Des Der app Ana Par Der mer Der gers App SAQA ((4; 8; 12; 1 	nonstrate kno lth and prever lement comm ntal health sign and partic nonstrate under ropriate referr alyze the curre ticipate in polie nonstrate kno nonstrate kno sons with chro oly specialized Credits	tion of mental on nunity outreach ipate in mental erstanding of the al systems to di ant mental health cy making struct owledge and of ergencies owledge and of onic mental heal skills in rehabilition	lisorders in the co programmes for health awareness National Health fferent levels of co profile of South tures for mental h competency in r	ommunity or promo s prograr Insurance are Africa health nanagen nanagen mental di (3 rd Ord (Six N	y otion of mmes e using hent of nent of sorders Code der) umbers)	
	3	2	٤	090808, 090811			
Delivery Information:		npus Aakgatho	Full/Pa	rt Time	(Year/1	iod st /2 nd Se າ)	
	Health S	Sciences ersity	Full	time	Y	ear	
Periods per week:	Classes 6	Practicals	Tutorial	Seminar 10	S	Indep enden t Learn ing 20	
Pre-requisite modules for this module:	N/A					L	
Co-requisites modules for module:	N/A						

Assessmen			 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. Assignments, tests, case studies and seminars and examinations. 						
	Ass for	nimum Form sessment Mark exam nission (%)		4	0%				
Mark		% Formative Assessm ent Mark		60%					
Structure:		% Summativ e Assessm ent Mark	40%						
		nimum final rk to pass (%)		5	0%				
			Paper 1	Paper 2	Paper 3	Paper 4			
		Theory/practic al	Theory	Theory					
Summative		Duration	3Hours	3 Hours					
Assessmen Paper:	τ	% contribution to Summative Assessment Mark	100%	100%					
		Sub minimum	40%	100%					

SHCDIP1.34 PGDIP IN MIDWIFERY CURRICULUM

	CURRICULUM INFORMATION											
School:	School: Health Care Sciences						Department	Department Nursing Science				
Qualification Name: Postgraduate Diploma in Midwifery					Qualification Code:		PGDH	PGDHSM				
Campus: Sefako Makgatho Health Sciences University							Last Revision date: N//			J/A		
Total SAQ	A Credits for	Qualif	fication:	14(0			Is this a fixed Curriculum:			′es	
Once-off Ir	nplementatio	on Yea	ır:	20	25							
Migration Implementation		Year level 1: 2025		Year level 2:		Year level 3:		Year	r 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 Credit⁴						
	The following m	OMPULSORY	,								
	TOTAL CREDIT	S FOR YEA	R LEVEL								

	NEW PROGRAMME									
PERIOD OF STUDY / YEAR LEVEL										
Year Modules										
X ¹	Module Code	Possible major ³	SAQA Credit	Hemis Credit⁴						
	The following module/s are COMPULSORY									
	SEBP 180	1yr	No	12	0.09					
	SEPP 180	l 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					
то		S FOR YE	AR LEVEL	140	1					

	MODULAR INFORMATION										
Department:	Nursi	ng Science						Sch	ool:	Health Scienc	
Last Revision N/A			First Year Offered (New):			2025					
Replace this I module(s)?	Replace this Module existing module(s)?				N/A	If YES, give module co					
Module linked Qualification/			PGDM	ID							
Migration Strategy: N/A (If YES, Section G must also be completed)						oleted)					

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. 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
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

		 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 SAQA Credits 							
Module Inf	ormation:	(4; 8; 12; 1 28;	6; 20; 24; 32)	ITS Cour		Ore (SM Code (3^{.4} der) <u>Six Numbers)</u> 908, 090805,		
		8		8			090811		
		Cam	npus	Full/Pa	rt Time	(Ye	Period ar/1 st /2 nd Sem)		
Delivery In	formation:		lakgatho Science ersity	Full	time		Year		
Periods pe	r week	Classes	Practicals	Tutorial	Periods week:		Classes		
i chous pe	WCCR.	2	2				2		
Pre-requis module:	ite modules for this	None		•					
Co-requisi module:	tes modules for	None							
Assessme	nt criteria	 special Discuss special Demon actions and heat Outline and so nursing Apply 1 practice Discuss manage initiative Demon channe Apply a various 	ist nurse/midv s the applic ist nursing/mi istrate account and outcome alth services current legit copes of fur deducation and the legal france. s the role of ement of press istrate the use advocacy print	wife. ation of leaded idwifery. Intability for thes of spect management islation, port ind health se mework in of the nur rofessional e of approp e communic inciples to e re settings	egislation a own profe cialist care, ont provided licies, regu aining to ervices man keeping re rese/midwife miscondu riate comm cation nsure safe s and ett	and ssion nurs J. Julatio spec chage ecord spec ct a uunic and	the practice of its impact on nal judgement, sing education ns, guidelines ialist practice, ment. Is in specialist ecialist in the nd risk-taking ation skills and quality care in solutions to		
Assessme	nt method	Lectures, tutorials, discussions, group work, seminars, presentations, multiple-choice tests and essays, project work, and end-of-module examinations.							
Mark	Minimum Form Assessment Mark for exam admission (%)			40%					
Structure:	% Formative Assessment Mark			60%					

	Min	Asse Mark	ummative essment	40%							
		bass (0070				
				Pape	er 1	Paper 2		Paper 3			Paper 4
	•	Theor	y/practical	Theory							
Summative Assessme		Durati	ion	3 Ho	3 Hours						
Paper:			native	100%							
	;	Sub n	ninimum	40%	%						
				MODU	LAR IN	FORMATION	I				
Departmen	t:	Nursir	ng Science					Sch	ool:	Health Scien	n Care ces
Last Revision N/A			N/A				First Year Offered (New):		2025		
Replace this Module existing module(s)?					No	If YES, giv module co					
Module lin				PGDMI	D						
Migration Strategy:			N/A		(If YES, Se	ection G	must	also	be com	pleted)	

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.

	Students should:						
Learning Outcomes:	 nursing education solve contextual pro- - Understand the Engage in syste practice Critically analys families, commu- problem identifit research Apply models a evidence-based Describe and a problem statem objectives and methodology. qualitative and r Select and apply study Apply methods conducted on hu Evaluate ethica relation to the context Write a research Engage in schola practice, nursing ed Demonstrate know databases for rev practice, nursing ed Demonstrate know databases for rev practice, nursing ed Critically participat and debates in co improve quality of Utilizes, manages a making and research Apply evidence to Record keeping o specialist practice Demonstrate 	I implications of decision research process with report rly activities to informucation or health service weldge of appropriate striew of literature to infor- education and health ser- methods to generate even the in inter and intra-profi- conferences and peer re- frace and communicates data the for evidence-based methods for evidence-based methods reaction in the clinical nursion reactice in the clinical nursion reaction of data/information to the respective s	e specialist field to cies and guidelines ised practice im evidence-based om patients/clients, ployees to support cision making and arch to implement cal nursing practice ocess: formulate a arch and state the arch design and en quantitative, k appropriate to the re ethical research ons and actions in h the professional m evidence-based es management search engines and rm evidence-based vices management vidence to utilize in fessional dialogues eviewed journals to to support decision- ursing care using sing speciality on to guide to guide trising speciality ization n the context of the formation/emerging peciality to support				
	SAQA Credits	ocess in evidence-base	CESM Code (3 rd				
Module Information:	(4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	Order) (Six Numbers)				
	4	8	0908, 090805, 090811				
	Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)				
Delivery Information:	Sefako Makgatho Health Science University	Full time	Year				

		Classes	Practicals	Tutorial	Periods per week:	Classes					
Periods per	week:	3 3 3									
Pre-requisite module:											
Co-requisite module:	es modules for	None									
Assessment	t 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			s, and end-of-			λ,					
	Minimum Form Assessment Mark for exam admission (%) % Formative Assessment	40% proposal writing 60%									
	Mark % Summative Assessment Mark Minimum final mark to pass (%)			40%							
		Paper 1	Pape	r 2	Paper 3	Paper 4					
Summative											
Assessment Paper:	t Duration	2hours									
	% contribution to Summative Assessment Mark	100%	100	%							
	Sub minimum	40%	40%	6							
	S	Summative A	ssessment I	Paper:							
Department	: Nursing science					alth Care ences					

Last Revision date:	N/A			First Year Offered (N	ew): 2	021		
Replace this Modu module(s)?	le existing		No	If YES, giv module co				
Module linked to Qualification/s:		PGDMI	D					
Migration Strategy: No			None (If YES, Section G mus			ust also be	e com	oleted)

F

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. 					

Module Information:	 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 SAQA Credits ITS Course Level 28;32) 0908, 090805, 090811 								
	Carr	ipus	Full/Par	t Time		Period ar/1 st /2 nd Sem)			
Delivery Information:	Sefako Makgatho Health Sciences Full time University					Year			
Periods per week:	Classes 2	Practicals	Tutorial	Periods week:		Classes			
Pre-requisite modules for this module:	None	2				2			
Co-requisites modules for module:	None								
Assessment criteria	 None 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; coordination; 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 								
Assessment method	activities an	Seminar, pres d tests. written exan		oarticipatio	n. Bla	ackboard			

	As	inimum Form ssessment Mark for cam admission (%)				40%)					
Mark		% Formative Assessment Mark		60%								
Structure:		% Summative Assessment Mark	40%									
		inimum final mark pass (%)				50%)					
			Paper	1	Paper 2		Pap	per 3		Paper 4		
	Theory/practical			Theory								
Summative Assessme	-	Duration	2Hour	s								
Paper:		% contribution to Summative Assessment Mark	100%	,								
		Sub minimum	40%									
			MODUL	AR INF	ORMATION				-			
Departmer	nt:	Nursing Science					Sch	ool:	Healtl Scien	n Care ces		
Last Revision N/A date:					First Year Offered (N	202	2025					
Replace th module(s)		Module existing	No If YES, give the module codes:									
Module lin Qualification			PGDMID									
Migration	ategy:	None		(If YES, Se	ection (G must	also l	be com	pleted)			

Module Code: (4 alphabetic & 3 numeric)	SMLR180
Module Name:	Specialist Midwifery Care 1 - Low-Risk Midwifery
	 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.
Content:	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

	Anotomy and physiology of the formals reproductive system
	 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; ethicallegal 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 psychosocial 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, resourcingPsycho-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
	Demonstrate knowledge, application and evaluation of apatemy, physiology, and patho physiology, that undersin
Learning Outcomes:	anatomy, physiology and patho-physiology that underpin pregnancy and birth including nutrition and breastfeeding in
	practice. 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. 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. 							
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32) ITS Course Level CESM Code (3 rd Order) (Six Numbers) 32 8 090805, 090811							
	Cam	pus	Full/Par	t Time	(Yo	Period ar/1 st /2 nd Sem)		
Delivery Information:	Sefako M Health S Unive	Sciences	Full	time	Year			
Periods per week:	Classes	Practicals	Tutorial	Semina	rs Independer Learning			
	12	6	10	10		10		
Pre-requisite modules for this module:	None							
Co-requisites modules for module:	None							

Assessme	activities	Formative: Seminar, presentations, participation. Blackboard activities and tests. Summative: Written paper 2 x 3 hours.								
		40%								
Mark Structure:	mission (%) ormative essment		60%							
Structure.	Asse Mari					40%				
	Minimun to pass (n final mark %)				50%				
			Paper 1		Paper 2		Paj			Paper 4
	Theory/practical		Theo	eory Theory						
Summative Assessme	Dura	Duration		s	3 Hrs					
Paper:	% co Sumr	% contribution to Summative Assessment Mark		%	100%					
	Sub r	ninimum	40%	6	40%					
			MODU	LAR INF	ORMATION					
Departmen	t: Nursi	ng Science					Sch	ool:	Heal Scier	th Care nces
Last Revis date:	N/A			First Year Offered (N	ew):	2025				
Replace th module(s)		e existing		N/A	If YES, giv module co					
Module lin Qualification	ked to		PGDMI	D						
Migration §		None (If YES, Section G must also be completed)						npleted)		

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

	Documentation: Records and record-keeping					
	Complicated /high-risk	pregnancy:				
	 Pathological change Abnormalities in pre- period and in adva Specialized materna pregnancy, Common Hypertensive disorder 	ges: Anatomical an egnancy; Pregnancy d nced maternal age; M al and fetal investigat on Medical disorder ers, Surgical conditions ncy: Sexually transmitt	Iultiple pregnancy, ions; Problems of s in pregnancy; during pregnancy,			
	Complicated /high risk	a Labour:				
	 Prolonged pregnancy and uterine action disorders; Malposit of the occiput, malpresentation and dysfunctional labor Operative and instrument assisted births; Preterm and post ter birth; Midwifery obstetric emergencies and interventions 					
	Complications in puer	perium:				
	Maternal infections and loss in maternity	and other health probl y	ems; Bereavement			
	Complicated /high ris	k 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 					
Learning Outcomes:	 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. 					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3 rd Order) (Six Numbers) 0908, 090805,			
	40	8	090811 Period			
Delivery Information:	Campus	Full/Part Time	(Year/1 st /2 nd Sem)			

		9	SMU		Fu	l time		Year		
Periods pe	Classes	Pra	acticals	Tutorial	Sem	inars	Independent Learning			
	i week.	10		10	10	1	0	10		
Pre-requisi module:	te modules for this	N/A								
Co-requisit module:	tes modules for	N/A								
Assessme	 the mot Discuss during t Apply the includin Develop neonata this in p 	ther ar s the po- the po- he stan ng pha ng pha p evide al, pos practic	nd the ne athologic st-natal p ndard of rmacothe ence-bas tnatal, m e.	onate cal change eriod care as in erapy ed practionaternal ca	es of the dicated i ce and nu re and e	mother n clinica ursing ir merger	natal period of and baby al protocols nterventions, in ncies and apply			
Assessme	Formative Blackboard Summative assessme	d activ e: Writ	rities and ten pape	tests. er 2x 3 hou			s/simulations, clinical			
	Minimum Form Assessment Mark for exam admission (%)			40%						
Mark Structure:	% Formative Assessment Mark	60%								
	% Summative Assessment Mark	40%								
	Minimum final mark to pass (%)	50%								
		Paper 1		Pape	r 2	Раре	er 3	Paper 4		
	Theory/practical	Theory		Theo	ory					
Summative Assessme	nt	3 Hrs		3 Hi	rs					
Paper:	% contribution to Summative Assessment Mark	100%		100	%					
	Sub minimum			40%	6					
		MODULA	R INF	ORMATI	ON					
Departmen					Scho	<u> </u>	ealth Care ciences			
Last Revis date:	N/A				d (New):	2025				
module(s)			N/A		give the codes:					
Module lin Qualification		PGDMID								
Migration S		None		(If YES	, Section	G must a	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 requirement for regional analgesia and anaesthesia Prepare the nother for caesarean section and post-operative care Insert intravenous infusion in the 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 Active anal 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

		l care, antena and breastfe	•	and post-r	natal care including	
	 contextu clinical p in lifesa diagnost Render a care usi psychos Mobilise practice Collabor engagin making a Develop guideline manage Participa evaluatio 	al relevant protocols and aving skills i tic and surgic and co-ordina ng the scient ocial science appropriate in midwifery rate within i g in a health and sound cli and implem es in midwi ment to impro	intervention standards in reproduc al intervent ate patient c ific approad s including resources to ensure q nter-and ir h dialogue, nical judgen nent institut fery, utilizi ove the qua ssign, deve and midwif	is in pract of care. De ctive healt ions per co entred midw ch, integrati advanced to impler uality patie ntra- profe shared le ment tional polic ng the pr lity of care lopment, ir ery policies	nt strategies and ice, as applied in evelop competency hcare as well as intextual demands. wifery and neonatal ing biomedical and pharmacology ment standards of nt care and safety ssional teams by eadership, decision ies, protocols and rocess of change mplementation and s, programmes and	
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32) ITS Course				CESM Code (3 rd Order) (Six Numbers)	
	44		8		090805, 090811	
	Cam	-	Full/Part Time		Period (Year/1 st /2 nd Sem)	
Delivery Information:	Sefako M Health S Unive	ciences	Full time		Year	
Pariada par waaku	Classes	Practicals	Tutorial	Semina	rs Independent Learning	
Periods per week:	9	9		10	10	
Pre-requisite modules for this module:	N/A		•			
Co-requisites modules for module:	N/A					
Assessment criteria	 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. 					

		and re project • Consu own c • Sound ensure	ipate in project and esponsibilities within at teams ultation is sought tim ompetencies d asset managemen e appropriate, adeq equipment	n inter- and intra-p neously in line wit nt principles are e	professional h awareness of mployed to		
Assessme	nt method	activities and t	minar, presentation ests. /ritten paper 1x 3 ho		Blackboard		
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark	% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50	%			
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory/practical						
Summative Assessme		3hours					
Paper:	% 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 Car	e Sciences		Department Nursing Science				
Qualification	Qualification Name: Postgraduate Diploma in Occupational Health Nursing				Qualification Code: PGDOHN)HN	
Campus:	Campus: Sefako Makgatho Health Sciences University			Last Revision of	date:	N/A		
Total SAQ/	Total SAQA Credits for Qualification:		140	Is this a fixed Curriculun		lum:	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							
		Yea	r Modules					
X ¹	Module Offering Possible SAQA Hemis Code Period ² major ³ Credit Credit ⁴							
	The following m	odule/s are C	OMPULSORY					
	TOTAL CREDIT							

	NEW PROGRAMME							
	PERIOD OF STUDY / YEAR LEVEL							
		Year I	Nodules					
X 1	Module Offering Possible SAQA Hemi Code Period ² major ³ Credit Credit							
	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 CREDIT	R LEVEL	140	1				

	MODULAR INFORMATION								
Department: Nursing Science						School: Health Care Sciences			
Last Revision date:	N/A			First Year Offered (N	lew):	2025			
	Replace this Module with the existing module(s)?		N/A	If YES, giv module co		N/A			
Module linked Qualification/s		PGDOHN	1						
Migration Stra	on Strategy: None (If			(If YES, Se	ection G r	must also	be comple	eted)	

Module Code: (4 alphabetic & 3	SEPP 180
numeric) 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 The student should be able to: 										
Learning Outcomes:	Communication skills.										
	SAQA ((4· 8· 12· 1	Credits 16; 20; 24;	ITS Cou	rse Level	CES	SM Code (3 rd Order)					
Module Information:		;32)	110 000			(Six Numbers)					
	8	3	8	3		090813, 090811					
		npus	Full/Pa	rt Time		Period (Year/1 st /2 nd Sem)					
Delivery Information:		Makgatho Sciences	Full	time	Year						
		rersity									
Periods per week:			s Tutorial	Seminar	s	Independent Learning					

Pre-requis module:	site r	nod	ules for this	None							
Co-requisi module:	ites	m	odules for	None							
Assessme	ent c	riter	ia	 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. 							
Assessme	ent m	neth	od	Lectures, tutorials, discussions, group work, seminars, presentations, multiple- choice tests and essays, project work, and end-of-module examinations.							
	Ass	sessi exar	m Form ment Mark n admission	40%							
Mark Structure:			% Formative Assessment Mark	60%							
on dotare.			% Summative Assessment Mark	40%							
		imui bass	m final mark (%)			50%					
				Paper 1	Paper 2	Paper 3	3	Paper 4			
	_	The	ory/practical	Theory							
Summativ Assessme			ation	Hours							
Assessme Paper:	;11 t	Sun	ontribution to nmative essment k	100%							
		Sub	minimum	40%							
				MOD	ULAR INFORMA	TION					
Departme	nt:	Nur	sing Science			School: Health Care Sciences					
Last Revis date:	sion		N/A		First Year Offered (New):	2025	2025				
Replace the existing m			ile with the	N/A	If YES, give the module codes:						

Module linked to Qualification/s:	PGDOHN				
Migration Strategy:	None	(If YES, S€	ection G must	t also be complet	ed)

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. 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.

	 Demonstrate knowledge of appropriate search engines an databases for review of the literature to inform evidence-base practice, nursing education, and health services management. Use appropriate methods to generate evidence to utilize i specialist practice. Actively participate in inter and intra-professional dialogues an debates in conferences and peer-reviewed journals to improve th quality of care. Utilizes, manages, and communicates data to support decision-makin and research: Critically argue for evidence-based nursing care using knowledg 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 th specialist practice. Demonstrate utilization of data/information/emerging evidence pertinent t the respective specialty to support the research process in evidence based practice. 										
Module Information:	SAQA ((4; 8; 12; 1			rse Level	CESM Code (3 rd Order) (Six Numbers)						
	1	2	8	8	090813, 090811						
		npus	Full/Pa	rt Time		Period (Year/1 st /2 nd Sem)					
Delivery Information:	Health S	Makgatho Sciences ersity	Full	time		Year					
Pariada par waaku	Classes	Practicals	s Tutorial	Seminar	rs	Independent Learning					
Periods per week:	3	3		6	8						
Pre-requisite modules for this module:	None										
Co-requisites modules for module:	None										
Assessment criteria	ba D re D pi E C D ba ld pi V U C	ased practic emonstrate eview of the emonstrate ractice, edu ngage in sy ritically ana emonstrate ased practic lentify, des rocess. /rite a resea se evidence	ce. knowledge of literature to ability to fol cation, and n stematic revi- lyse data to s the importa ce in the clini cribe, and a arch report. e-based prac portfolio of ev	of appropriate inform evider low the meth nanagement. iews to inform support decis nce and rele cal nursing sp pply major p tice in specia	e searc nce-ba nodolo n evid ion-m evance peciali hases	and steps in the research					
Assessment method	Group pre		tests and es	says, project	work	assignments, and end-of-					

	Ass	nimum sessm exam	ent N	lark				409	% pro	posal w	/riting	9			
Mark Structure:		% Formativ Assessmer Mark			60%										
Structure.		% Summ Assess Mark		sment	40%										
		nimum bass (S		mark						50%					
						Paper 1	Paper	2	Pa	aper 3				Pape	er 4
	-	Theo	ry/pra	actical	The	ory	Submi resear								
Summativ Assessme	-	Duration			2 ho	ours	proposa	l for							
Paper:		% contribution to Summative Assessment Mark				100%	100%	6							
		Sub r	minim	ium		40%	40%)							
						MOD	ULAR INF	ORMAT	ION						
Departme	nt:	Nursi	ing So	cience					So	:hool:	Hea	alth C	are S	cience	es
Last Revis date:	sion		N/A				First Year Offered (N		20	25					
	Replace this Module with the existing module(s)?					N/A If YES, give the module codes:									
Module linked to PGDC Qualification/s:				PGDO	HN										
Migration Strategy: None							(If YES, S	ection G	mus	t also b	e cor	nplet	ed)		

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.

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	m		a health, edu	ucation/midwit		ng, commissioning, and acility/unit.			
Learning Outcomes:	• A fa ca	ppraises an acilitating sel ompetence: - Desci - Desci - Desci - Desci - Demo styles mana - Desci - Apply educa - Apply educa - Facili others learni educa perfor - Desci suppo - Expla and s - Enga - Discu - Demo ngage in pla ducational e - Desci	d develops f-directedne ribe the nurs ribe relevar ces, policies ation and he onstrate lea c, theories, gement. ribe manage ation platforr tate continue s and creat ng through t ation, mer rmance app ribe the nur ort, structure in the purp- taff develop ge in perforr ss risk man- onstrate abil anning, com ntity, or a he ribe the inter	self, peers, ess/leadership sing philosoph at legislation s, regulations alth services dership skills and princip ement theorie gement procession the processes norship, pr raisals. rse teacher/m e, and accomp ose and proc ment systems mance apprais agement, cris ity to negotiat missioning, a ealth facility:	and and in t in t in t is, and manas thro oles as and eess anal de learn of co ecept anag banim ess c sal. is, co e and manas	and their application in clinical and their application in clinical is in the management of the development (CPD) for self and arning environment for lifelong continuing education, in-service eptorship, supervision, and ager as a role model: student iment. is of performance management			
Module Information:		Credits 16; 20; 24; ;32)	ITS Cou	rse Level	CESM Code (3 rd Order) (Six Numbers)				
	2	4	;	8		090813, 090811			
		npus	Full/Pa	rt Time		Period (Year/1 st /2 nd Sem)			
Delivery Information:	Health	Makgatho Sciences rersity	Full	time		Year			
Periods per week:	Classes	Practicals	Tutorial	Seminar	s	Independent Learning			
	2	2				4			
Pre-requisite modules for this module:	None								
Co-requisites modules for module:	None								
Assessment criteria	 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. 								

Assessme	ent me	ethod		 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; coordination; 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. Formative: Seminar, presentations, participation. Blackboard activities and tests.									
Minimum Form Assessment Mark for exam admission (%) % Formative Assessment Mark			lark ssion native	40%									
Structure:	Structure: Mark % Summative Assessment Mark Minimum final mark				40% 50%								
	10 pa	ass (%)		Paper 1 Paper 2 Paper 3 Paper 4									
	-			-	Гареі	2	raper 5						
		Theory/pra	actical	Theory									
Summativ Assessme	-	Duration		2 Hours									
Paper:	5	% contribu Summative Assessme Mark	е	100%									
	\$	Sub minim	num	40%									
	·			MOD		ORMATIC	ON						
Departme	nt: I	Nursing So	cience				School:	Health Care Sciences					
Last Revis date:		N/A			First Year Offered (N	lew):	2025						
Replace the existing m			n the	N/A	If YES, giv module c								
Module lin Qualificati		-	PGDOH	N									
Migration			None		(If YES, S	ection G r	nust also b	be completed)					
-								• •					

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

						and internationally includes						
Content:	 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. 											
Learning Outcomes:	 Records in occupational nealth. 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. 											
Module Information:	28	16; 20; 24; ;32)	ITS Cou	rse Level	CESM Code (3 rd Order) (Six Numbers)							
	3	2	8	3		090813, 090811						
		npus	Full/Pa	rt Time	Period (Year/1 st /2 nd Sem)							
Delivery Information:	Health	Makgatho Sciences versity	Full	time	Year							
Periods per week:	Classes	Practicals	Tutorial	Seminar	s	Independent Learning						
	12	4		4		12						
Pre-requisite modules for this module:	None											
Co-requisites modules for module:	None											
Assessment criteria	 None 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. 											

					 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- 										
Assessme	netho	od			ess pre	sional team				•					
Minimum Form Assessment Mark for exam admission (%)										40%					
Mark Structure:	Mark % Formative Assessment				60%										
-					40%										
		imur ass	n final (%)	mark	50%										
					Paper 1		Paper	2	Pa	Paper 3		Paper		Paper 4	
		The	ory/pra	actical	Theory										
Summativ	e	Dura	ation		3 Hours										
Assessme Paper:		% contribution to Summative Assessment Mark		е	100%										
		Sub	minim	num	40%										
					МС	DU	JLAR INFO	ORMATI	ON						
Departmer	nt:	Nur	sing So	cience					S	chool:	Не	alth C	are Sc	iences	
Last Revision N/A							First Year Offered (N	lew):	20)25					
Replace this Module with the existing module(s)?					N/A		If YES, giv module co	ve the							
Module linked to				PGDOH	IN										
Migration	Strat	tegy	:	None			(If YES, Se	ection G	mus	st also b	e co	mplet	ted)		

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

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Content:	 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.					
Learning Outcomes:	 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. 					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	40		8		090813, 090811	
	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
Delivery Information:	Sefako Makgatho Health Sciences University		Full time			Year
Periods per week:	Classes	Practicals	Tutorial	Seminar	S	Independent Learning

		9	3		3	9			
Pre-requis module:	ite modules for this	None							
Co-requisi module:	tes modules for	None							
Assessme	nt 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 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. 							
Assessme	nt method	Lectures, tutorials, discussions, group work, seminars, presentations, multiple- choice tests and essays, portfolio of evidence, and end-of-module examination.							
_	Minimum Form Assessment Mark for exam admission (%)	40%							
Mark Structure:	% Formative Assessment Mark %	60%							
-	Summative Assessment Mark Minimum final mark	40%							
Summative	to pass (%) e	Paper 1			Paper 3	Paper 4			
Assessme Paper:		Theory							

	Duration		3 Hours						
% contribution to Summative Assessment Mark		100%							
	Sub minimum 40%		40%						
	MODULAR INFORMATION								
Department:	Nursing S	Science				School:	Health C	Care Sciences	
Last Revision N/A				First Year 2025 Offered (New):					
	Replace this Module with the existing module(s)?				e the des:				
Module linked to Qualification/s:									
Migration Strategy: None				(If YES, Se	ction G I	must also b	e comple	ted)	

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Module Code: (4 alphabetic & 3 numeric)	SOHP 180						
Module Name:	Occupational health	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 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 (3 rd Order) (Six Numbers)				
	44	8	090813, 090811				
	Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)				
Delivery Information:	Sefako Makgatho Health Sciences University	Full time	Year				

Deviede neu weste		Classes	Practicals	Tutorial	Seminars	Independent Learning			
Periods pe	Periods per week:		12	6			12		
Pre-requis module:	site m	odules for this	None						
Co-requisi module:	ites	modules for	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. 						
Assessme	Assessment method			Formative assessment will include clinical work, clinical practice Summative assessment will include a portfolio of evidence					
	Asse	num Form ssment Mark xam admission	40%						
Mark Structure:		% Formative Assessment Mark	60%						
Structure.		% Summative Assessment Mark	40%						
Minimu to pass		num final mark ss (%)	50%						
			Paper	1 Paj	oer 2	Paper 3	Paper 4		
Summative Assessme Paper:	Г	heory/practical	Submit a portfolio c						
	•	Duration	eviden						
	S A	% contribution to Summative Assessment Mark	100%	5					
	S	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

Course Code	Course name	Credits	Semester
MPBA600	Public Health Research	40	1 and 2
MPBC602	Introduction to Health Education and Health	16	2
	Promotion		
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

SCH Dip 2.4 Curriculum

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 INFORMAT	ΓΙΟΝ		
School:	HEALT	H CARE SCIEI	NCES			
Qualificat Name:	ion	POSTGRAI HEALTH	DUATE DIPLOMA IN PUBLIC	Qualification Code:	PP	H01
Campus :	SMU			Last Revision date:	202	22
Total SAC Qualificat	QA Credits	s for	120	Is this a fixed Curriculum:		YES

PERIO	D OF STUD	Y / YEAR	LEVEL	1		PERI	OD OF STUD	Y / YEAR	LEVEL 1	l
	Year N	lodules					1 st Sei	mester		
Module Code	Offerin g Period	Possi ble majo r	SA QA Cre dit	Hem is Cre dit⁴	(Module Code	Offering Period	Possi ble majo r	SAQ A Cre dit	Hem is Cre dit
The following	module is C	OMPULS	ORY		1	The following	g 2 modules a	re COMPL	JLSORY	
MPBA600	Y1	N	40	0.33	Ν	MPBD601	S1	N	16	0.13
					Ν	MPBE601	S1	Ν	16	0.13
Total credits	for Year m	odule	40	0.33		Total credits for Semester 1 modules				
						PERI	OD OF STUD	Y / YEAR	LEVEL 1	
						PERI		Y / YEAR mester	LEVEL 1	
					_	PERI Module Code			SAQ A Cre dit	Hem is Cre dit
					(Module Code	2 nd Se Offerin g	mester Possi ble majo r	SAQ A Cre dit	Hem is Cre
					1	Module Code	2 nd Se Offerin g Period	mester Possi ble majo r	SAQ A Cre dit	Hem is Cre
					C T N	Module Code The following	2 nd Se Offerin 9 Period 3 modules a	mester Possi ble majo r re COMPU	SAQ A Cre dit JLSORY	Hem is Cre dit
					(Module Code The following MPBB602	2 nd Se Offerin 9 Period 3 modules a S2	mester Possi ble majo r re COMPL N	SAQ A Cre dit JLSORY 16	Hem is Cre dit 0.13
						Module Code The following MPBB602 MPBC602 MPBF602 Total credits modules	2 nd Se Offerin 9 Period 3 modules a \$2 \$2 \$2 \$2	mester Possi ble majo r re COMPL N N N ster 2	SAQ A Cre dit JLSORY 16 16 16	Hem is Cre dit 0.13 0.13

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

Module Code: (4 alphabetic & 3 numeric)	MPBA600)					
Module Name:	Public He	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:	 To increase the students' knowledge of scientific approach and of every step of the research process. To empower the students to apply the knowledge and abilities on identifying research gaps and synthesize information gathered. To assist the students to demonstrate competence in conducting some of the public health research processes. To teach the students Identify the types of research designs appropriate for studies in public health. To enable the students to evaluate the strengths and weaknesses of methods used in various research studies. To empower the students to conduct literature and scoping reviews related to specific public health problems. 						
Module Information:	(4; 8; 12	A Credits ; 16; 20; 24; 28;32)	NQF Level		CESM Code (3 rd Order) (Six Numbers)		
		40		8	091301 Period		
Delivery Information:	Ca	ampus	Full/	Part Time	1 year		
Benvery mornation.		SMU	Full	Part Time	1 st year /second semester		
	Classes	Practicals	Tutorial	Seminars	Independent Learning		
Periods per week:				30 hours summer/ winter school	50		
Pre-requisite modules for this module:	NA						
Co-requisites modules for module:	NO						

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

Learning Outcomes:	 Demonstrate understanding of the Ottawa Charter as an overarching concept of global health promotion. Define and explain the concepts of Health Education and Health Promotion Differentiate between Health Education and Health Promotion Demonstrate an understanding of health promotion component in South African Health services. Explain how Socio-economic Status impacts on health outcomes. Demonstrate knowledge and understanding of how individual factors impacts on health outcomes. Demonstrate knowledge and understanding of how the social environment impacts on health. Demonstrate knowledge and understanding of how community development can improve health outcomes. Demonstrate the ability to distinguish between general literacy and health literacy, and how health literacy determines health outcomes. Explain the role of communication in Health Promotion and Health Education. Explain considerations and application of Ethics in Health Promotion 					
Module Information:	(4; 8; 12	A Credits ; 16; 20; 24; 28;32) 16	NQF Level		CESM Code (3 rd Order) (Six Numbers) 091301	
		-	8		Period	
Delivery Information:	Campus		Full/Part Time		(Year/1 st /2 nd Sem)	
	SMU		Full/Part Time		1 st year /second semester	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per week:	6			10 hours summer school	6	
Pre-requisite modules for this module:	NA					
Co-requisites modules for module:	NO					
Assessment criteria	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.					
Assessment method	1. For discussior 2Su	mative assess ns and 2 assigr	ment will cons ments (1 indi	sist of eight (8) ividual and 1 gr		

	Minimum Form Assessment Mark for exam admission (%)		2	40%		
Mark Structure:	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
Summative	Duration	5 hours				
Assessment	% 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:	 Describe the importance of evaluation and its role in public health Explain what program evaluation is, major concepts, including vocabulary and standards Differentiate between formative, process, impact and outcome evaluation Integrate monitoring and evaluation into project planning Identify suitable stakeholders to be engagement in evaluation Select an appropriate evaluation design and indicators for measuring program outputs and outcomes Develop a program logic model Develop evaluation Develop evaluation Develop quantitative and qualitative data collection tools Design an evaluation plan and a process or outcome evaluation

Module Info	Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		F Level	CESM Code (3 rd Order) (Six Numbers)	
			16		8	091301	
Delivery Inf	ormation [.]	C	ampus	Full/F	Part Time	Period (Year/1 st /2 nd Sem)	
			SMU	Full/	Part Time	1 st year /second semester	
		Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per	week:	6			10 hours summer school	6	
Pre-requisit module:	e modules for this	NA					
Co-requisite module:	es modules for	NO					
Assessmen	t criteria	health, int and ident	egrate monitori	ng and evalua	ation processes	and its role in public into project planning d in monitoring and	
Assessmen	t method	discussion 2Su	ns and 2 assigr	ments (1 ind		weekly online oup assignment). nination lasting for 5	
	Minimum Form Assessment Mark for exam admission (%)			409	40%		
Mark Structure:	% Formative Assessment Mark	f 60%					
on detaile.	% Summative Assessment Mark			409	%		
	Minimum final mark to pass (%)		_	509	%		
		Paper	r 1 Pa	aper 2	Paper 3	Paper 4	
Summative	Theory (duration)	Theo	ry				
Assessmen	Duration	5 hou	rs				
	% contribution to Summative	40%)				

Assessmen Mark			
Sub minimu	n 50%		

Module Code: (4 alphabetic & 3 numeric)	MPBF602							
Module Name:	The Envir	onment and He	ealth					
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:	measures 2. Ide they intera	used to deal w ntify environme act to affect the	vith them. ental hazards health of ind	and medias an ividuals and co	nealth problems and d to understand how mmunities. overns environmental			
Module Information:	(4; 8; 12	A Credits ; 16; 20; 24; 28;32)	NQ	F Level	CESM Code (3 rd Order) (Six Numbers)			
		16		8	091301			
Delivery Information:	C	ampus	Full/F	Part Time	Period (Year/1 st /2 nd Sem)			
Denvery mormation.		SMU	Full/	Part Time	1 st year /second semester			
	Classes	Practicals	Tutorial	Seminars	Independent Learning			
Periods per week:	6 10 hours winter 6 school							
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 ris perceptions, communication between risk analysts and decision makers environmental conditions, agents, and states use to causally assess th relationship with, and/or risks to health and wellbeing and socio-economi factors. 1. Formative assessment will consist of eight (8) weekly onlin 							
Assessmen		 discussions and 2 assignments (1 individual and 1 group assignment). 2Summative assessment: An open book examination lasting for hours (09h00-14h00). 							
	Minimum Form Assessment Mark for exam admission (%)			40%					
Mark Structure:	% Formative Assessmer Mark	t 60%							
ou ucture.	% Summative Assessmer Mark	t		40%					
	Minimum final mark to pass (%)			50%					
		Paper 1	Paper 2	Paper 3	Paper 4				
	Theory (duration)	Theory							
Summative	Duration	5 hours							
Assessmen	t % contributio to Summativ Assessment Mark								
	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:	 Report an epidemiological event. Interpret epidemiological data. Select appropriate study designs and conduct appropriate data analysis

		 Explain the limitations of observational data and sources of bias, and confounding Compute appropriate measures of association including odds ratios, and risk ratios Use appropriate indicators to measure health and disease. Describe health-related data using simple biostatistics. Use simple graphical data representation techniques Consider the basic ethical principles when handling health -related data 							
Module Info	ormation:	(4; 8; 12	A Credits ; 16; 20; 24; 28;32)	NQ	F Level	CESM Code (3 rd Order) (Six Numbers)			
			16		8	091301			
Dolivory Int	formation	Ca	ampus	Full/F	Part Time	Period (Year/1 st /2 nd Sem)			
Delivery Int	onnation.		SMU	Full/	Part Time	1 st year /first semester			
		Classes	Practicals	Tutorial	Seminars	Independent Learning			
Periods pe	r week:	6			10 hours summer school	6			
Pre-requisi module:	te modules for this	NA							
Co-requisit module:	es modules for	NO							
Assessmer	nt criteria	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.							
Assessmer	nt method	discussior 2Su	1. Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment).						
	Minimum Form Assessment Mark for exam admission (%)	40%							
Mark Structure:	% Formative Assessment Mark	60%							
	% Summative Assessment Mark	40%							

	Minimum final mark to pass (%)		50%				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Duration	5 hours					
Assessment	% 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:	 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 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 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 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 To understand and apply the objectives or principles? of Leadership, Management and Strategic Management 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 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

		 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 To understand the South African Health Act and Health Policies; and demonstrate familiarity with the South African Labour Relations Acts 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 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 Info	ormation:	SAQA (4; 8; 12	A Credits ; 16; 20; 24; 28;32)	NQ	F Level	CESM Code (3 rd Order) (Six Numbers)			
			16		8	091301			
Delivery Inf	ormation [.]	Ca	ampus	Full/F	Part Time	Period (Year/1 st /2 nd Sem)			
Benvery	officiation.		SMU	Full/Part Time		1 st year /first semester			
		Classes	Practicals	Tutorial	Seminars	Independent Learning			
Periods per	r week:	6			10 hours summer school	6			
Pre-requisit module:	te modules for this	NA							
Co-requisite module:	es modules for	NO							
Assessmer	nt criteria	Standards standards the requir and repor and are ta	s (NCS) for he and measuren ements for del t NCS are bas illored to the So	alth establish nent tools tha ivering qualit sed on intern outh African h	nments in Sout t are used to as y health care. ational best pra health care cont				
Assessmer	nt method	 Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment). Summative assessment: An open book examination lasting for 5 hours (09h00-14h00). 							
Mark	Minimum Form Assessment Mark for exam admission (%)	rk 40%							
Structure:	% Formative	60%							

	% Summative Assessment Mark Minimum final mark to pass (%)	40% 50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Duration	5 hours					
Assessmen	% 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 CA	RE SCIENC	ES		Scho	ol: HEAL	TH SCIE	NCES			
	ASTER OF (HERAPY (by		-	Quali	fication Cod	e:	MOT01			
Campu s: SMU					Last Revision date: 2002					
Total SAQA Credits for Qualification:		180		Is this a fixed Curriculum: Yes						
Once-off Implementatio	n Year:	Yes	(All year le	vels chan	ges are imple	emented ir	n the same ye	ear)		
Migration ImplementationYear level 1:Year level 2:Years:Year level 2:					Year level 3:	20	Year level 4:	2 0		
Year level 5: 20 Year level 6:					Year level 7:	20	N/A			

	PERIOD OF STUDY / YEAR LEVEL 1						PERIC	DD OF ST	UDY / YEA	R LEVE	L1
	Year 1								Year 2		
X 1	Mod ule Code	Offer ing Perio d ²	Possibl e major ³	SAQ A Cred it	He mis Cre dit ⁴	X 1	Mod ule Code	Offer ing Perio d ²	Possi ble major ³	SA QA Cre dit	Hemi s Cred it ⁴
	The fol	lowing 2 r	nodules are (SORY	The following module is COMPULSORY				DRY	
	OCT H808	1	Y	180	1		OCT H808	1	Y	180	1
	REM E801	1	Ν								
	PRO D801	1	Ν								
						То	tal credi	ts:		180	

CURRICULUM INFORMATION REQUIRED									
Sc ho HEALTH CARE SCIENCES ol:	Sc ho HEALTH SCIENCES ol:								
Qualific ation Name: MASTER OF OCCUPATIONAL THERAPY (Proceeding by Coursework)	Qualification 053 Code:								
Ca mp SMU us:	Last Revision 2002 date:								

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

	/ I ··· Jellie	ster / 1 st & 2	2 nd Quarte	er
Module Code	Offeri ng Period ²	Possi ble major ³	SAQ A Cred it	He mis Cre dit⁴
The follow	ving 2 modu	le/s are CO I	MPULSO	RY
OCTH8 01	1	Y	180	1
OCTH8 02				
REME8 01	1	Ν		
PROD8 01	1	Ν		

PERIOD OF STUDY / YEAR LEVEL 2									
	PERIOD O	F STUDY /	YEAR L	EVEL	. 2				
Year / 1 st Semester / 1 st & 2 nd Quarter									
Modul e Code	Offeri ng Period ²	Possi ble major ³	SA QA Cre dit		Hemis Credit ⁴				
The follo	wing modul	e is COMP	ULSOR	Y					
OCTH 802	2	Y	180						
Total cre	edits:			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.

School: HEALTH CARE SCIENC								
Qualification Name: MSc (Diet)		Qualification Code:	MDI A01					
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									
Mod ule Code	Offer ing Peri od ²	Possi ble major ³	SAQ A Cred it	Hemi s Cred it ⁴					
The fol	The following 2 modules are COMPULSORY								
MDE A090	1	Y	180	1					

PERIOD OF STUDY / YEAR LEVEL 1									
Year 2									
Mod ule Code	Offeri ng Period ²	Possi ble major ³	SA QA Cre dit	Hemis Credit 4					
The fol	The following module is COMPULSORY								
MDE A090	1	Y	180	1					

REM E801	1	Ν	
PRO D801	1	Ν	
	<u>.</u>		

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 with HPCSA 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.

		S	ECTION C	URRICULUM IN	IFORMAT		JIRED			
Sch ool:	HEALTH	I CARE SCIE	NCES			Facu HEALTH SCIENCES				
-	QualificationMaster of Science in PhysiotherapyName:Physiotherapy and Rehabilitation)					Qualifi Code:	lification le: MSPA01			
Ca mpu s:	MEDUN	SA			Last Revision date:		201	2014		
	SAQA Cree	dits for	180	180			a fixed ulum:			Yes
Once- Year:	-off Implen	nentation	Yes	Yes (All year levels changes are implemented in the same year					ar)	
Migration Implementation Years: N/A		Year level 1 Year level 5		Year level 2: Year level 6:		Year level 3: Year level 7:			Year evel 4:	

	EXISTING	PROGRAM	ME			PR	OPOSED	NEW PROC	BRAMME	
PERIC	D OF STU	IDY / YEAR	R LEVEL	1		PERIOD OF STUDY / YEAR LEVEL 1				
	Year	Modules					Yea	r Modules		
Module Code	Offer ing Peri od ²	Possi ble major ³	SA QA Cre dit	Hem is Cre dit⁴) 1		Offer ing Peri od ²	Possi ble major ³	SAQ A Cre dit	Hemis Credit ⁴
	The followingmodule/s are COMPULSORY						wing _ SORY	_4	module/s	are
						MANA1 90	Y	Y	8	0.044
						MPTA19 0	Y	Y	8	0.044
						MPTA09 0	Y	Y	60	0.334
						MPTB19 0	Y	Y	104	0.578
						REME 801	Y	Y		
Total credits	s for Year	modules				otal credits	for Year m	nodules	180	1.000

	SECTION E: CURRICULUM INFORMATION	REQUIRE	D
School:	HEALTH CARE SCIENCES	Facu Ity:	HEALTH SCIENCES

Qualification Name:				hysiotherapy rapy)		Qualification Code:		MSPB01	
Campus:	MEDUNSA					Revision	vision 2014		
Total SAQ Qualification	A Credits for on:	,	180			Is this a fixed Curriculum:			S
Once-off Ir	nplementatio	on Year:	Yes (All year levels changes are implemented in the same year)					ar)	
Migration Implement N/A	Implementation Years:			Year level 2: Year	Year level 3 Year	:		Year vel 4:	
		level 5:		level 6:	level 7				

	EX	ISTING PI	ROGRAMM	E			PROPO		N PROGRA	MME	
	PERIOD OF STUDY / YEAR LEVEL 1 PERIOD OF STUDY / YEAR LEVEL 1										
		Year M	odules			Year Modules					
X 1	Module Code	Offer ing Peri od ²	Possi ble major ³	SA QA Cre dit	Hem is Cre dit⁴	X 1	Module Code	Offer ing Peri od ²	Possi ble major ³	SAQ A Cre dit	H e m i S C r e d it ₄
	The follow COMPUL		n	nodule/s	are		The following5module/s are COMPULSORY				
							CHRC8 01	Y	Y	24	0 1 3 3
							ATHS80 1	Y	Y	24	0 1 3 3
							MPTA09 0	Y	Y	60	0 3 3 4

						ETBD70 1	Y	Y	32	0 1 7 8
						CPHY80 1	Y	Y	40	0 2 2 2 2
						REME 801	Y	Y		
Tota	I credits for `	Year mod	ules		Тс	otal credits f	or Year m	nodules	180	1 0 0

	SECTION F: MODULAR INFORMATION REQUIRED									
Department:	Phys	siotherapy					Sch ool:	HEALTH CARE SCIENCES		
Last Revision date: 2013					First Year O (New):	ffered	2013			
Replace this Mo	dule ex	isting mod	lule(s)?	No	If YES, give codes:	the module	N	/A		
Module linked to Qualification/s:)		MSPA0 1	MSPB01						
Migration Strategy: No					(If YES, Sect	ion 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.

Module Inform	nation:	(4; 8; 12; 28	Credits 16; 20; 24; 3;32) 60	ITS Course Level		CESM Code (3 rd Order) (Six Numbers) 091406		
Delivery Info	mation:	Ca	mpus	Full/Part Time		Period (Year/1 st /2 nd Se m)		
		MED	DUNSA	FULL	TIME	YEAR		
Periods per v	/eek:	Classes	Practical s	Tutorial	Semina	ars Independ Learning		
Pre-requisite	modules for this module:							
Co-requisites	modules for module:							
ASSESSMEN	T:							
Assessment		including a Construct literature r Demonstra good pract Plan and r Master pro data; Corre and an ab	 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. 					
Mark Structure:	MinimumFornAssessmentMarkfoexam admission (%)% FormativeFinaAssessmentIMarkmar% Summativek =AssessmentMarkMarkMarkMarkMinimumfinalmass (%)%)			100%				
		Paper	1 F	Paper 2	Paper 3	Paper 4		
Summative Assessment Paper:	Theory / Practical	Mini- Disserta		-	-			
-	Duration	-						

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

	SECTION F: MODULAR INFORMATION REQUIRED									
Department:	Phy	siotherapy	/			School:	HEALTH CARE SCIENCES			
Last Revision date: 2013					First Year Offered (New):	2013				
Replace this Moo module(s)?	lule ex	isting		No	If YES, give the module codes:	N/A				
Module linked to MSPA Qualification/s:			MSPA0	1						
Migration Strategy: No				(If YES, Section G must also be completed) N/A						

Module Code: (4 alphabetic & 3 numeric)	MPTB190					
Module Name:	SPORTS	PHYSIOTHEF	RAPY AND R	EHABILITATIC	N	
Content:	componer with and o	nt. Specialist k critique of curr	nowledge wil ent research	be offered to	ement and clinical enable engagement s well as advanced 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 (3 rd Order) (Six Numbers)	
	1	04		7	091406	
Delivery Information:	Ca	mpus	Full/Pa	art Time	Period (Year/1 st /2 nd Sem)	
	ME	DUNSA	FUL	L TIME	YEAR	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
renous per week.	3	1.5				

Pre-requisite module:	modu	les for this						
Co-requisites	module	s for module:						
ASSESSMEN	T:		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 I	Assessment Methods:			Case Presentations Practical Demonstrations Clinical Practice Patient management				
		um Form sment Mark for admission (%)	40%					
Mark Structure:	Final mark	% Formative Assessment Mark	60%					
Structure.	=	% Summative Assessment Mark	40%					
	Minim pass (um final mark to %)		50)%			
			Paper 1	Paper 2	Paper 3	Paper 4		
	Th	eory / Practical	Theory	Practical				
Summative	Du	uration	3hrs	2hrs				
Assessment Paper:		contribution to ummative ssessment Mark	50%	50%				
	Su	ıb 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 (module(s)?	existing		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	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 Candidates should obtain specialist knowledge to enable engagement					
Learning Outcomes:	Critical Issues in Laboratory vs Field Based Biomechanical Testing 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					
Module Information:	(4; 8; 12;	Credits 16; 20; 24; 3;32)	ns to improve performand		CESM Code (3 rd Order) (Six Numbers)	
		8	7	,	130808	
Delivery Information:	Ca	mpus	Full/Pa	rt Time	Period (Year/1 st /2 nd Sem)	
-	Me	dunsa	Contact -	- Fulltime	Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
•	1					

Pre-requisite module:	e mo	dules for this						
Co-requisite	s mod	ules for module:						
ASSESSMEN	NT:		Formative Assess Assessment 3 hou	•	nts and a written	test. Summative		
Assessment	Criter	ia:	performance in spo Apply the principle and exercise interv Collect, analyse, ir Evaluate experime physiology	Evaluate the effects of sport and exercise interventions on the				
Assessment	Metho	ods:	Assignments and v	written test				
	Asse	mum Form essment Mark for m admission (%)		40%				
Mark Structure:	Fina marl	Mark	t	60%				
Structure.	=	 % Summative Assessment Mark 	40%					
		mum final mark ass (%)		50	%			
			Paper 1	Paper 2	Paper 3	Paper 4		
		Theory / Practical	Theory	N/A		N/A		
Summative		Duration	3 hours	N/A	N/A	N/A		
Assessment Paper:		% 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 An	man Anatomy and Histology					ool:	Pre-	ology an Clinical nces	nd
Last Revision date:	2013			First Yea Offered (2013	3			
Replace this M module(s)?	Replace this Module existing No			If YES, gi module o			N/A			
Module linked Qualification/s		MSPA01								
Migration Stra		(If YES, Section G must also be completed) N/A				N/A				

Module Code: (4 alphabetic & 3 numeric)	MANA1	90						
Module Name:	APPLIE	APPLIED ANATOMY						
Content:	Upper li Lower li	d Spinal Coro mb and shou mb and and anklo	lder girdle					
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:	(4; 8; 12	A Credits ; 16; 20; 24; 28;32)	; ITS Course Level		CESM Code (3 rd Order) (Six Numbers)			
	8		7	7		130402		
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)			
	ME	DUNSA	FULL	FULL TIME		Y		
Periods per week:	Class es	Practicals	5 Tutorial	Semina	ars	Independent Learning		
	2	2						
Pre-requisite modules for this module:	N/A							
Co-requisites modules for module:	N/A							
ASSESSMENT								
Assessment Criteria	deal with shoulde	n complex iss	ver limb, Wrist	ack and Spin	al Co	bility to: rd, Upper limb and e and foot. both		

			 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. Written test and spot test, presentation using 						
Assessm	ent M	ethods	Written test and	d spot test, presen	tation using				
	Forr Ass Mar	imum native essment k for exam hission (%)			40%				
Mark Structur	Mark Fi e Nark Asses Structur ent Ma	Formativ	60%						
e:	m ar k =	% Summati ve Assessm ent Mark	40%						
	Mini mar (%)	imum final k to pass	50%						
			Paper 1	Paper 2	Paper 3	Paper 4			
		Theory / Practical	THEORY	PRACTICAL TEST					
Current f]	Duration	3HOURS	1 HOUR					
Summati e Assessm nt Paper	ie t	% contribution o Summative Assessment Mark	70%	30%					
		Sub ninimum	40%	40%					

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

Replace this Module existing module(s)?		No	If YES, giv module co		N/A	
Module linked to Qualification/s:	MSPB01					
Migration Strategy:	No		(If YES, Se	ection G must a	lso be comple	eted) N/A

Module Code: (4 alphabetic & 3 numeric)	CHRC801		
Module Name:	COMMUNICABLE AND	NON-COMMUNICABLE	CONDITIONS
	component:	of chronic disease mana	
Content:	health related condition Common upstream det Downstream risk factor Opportunities for preve	erminants and system appr s and epidemiological appro ntion and treatment pacity for Communicable and s	oaches oaches
Learning Outcomes:	At the end of the modu Critically evaluate the n communicable health n and their application fro Understand and critical synthesized into a com Explain and defend the and their implications fo Critically evaluate avail to clinical health service Evaluate health system global NCDs; Analyse the policy proc at different stages of th disease management; Explain and defend how	le, the candidates should be neasures of Communicable elated conditions and their om monitoring to policy eval analyse how the broad evid mon causal framework for t importance of upstream de or prevention; able prevention strategies fi	and Non- management burden uation; dence base can be he major NCDs; eterminants of NCDs rom health promotion of for combating of policy opportunities em-wide changes to er major global
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)
	24	7	091406
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)
	MEDUNSA	FULL TIME	YEAR

Periods per	week:			Classes	Practicals	Tutorial	Seminars	Independent Learning	
Pre-requisite		ules f	or this	8					
module:									
Co-requisite	s module	es for n	nodule:		_				
ASSESSMEI	NT:			Summativ examinati	e assessment: on	1 theory pap	and clinical ass per (3-hours) and	clinical	
Assessment	: Criteria:	:		 Demonstrate the concepts and principles of communicable and ner communicable health conditions Demonstrate an ability to conduct an evaluation and managemen disabled persons within their settings. Demonstrates awareness of the basics of managing communicable and non-communicable diseases Demonstrate an understanding of appropriate knowledge base, a ability to apply sound clinical judgement to problems 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	Method	s:		Case Studies Case Presentations Practical Demonstrations Clinical Practice Patient management					
	Minimu Assess exam a	ment I	Form Mark for on (%)		Portfolio of evidence 40%				
Mark Structure:	Final mark	% For Asses Mark	rmative ssment			60%	0		
	=	Asses Mark	mmative ssment		40%				
	Minimu pass (%		mark to			50%	, 0		
				Paper	1 Pa	iper 2	Paper 3	Paper 4	
Summative	The	eory / Pr	ractical	Theor	y Pra	actical			
Assessment	: Dur	ation		3hrs		2hrs			
Paper:		Duration % contribution to Summative Assessment Mark			Ę	50%			

Sub minimum 40%	40%		
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	SECTION F: MODULAR INFORMATION REQUIRED									
Department:	Ph	ysiothera	ру			Scho	ool:	School of Healthcare Sciences		
Last Revision date: 2014					First Year Offered (New):	2014	2014			
Replace this Mo module(s)?	Replace this Module existing module(s)?		Yes / No	If YES, give the module codes:						
Module linked t Qualification/s:	-			MSPB01						
Migration Strategy: Yes / No				/ No	(If YES, Section G must also be completed)					

Module Code: (4 alphabetic & 3 numeric)	ATHS801		
Module Name:	HEALTH-RELATED AD	MINISTRATIVE THEORY	
Content:	SA health systems ma Community Developme Health Promotion Principles of Communit Screening of communit	nt y physiotherapy	
Learning Outcomes:	assessment, planning fr intervention. Candidates should obta with and critique of curr scholarship or research social sciences: to deve and services within hea systems and include co management, financial resources management management, health co	e able to conduct commun or intervention and evaluat an specialist knowledge to ent research or practices, a in administrative theory ar elop, plan and manage hea lth care facilities and acros ompetencies in planning b management, public relat at, health care systems of care resource allocation an tions, and applications to	e the impact of enable engagement as well as advanced nd health-related lth care operations is health care pusiness ions, human peration and id policy making,
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		CESM Code (3 rd Order) (Six Numbers)
	24 Campus	7 Full/Part Time	091309 Period
Delivery Information:	Medunsa	Contact – Fulltime	(Year/1st/2ndSem) Year

Periods per	week	(:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
		-	8					
Pre-requisit module:	e m	odules for th	is					
Co-requisite module:	es	modules	or					
ASSESSME	NT:			e Assessment: /e assessment:	•			
Assessment Criteria:Demonstrates understanding of the basic principles of aud management, evidence-based practice, patient safety, quality improvement initiatives Demonstrates knowledge of evidence-informed practice Demonstrate an ability to work in multi-professiona supervise junior medical staff Demonstrate an ability to show leadership, make decisi and motivate other team members; for the benefit of pati for example, audit and quality improvement projects Demonstrate an ability to work effectively with others.					fety, and clinical ce onal teams and ecisions, organise			
Assessmen	ment Methods: Case Studies Case Presentations Portfolio of evidence							
	Ass	nimum Fo sessment Mark am admission (%	for	40%				
Mark Structure:	Fin ma	Mark		60%				
Officiale.	=	K % Summativ Assessme Mark		40%				
		nimum final ma bass (%)	ark		50%	, D		
			Раре	er 1 P	aper 2	Paper 3	Paper 4	
		Theory Practical	/ Theo	ory	N/A		N/A	
Summative		Duration	3 hou	urs	N/A	N/A	N/A	
Assessmen Paper:	t	% contribution Summative Assessment Mark	to 100	%	N/A	N/A	N/A	
		Sub minimum	40%	6	N/A	N/A	N/A	

SECTION F: MODULAR INFORMATION REQUIRED

Department:	Phy	ysiothera	ру				School:	School of Healthcare Sciences
Last Revision d	late:	2014			First Year Offered (Nev	w):	2014	
Replace this Mo module(s)?	Replace this Module existing Yes / No Yes / No			Yes / No	If YES, give t module code			
Module linked t Qualification/s:	-			MSPB01				
Migration Strate	Migration Strategy: Yes / No				(If YES, Secti	ion G I	must also b	be completed)

Module Code: (4 alphabetic & 3 numeric)	ETBD701					
Module Name:	EPIDEMIC	DLOGIC THE	EORY,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:	(4; 8; 12 2	A Credits ; 16; 20; 24; 8;32)	ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	32		7		131209	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
•	Medunsa		Contact – Fulltime		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminar	s Independent Learning	
	2	3				
Pre-requisite modules for this module:						
Co-requisites modules for module:						

ASSESSMENT:				Formative Assessment: assignments				
ASSESSMENT: Assessment Criteria:			:	Summative resessment: 1 theory paper (3-hours) 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				
Assessmen	t Me	thoc	ls:	Case Studies Case Presentations Portfolio of evidence Summative assessment				
Mark Structure:	As	Minimum Form Assessment Mark for exam admission (%)		40%				
	Fina	-	% Formative Assessment Mark	60%				
	=	mark % = Summat Assessn Mark		40%				
			um final mark s (%)	50%				
				Paper 1	Paper 2	Paper 3	Paper 4	
		Theory / Practical		Theory	N/A		N/A	
Summative Assessment Paper:		Duration		3 hours	N/A	N/A	N/A	
	t	% 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:	Phy	siotherapy			School:	HEALTH CARE SCIENCES
Last Revision date:		2014		First Year Offered (New):	2014	

Replace this Module existing module(s)?		No	If YES, giv module co		N/A	
Module linked to Qualification/s:	MSB01					
Migration Strategy:	No		(If YES, Se	ection G must a	Ilso be comple	ted) N/A

Module Code: (4 alphabetic & 3 numeric)	CPHY801					
Module Name:	COMMUN	IITY PHYSIO	THERAPY			
Content:	Principles	of community	physiotherap	hysiotherapy the by id outreach proje		
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. SAQA Credits CESM Code (3 rd					
Module Information:	(4; 8; 12 2	A Credits ; 16; 20; 24; 8;32) 40	ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
		mpus	Full/Part Time		091406 Period (Year/1st/2ndSem)	
Delivery Information:	ME	DUNSA	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 Stud Case Pres	dies sentations Demonstratior			9	

			Patient manager Portfolio of evide				
Minimum Assessment Mar exam admission		sment Mark for		4()%		
Mark	% Formative Assessment			60)%		
Structure:	mark =	% Summative Assessment Mark	40%				
	Minimi pass (um final mark to %)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	Th	eory / Practical	Theory	Practical			
	Summative Duration		3hrs	2hrs			
Assessmen Paper:	Su	contribution to immative sessment Mark	50%	50%			
	Su	ıb 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 examinations 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 <u>before</u> 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

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 SEMESTE	R			
All students	MPBC192 MPBD192	Principles of Environmental Health OR Principles of Occupational Health	12	
	MPBA192	Principles of Epidemiology	12	
	MPBB192	Principles of Biostatistics	12	

FIRST YEAR

SECOND YEAR

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

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

	CURRICULUM INFORMATION								
Scho ol:	HEALT	H CARE SCIEI							
Qualific Name:	ation	MASTER O	Qualification Code:	MP	UA01				
Camp us:	Camp Sefako Makgatho health Science University (SMU)				202	2			
Total SA Qualific	AQA Crec ation:	lits for	200	Is this a fixed Curriculum:		YES			

PERIC	PERIOD OF STUDY / YEAR LEVEL 1 1 st Semester					PERIOD OF STUDY / YEAR LEVEL 1 2 nd Semester				
Module Code	Offerin g Period	Possi ble majo r	SA QA Cre dit	Hem is Cre dit⁴		Module Code	Offering Period	Possi ble majo r	SAQ A Cre dit	Hem is Cre dit
MPBA090	YEAR		100	0.05						
The following	3 modules a	are COMP	ULSORY	/		The following	g 3 modules a	re COMPL	JLSORY	
MPBA191	S1	Y	12	0.06		MPBC192 OR MPBD192	S2	Y	12	0.06
MPBB191	S1	Y	12	0.06		MPBA192	S2	Y	12	0.06
MPBC191	S1	Y	16	0.08		MPBB192	S2	Y	12	0.06
Total avadita	for Comoot					Total avadit	- for Comon			
Total credits modules	for Semest	er 1	140	0.20		modules	s for Semest	er Z	36	0.18
	TOTAL CRE	DITS FOR	R YEAR I	EVEL 1:	S	AQA CREDITS	= 76; HEMIS	CREDITS	= 1	
PERIC	D OF STUD	Y / YEAR	LEVEL	2		PERI	OD OF STUD	Y/YEAR	LEVEL 2	
	1 st Se	mester								
Module Code	Offerin g Period	Poss ible	SA QA	Hem is		Module Code	Offerin g Period	Possi ble	SAQ A	Hem is

		majo r	Cre dit	Cre dit		re lit		
Choose at le	ast 1 of the t	following E		ES	Choose at least 1 of the following ELECTIVES			
MPBD191	S1	Y	12	0.06		06		
MPBF192	S1	Y	12	0.06	MPBG192 S2 Y 12 0.	06		
MPBG191	S1	Y	12	0.06				
Total credits modules	s for Semest	er 1	12		Total credits for Semester 2 12 12			
	TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 124; HEMIS CREDITS = 1							

MODULAR INFORMATION									
Offering Department:	PUBLIC	HEALTH			Sch ool:	HEALTH SCIENCES			
Last Revision da	22	First Year Offered (New):	2013						
Replace this Mo module(s)?	dule existin	Ig	NO	If YES, give the module codes:					
Module linked to Qualification/s:)	0901	0608						

Module Code: (4 alphabetic & 3 numeric)	MPBA MI					
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:	programme . Development of health p	s of health behaviours ssessment as a rationale fo romotion material for speci Ith promotion interventions	fic interventions			
Module Information:	SAQA Credits CESM Code (3 (4; 8; 12; 16; 20; 24; NQF Level Order) 28;32) (Six Number)					
	12	9	091305			

Delivery lafe		Ca	ampus	Full/P	art Time	Period (Year/1 st /2 nd Sem)	
Delivery Infor	mation:		SMU		II/Time	1 st yea/1 st semester	
Periods per w	veek:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6			1	6	
Pre-requisite module:	modules for this	NA					
Co-requisites module:	modules for	NA					
Assessment	criteria	 Identify th Use the d conduct n Develop h Create the Discuss m 	eterminants of eeds assessme lealth promotio e structure of a	between kno health and d ent activities n intervention multi-compo	owledge, attitud eterminants of n objectives nent health pro	les and behaviour behaviour to pmotion program lic health education	
Assessment	method	. Online discussions . Assignments . Examination					
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark Structure:	% Formative Assessment Mark	60%					
	% Summative Assessment Mark			409	6		
	Minimum final mark to pass (%)	50%					
		Paper	· 1 Pa	aper 2	Paper 3	Paper 4	
	Theory /Practical	Theor	ry				
Summative	Duration	5 hou	rs				
Assessment	% contribution to Summative Assessment Mark	40%					
	Sub minimum	50%					

Module Cod 3 numeric)	de: (4 alphabetic &	MPBB191					
Module Nar	ne:	Principles	of Health System	n Managemer	nt		
Content:		This is an introductory course in the areas of health policy and policy analys It equips the student with knowledge and skills that will enable him/her development of health management concepts. The learners or hea managers will acquire advance knowledge and skills to solve the proble and improve the performance of health systems.					
Learning O	utcomes:	 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 healthca system 					
Module Info	ormation:		A Credits 6; 20; 24; 28;32)	NQ	F Level	CESM Code (3 rd Order) (Six Numbers)	
			12		9	091309	
Delivery Inf	ormation:	Campus		Full/Part Time		Period (Year/1 st /2ndSem)	
		SMU		Full/Time		1 st yea/1 st semester	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6			1	6	
Pre-requisit module:	te modules for this	NA					
Co-requisite module:	es modules for	NA					
Assessmen	it criteria	. Apply mar	eed for health sys nagement theorie actical individual p	s and concep	ots		
Assessmen	it method	Online discussionsAssignmentsExamination					
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark Structure:	% Formative Assessment Mark	60%					
	% Summative Assessment Mark	40%					

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

Module Code: (4 alphabetic & 3 numeric)	MPBC191	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:	 Conceptualise a study based on a researchable public health problem. Search for, critically read and appraise research articles. Develop a mind map and/or literature review matrix to synthesise information from the literature. Calculate or determine an appropriate sample size for the study. Develop an appropriate data collection tool or interview guide for the study Produce a complete research proposal covering all aspects of a 					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	NQF Level	CESM Code (3 rd Order) (Six Numbers)			
	16	9	091304			
Dolivory Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)			
Delivery Information:	SMU	Full/Time	1st year/1 st semester			

Periods per	week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
P		12			10 hours	6	
Pre-requisit module:	e modules for this	NA					
Co-requisite module:	es modules for	NA					
Assessmen	t criteria	Develop res Search for a Develop a r	and review litera esearch design	and objectives ture on a sele	s for an identified cted research an op a research pro	ea	
Assessmen	t method	 Online discussions Assignments Oral presentation of proposal 					
	Minimum Form Assessment Mark for exam admission (%)	NA					
Mark	% Formative Assessment Mark	100%					
Structure:	% Summative Assessment Mark	N/A					
	Minimum final mark to pass (%)	50%					
		Paper	1 Pa	aper 2	Paper 3	Paper 4	
	Theory /Practical	N/A					
Summative	Duration	N/A					
Assessmen	t % contribution to Summative Assessment Mark	100%					
	Sub minimum	50%					

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

Content:		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.					
Learning O	utcomes:	 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 					
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)	
			12		9	091304	
Delivery Inf	iormation	Ca	ampus	Full/P	art Time	Period (Year/1 st /2 nd Sem)	
Delivery Inf	ormation.	SMU		Fu	III/Time	1 st yea/2 nd semester	
Periods per	Periods per week:		Practicals	Tutorial	Seminars	Independent Learning	
		6			10	6	
Pre-requisi module:	te modules for this	is _{NA}					
Co-requisit module:	es modules for	NA					
Assessmer	nt criteria	 Describe the branches of environmental health List the categories of environmental hazards and media; and describe thei features List the four major strategies and their interrelations with specific environmental hazards Identify laws that relate to specific environmental hazards and media 				specific	
Assessmer		 Online discu Assignment Examination 	ussions s				
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark Structure:	% Formative Assessment Mark	60%					
	% Summative Assessment Mark			40%			

	Minimum final mark to pass (%)		50	0%	
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory /Practical	Theory			
Summative	Duration	5 hours			
Assessment	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBD192	MPBD192					
Module Name:	Principles of Occupational H	lealth					
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 (3 rd Order) (Six Numbers)				
	12	9	091304				
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)				
	SMU	Full/Time	1 st yea/2 nd semester				

Periods per	week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
	WEEK.	6 1 0					
Pre-requisit module:	e modules for this			L			
Co-requisite module:	es modules for						
 Demonstrate knowledge and display understanding of the nature a importance of a safe, healthy work environment and a work enviro enhances the quality of work life. Identify and describe the major occupational health and safety cha facing public health professionals today Display knowledge and understanding of the most important consi of the Occupational Health and Safety Act. Describe the application of environmental, biological, medical and health principles and related legislation to the recognition, reduction prevention of occupationally related adverse health effects Develop and evaluate control strategies for occupational health and problems, at different levels of intervention, i.e. primary, secondary tertiary interventions 				ork environment that safety challenges tant considerations edical and public n, reduction and ets health and safety			
Assessmen	sessment method . Online discussions . Assignments . Project . Examination						
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark	% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark Minimum final			40%)		
	mark to pass (%)			50%)		
		Paper	1 Pa	aper 2	Paper 3	Paper 4	
	Theory /Practical	Theor	у				
Summative	Duration	5 hour	S				
Assessmen	t % contribution to Summative Assessment Mark	40%					

Sub minimum 50%

Module Code: (4 alphabetic & 3 numeric)	MPBA192	MPBA192				
Module Name:	Principles o	f 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)			F Level	CESM Code (3 rd Order) (Six Numbers)	
		12	9		091399	
Delivery Information	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
Delivery Information:	SMU		Full/Time		1 st yea/2 nd 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	. Define the r	epidemiologic a neasurements o e impact of confe	f disease freq	uency		

		Discuss appropriate sampling strategies for all epidemiologic studies					
Assessmen	t method	Online discussionsAssignmentsExamination					
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark	% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark	40%					
-	Minimum final mark to pass (%)						
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory /Practical	Theory					
Summative	Duration	5 hours					
Assessmen	t % 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:	 Apply knowledge of biostatistics to identify and conduct appropriate statistical tests based on the data and analysis objectives. Use STATA to prepare raw data (clean, code, label variables and generate new variables) for analysis. Use of STATA statistical software to analyse and effectively interpret statistical outputs.

			STATA and/or N fully communic			raphs and tables for	
Module Information:			SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		F Level	CESM Code (3 rd Order) (Six Numbers)	
			12		9	091399	
Delivery Info	ormation:	Ca	mpus	Full/P	art Time	Period (Year/1 st /2 nd Sem)	
Denvery		ę	SMU	Fu	ll/Time	1 st yea/2 nd semester	
Periods per	week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
•		6	4		1	6	
Pre-requisite module:	e modules for this	NA					
Co-requisite module:	s modules for	NA					
Assessmen	t criteria	 Choose appropriate statistical test based on the objectives and type of data. Summarise and present data in tables and graphs Analyse data using STATA statistical software Present the analysis results in a meaningful way. 					
Assessmen	t method	 Online disculation Assignment Examination 	s				
	Minimum Form Assessment Mark for exam admission (%)			40%			
Mark	% Formative Assessment Mark			60%			
Structure:	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)	50%					
		Paper	1 Pa	aper 2	Paper 3	Paper 4	
Summative	Theory /Practical	Theor	у				
Assessmen	Duration	5 hour	ſS				
	% contribution to Summative	40%					

Assessment Mark			
Sub minimum	50%		

Module Code: (4 alphabetic & 3 numeric)	MPBD191	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; intrapersonal, 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 (3 rd Order) (Six Numbers)	
	12		9		091305	
Delivery Information	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
Delivery Information:	SMU		Full/Time		2nd year/1 st 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 discu	ussions				

		Assignments Examination					
	Minimum Form Assessment Mark for exam admission (%)		4	0%			
Mark	% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)	50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory /Practical	Theory					
Summative	Duration	5 hours					
Assessmen	t % 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 Info	rmation:	(4; 8; 12; 16;	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32) 12		F Level	CESM Code (3 rd Order) (Six Numbers)
		12			9	091309
Dolivory Inf	rmotion	Ca	mpus	Full/P	art Time	Period (Year/1 st /2 nd Sem)
Delivery Info		S	SMU	Fu	II/Time	2nd year/1st semester
Periods per	week.	Classes	Practicals	Tutorial	Seminars	Independent Learning
		6			1	6
Pre-requisite module:	e modules for this	NA				
Co-requisite module:	es modules for	NA				
Assessmen	t criteria	 Analyze the basis and need of policy and consequences, both desired a 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 				icy implementation ion making
Assessmen	t method	. Online discussions . Assignments . Examination				
	Minimum Form Assessment Mark for exam admission (%)			40%		
Mark	% Formative Assessment Mark			60%		
Structure:	% Summative Assessment Mark			40%		
	Minimum final mark to pass (%)	50%				
		Paper	1 P	aper 2	Paper 3	Paper 4
	Theory /Practical	Theor	у			
Summative	Duration	5 hour	'S			
Assessmen	8 % contribution to Summative Assessment Mark	40%				

Sub minimum 50%		
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Module Co 3 numeric)	de: (4 alphabetic &	MPBG191					
Module Nar	ne:	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 O	utcomes:	 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 Info	ormation:		Credits 20; 24; 28;32)	NQ	F Level	CESM Code (3 rd Order) (Six Numbers)	
			12		9	091301	
Delivery Inf			Campus		Part Time	Period (Year/1 st /2 nd Sem)	
Denvery ini	ormation.	Ş	SMU	Full/Time		2nd year/1st semester	
Periods per	r week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6			10 hours	6	
Pre-requisit module:	te modules for this	MPBA192					
Co-requisite module:	es modules for	NA					
Assessmen	nt criteria	Design, car Design and	carry out meta	/se epidemiolo -analysis	ausation ogic research st ut epidemiologic		
Assessmen	Assessment method		 Online discussions Assignments Examination 				
Mark	Minimum Form Assessment Mark for exam admission (%)	40%					
Structure:	% Formative Assessment Mark			60%			

	% Summative Assessment Mark Minimum final mark to pass (%)		40%				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory /Practical	Theory					
Summative	Duration	5 hours					
Assessment	% 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:	 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 Conduct a needs assessment including problem identification, and a root cause analysis Compare types of evaluation and differentiate between evaluation designs Create an evaluation plan for different evaluation designs including identifying elements of an evaluation plan. Apply a Logic Model in an evaluation. Formulate Success Indicators and develop evaluation questions Recommend strategies or guidelines that can improve a program using evaluation results Demonstrate participation in an international or national program evaluation network 			

Module Info	rmation:		Credits 20; 24; 28;32)	NQ	F Level	CESM Code (3 rd Order) (Six Numbers)
		12			9	091301
Delivery Inf		Ca	mpus	Full/F	Part Time	Period (Year/1 st /2 nd Sem)
Delivery Inf	ormation:	S,	SMU	Fu	ull/Time	2nd year/2nd semester
Periods per	week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
•		6			10 hours	6
Pre-requisit module:	e modules for this	MPBA191				
Co-requisite module:	es modules for	NA				
Assessmen	t criteria	 Describe evaluation models and designs Match pre-evaluation activities to a given evaluation scenario Design evaluation instruments and decide on appropriate data collect methods Use data to write an evaluation report 				
Assessmen	t method	. Online discussions . Assignments . Examination				
	Minimum Form Assessment Mark for exam admission (%)			40%)	
Mark	% Formative Assessment Mark)		
Structure:	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
		Paper	1 P	aper 2	Paper 3	Paper 4
	Theory /Practical	Theor	у			
Summative	Duration	5 hour	s			
Assessmen	t % contribution to Summative Assessment Mark	40%				

Sub minimum 50%		
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Module Code: (4 alphabetic & 3 numeric)	MPBG192	MPBG192				
Module Name:	Theoretical	Foundations of	Health Syster	ns Managemer	t	
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:	concepts re Relate and debates; Matching of various hea	 Matching of budgeting and financial management to resource allocation to various health settings; Ability to analyse and identify some critical elements of financial management 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)	
		12	9		091309	
Delivers Information.	Ca	mpus	Full/Part Time		Period (Year/1 st /2 nd Sem)	
Delivery Information:	c,	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. 					

	4	. Online discussions						
Assessment method		Assignments Examination						
	Minimum Form							
	Minimum Form Assessment							
	Mark for exam			4	0%			
admission (%)								
	%							
	Formative							
Mark	Assessment			6	0%			
	Mark							
Structure:	%							
	Summative			4	00/			
	Assessment			4	0%			
	Mark							
	Minimum final							
	mark to pass	50%						
	(%)							
ļ		Paper 1	P	aper 2	Paper 3	Paper 4		
	Theory	Theory						
	/Practical							
Summative	Duration	5 hours						
Assessmen								
	to Summative	40%						
	Assessment							
	Mark Sub minimum	50%						
		5078						
	le: (4 alphabetic &	MPBA090						
3 numeric)								
Module Nan	ne:	MPH Research Project						
		The Public Health research project is initiated by the development of a						
Contonti		research proposal. The proposal must be approved by both the Research						
Content:		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 Ou	itcomes:	Written research report						
					CESM Code (3rd			
		SAQA Credits			NQF Level	Order)		
Module Info	rmation:	(4; 8; 12; 16; 20; 24;	28;32)	1141 20101		(Six Numbers)		
		100		9		091301		
		Campus		C.,	II/Part Time	Period		
Delivery Info	ormation:	Campus		Full/Part Time		(Year/1 st /2 nd Sem)		
-		SMU			Full/Time	1 st year/1 st Sem		

Periods per	week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
•						50	
module:	e modules for this	NA					
Co-requisite module:	es modules for	-	in research me				
Assessmen	t criteria	. Collect data . Analyze dat			d data		
Assessmen	t method	Written Mini	-disertation rep	ort			
	Minimum Form Assessment Mark for exam admission (%)			NA			
Mark	% Formative Assessment Mark			NA			
Structure:	% Summative Assessment Mark		100%				
	Minimum final mark to pass (%)		50%				
		Paper	1 P	aper 2	Paper 3	Paper 4	
	Theory /Practical	Theor	у				
Summative	Duration	NA					
Assessmen	t % 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 :	School Health Care Sciences		Health Sciences				
Qualifica Name:	tion	Master in A	Audiology	Qualification Code:	MAUD01		
Campu s:	SMU			Last Revision date:	2020		
Total SA Qualifica	QA Credit tion:	s for	180	Is this a fixed Curriculum:	Yes		

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

PERIOD OF STUDY / YEAR LEVEL 2								
	Year							
Module Offering Period Possible major SAQA Credit Hemis Credit								
The following y	/ear module is COMPU	LSORY						
AUDA090	AUDA090 Y Y 160 1							
Total credits f	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:	qualitative and qua sciences context as an understanding	ntitative research par applied to the field of of the challenges in levelop a research pro	an understanding of the radigms within a health Audiology; demonstrate the field of Audiology oposal demonstrating an
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)
	20	9	090202

Delivery Inform	Delivery Information:		ampus	Full/P	art Time	Period (1 st /2 nd Sem)
- ···· , ·····		:	SMU	Fu	ll time	Y
Doriodo por W	look:	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per W	eek.	2 weeks per year	0	1	0	10
Pre-requisite r module:	nodules for this	N/A				
Co-requisites module:	modules for	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 exparadigms Identify an individual research topic most suitable for the study research context Motivate the need/ importance/ rationale of the study to be co Design a proposal by integrating and describing relevan methods and procedures Submit the proposed study for ethical clearance				e to each of the he student and the o be conducted relevant research		
Assessment M	lethods:	Assessment of proposal according to the university guidelines				
		Min Forma (%)	ative Assessme	ent mark for e	exam admission	n 50%
Mark Structure	9	Final ma		ormative Asse	0	
		Filidi ilid	1K – % Si	Immative Ass	100%	
		Min Final Assessment mark to pass (%)				50%
		Paper	1 Pa	iper 2	Paper 3	Paper 4
Summative Assessment	Theory / Practical	Propos		oose an tem.	Choose an iten	n. Choose an item.
Paper:	Duration					
	Sub minimum	50%				

	% Distribution (if more than one "Paper")	100%			
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Module Code: (4 alphabetic & 3 numeric)	AUDA090	AUDA090					
Module Name:	Dissertatio	on (Audiolo	gy)				
Module Content:	esearch proj	ect and dise	sertat	tion			
Learning Outcomes:	its applica judgments their conc tackling a	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 Co						
	160 9 090202					090202	
Delivery Information:	Campus Full/Part Limo				Period (1 st /2 nd Sem)		
		SMU		Fu	ll time	Y	
Periods per Week:	Classes	Practica	ls	Tutorial	Seminars	Independent Learning	
•	0	0 0 1 0 10					
Pre-requisite modules for this module:	The stude		end th	he research	n methodology	course and pass	
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						
	Min Forma (%)	ative Asses	smer	nt mark for	exam admissio	n 50%	
Mark Structure	Final ma		Forr	mative Ass	ess Mark	0	
			Sum	nmative As	sess Mark	100%	
	Min Final	Assessmen	t mai	rk 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							
Sc ho ol:	Health C	Care Sciences		Health Sciences				
	Qualificatio Master in Speech-Language Pathology n Name: Master in Speech-Language Pathology		Qualification Code:	MSLP01				
Ca m pu s:	SMU			Last Revision date:	2020			
	Total SAQA Credits for 18 Qualification:		180	Is this a fixed Curriculum:	Yes			

PERIOD OF STUDY / YEAR LEVEL 1							
Year							
Module Code	Module Code Offering Period Possible major SAQA Credit Hemis Credit						
The following year	module is COMPULSO	RY					
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	Module Code Offering Period Possible major SAQA Credit Hemis Credit							
The following year	module is COMPULSOF	RY						
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

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Learning Outo	omes:	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.					
Module Inform	nation:	SAQA	Credits	NQ	F Level	CESM Code (3 rd Order)	
			20		9	090203	
Delivery Infor	nation:	Ca	impus	Full/I	Part Time	Period (1 st /2 nd Sem)	
			SMU	Fι	ull time	Y	
Periods per W	look	Classes	Practicals	Tutorial	Seminars	Independent Learning	
renous per w	eek.	2 weeks per year	0	1	0	10	
Pre-requisite r module:	nodules for this	N/A					
Co-requisites module:	modules for	N/A					
Assessment Criteria:		Demonstrate Compare qu Identify res paradigms Identify an in research o Motivate the Design a p methods a	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 N	lethods:	Assessme	nt of proposal	according to	the university	guidelines	
		Min Forma (%)	ative Assessme	ent mark for	exam admissio	n 50%	
Mark Structur	9	Final ma		ormative Ass	ess Mark	0	
			% Si	ummative As	sess Mark	100%	
		Min Final /	Assessment m	ark to pass	(%)	50%	
		Paper		aper 2	Paper 3	Paper 4	
Summative Assessment	Theory / Practical	Propos	al	oose an tem.	Choose an iter	n. Choose an item.	
Assessment							
Assessment Paper:	Duration						

	% Distribution (if more than one "Paper")	100%				
Module Code: numeric)	(4 alphabetic & 3	SLPA090				
Module Name:		Dissertatio	n (Speech-La	nguage Pa	athology)	
Module Conte	nt:	esearch proje	ect and disser	ation		
Learning Outo	omes:	The student should be able to: reflect critically on Speech-Languag Pathology theory and its application; design and critically apprais research; make sound judgments using data and information at the disposal; communicate their conclusions clearly; demonstrate self direction and originality in tackling and solving problems and continu to advance their knowledge, understanding and skills.				
Module Inform	ation [.]	SAQA	Credits	N	IQF Level	CESM Code (3 rd Order)
		160			9	090203
Delivery Inforr	nation:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
		SMU			Full time	Y
Periods per W	Periods per Week:		Practicals	Tutoria	al Seminars	Independent Learning
		0	0	1	0	10
Pre-requisite r module:	nodules for this	The student must attend the research methodology course and pass the proposal.				
Co-requisites module:	modules for	N/A				
Assessment C	riteria:	 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 N	lethods:				ing to the univers	
		Min Forma (%)	tive Assessm	ent mark fo	or exam admissic	on 50%
Mark Structure	e	Final mar		ormative A	ssess Mark	0
	-			ummative	Assess Mark	100%
		Min Final A	Assessment m	ark to pas	s (%)	50%
		Paper 1 Paper 2 Paper 3 Paper				

	Theory / Practical	Dissertation	Choose an item.	Choose an item.	Choose an item.
Summative	Duration				
Assessment Paper:	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

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]

requirements

- 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; orb) 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 So	ciences	Faculty:HEALTH SCIENCES			
Qualificatio n Name:	Doctor of Public Health		Qualification Code:	DPU01		
Campus:	SMU		Last Revision date:2024			
Total SAQA C Qualification:		360	Is this a fixed Curriculum:		No	

	PERIOD OF STUDY / YEAR LEVEL 1							
			Year Mo	odules				
Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴				
The followir	ng module is C	COMPULSOR	(
PHDI900	Y	Y	360	2				
Total credi	ts 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 Sci	ences	Faculty:	HEALTH SCIENCES			
Qualification Name:	Doctor of Philosophy in Public Health		Qualification Code:	DHC005			
Campus:	SMU		Last Revision date:	2024			
Total SAQA C Qualification:		360	Is this a fixed Curriculum:		No		

SCHC D6.2.2

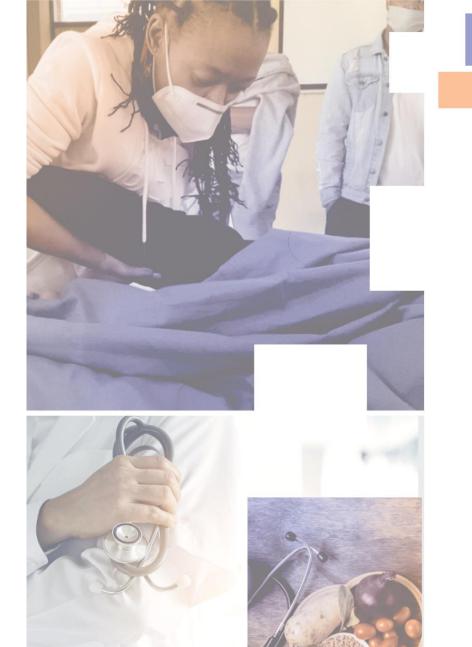
A student registered for the degree must renew his or her registration annually. The renewal of registration is dependent on satisfactory academic progress. A student may be refused renewal of registration if:

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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