

SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY



SCHOOL OF HEALTH CARE SCIENCES

UNDERGRADUATE CALENDAR

2020
Academic year

Medium of Instruction

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

Validity

This Calendar is valid for the academic year 2020. The University reserves the right to amend any rule or provision in this Calendar at any time without prior notice. No responsibility is accepted for possible inaccuracies.

University Semesters: 2020

FIRST SEMESTER	:	06 January 2020	-	28 June 2020
SECOND SEMESTER	:	13 July 2020	-	15 December 2020
AUTUMN Recess (for students)	:	06 April 2020	-	09 April 2020 (inclusive)
WINTER Recess (for students)	:	29 June 2020	-	10 July 2020 (inclusive)
SUMMER Recess (University Vacation)	:	18 December 2020	-	04 Jan 2021

Correspondence

All correspondence to be addressed to: The Dean of Health Care Sciences
Sefako Makgatho Health Sciences University
PO Box 72
Medunsa 0204

Telegraphic address:	Sefako Makgatho Health Sciences University
Telephone number:	+27 (0)12521-4699/3298
Telefax:	+27 (0)12521-5732/4636
E-mail address:	tjodwapi.tshephe@smu.ac.za

TABLE OF CONTENTS

1. School of Health Care Science Important dates.....	4
2. Message from the Dean	15
3. School Vision & Mission	16
4. School Committees	17
5. Departments and Members of Staff	21
6. School Rule	23
7. General School Rule	23
8. Rules for Diploma Course	25
9. Rules for Bachelor Degree Programmes	34

SHCS IMPORTANT DATES: 2020 ACADEMIC YEAR

JANUARY 2020			Time
Wednesday	1	NEW YEAR'S DAY	
Thursday	2		
Friday	3		
Saturday	4		
Sunday	5		
Monday	6	<ul style="list-style-type: none"> University re-opens: All Academic & Administration Staff report for duty 	
Tuesday		<p>FIRST SEMESTER COMMENCES</p> <p>Registration for all returning Undergraduate and Postgraduate students commences</p> <p>Registration for:</p> <p>BSc (DIET) II, III, IV BSc (PHYSIO) II, III, IV</p> <p>B OCC THER II, III, IV BNSA II, III, IV</p> <p>BNSc II, II</p> <p>B SLP&A IV</p> <p>Final year students: IPECP (Inter-professional education and collaborative practice) week</p>	
Wednesday	8	<ul style="list-style-type: none"> Registration for: <ul style="list-style-type: none"> BSc (DIET) II, III, IV BSc (PHYSIO) II, III, IV B OCC THER II, III, IV BNSA II, III, IV BNSc II, II B SLP&A IV Academic programme commences for: <ul style="list-style-type: none"> BSc (DIET) II, III, IV BSc (PHYSIO) II, III, IV B OCC THER II, III, IV BNSA II, III, IV BNSc II, II B SLP&A IV Closing date for submission of exclusion appeal letters to the Registrar's Office <p>Final year students: IPECP (Inter-professional education and collaborative practice) week</p>	
Thursday	9	Final year students: IPECP (Inter-professional education and collaborative practice) week	
Friday	10	Final year students: IPECP (Inter-professional education and collaborative practice) week	
Saturday	11		
Sunday	12		
Monday	13	<ul style="list-style-type: none"> Registration for: <ul style="list-style-type: none"> B SLP&A II, III, IV BSc II, III Meeting 1: Joint Council and Senate Appeals Committee (Academic Exclusions) 	09h00

Tuesday	14	<ul style="list-style-type: none"> Registration continues for: B SLP&A II, III, IV Meeting 2: Joint Council and Senate Appeals Committee (Academic Exclusions) 	09h00
Wednesday	15	<ul style="list-style-type: none"> Academic programme commences for: B SLP&A II, III, IV BSc II, III Meeting: MANCO Meeting SHCS Research committee 	08h30
Thursday	16	<ul style="list-style-type: none"> Meeting 3: Joint Council and Senate Appeals Committee (Academic Exclusions) 	09h00
Friday	17	<ul style="list-style-type: none"> End-year Supplementary/ Deferred re-exam end Meeting 4: Joint Council and Senate Appeals Committee (Academic Exclusions) 	09h00
Saturday	18		
Sunday	19		
Monday	20	<ul style="list-style-type: none"> Meeting 5: Joint Council and Senate Appeals Committee (Academic Exclusions) Special Examinations commence Start: 1st Year Masters in Public Health summer School 	09h00
Tuesday	21	Meeting SHCS EXCO	09h30
Wednesday	22	<ul style="list-style-type: none"> Registration for all first time entering undergraduate students commences BSc (DIET) BSc (PHYSIO) B OCC THER BNSA BNSc B SLP&A IV 	
Thursday	23		
Friday	24	<ul style="list-style-type: none"> Registration for all first time entering students ends for the 2020 academic year Special Examinations end SHCS Examination Report (2019) Submission 	
Saturday	25		
Sunday	26		
Monday	27	<ul style="list-style-type: none"> Orientation for all first time entering students commences 	
Tuesday	28	<ul style="list-style-type: none"> Meeting 6: Joint Council and Senate Appeals Committee (Academic Exclusions) 	09h00
Wednesday	29	<ul style="list-style-type: none"> Orientation for all first time entering student's ends Meeting: SHCS Community Engagement Committee Meeting: SHCS Research and Innovation Committee 	09h00
Thursday	30	Academic programmes commences for all first time entering students	
Friday	31	<ul style="list-style-type: none"> Finalisation of all academic exclusions cases by Joint Council and Senate Appeals Committee Registration for all returning Undergraduate and Postgraduate students ends END: 1st Year Masters Public Health Summer School 	10h00
FEBRUARY 2020			Time
Saturday	1		
Sunday	2		
Monday	3	<ul style="list-style-type: none"> Meeting: MANCO 	08h30
Tuesday	4		

Wednesday	5	Meeting: SHCS EXO Meeting SHCS Research committee	09h30
Thursday	6	Meeting: SMUREC	09h00
Friday	7		
Saturday	8		
Sunday	9		
Monday	10	Meeting: Senate - Research, Ethics and Postgraduate Studies Committee Start: 2 nd year Masters Public Health Summer school	10h00
Tuesday	11	Meeting: Senate - Information Communications Technology Committee	10h00
Wednesday	12	Meeting: Senate - Library Committee Meeting: SHCS T&L, CQA Committee	10h00
Thursday	13	Meeting: Senate - Academic Teaching and Planning Committee	10h00
Friday	14		13h00
Saturday	15		
Sunday	16		
Monday	17	Start: PGDip Public Health Summer School	
Tuesday	18	Meeting: Board - School of Health Care Sciences	10h00
Wednesday	19		
Thursday	20		
Friday	21	Closing date for the submission of all assessment reports by assessors (Internal & External) End: 2 nd Year Masters Public Health Summer School End: 2 nd Year PGDip Public Health Summer School	
Saturday	22		
Sunday	23		
Monday	24		
Tuesday	25		
Wednesday	26	Meeting: Postgraduate Committee Meeting: SHCS Community Engagement Committee Meeting: SHCS Research and Innovation Committee	10h00
Thursday	27		
Friday	28	Closing date for: <ul style="list-style-type: none"> ➤ Cancellation of courses and/ or modules Changing of courses and/ or modules Exemption from attending a course or module ➤ Submission of applications for exemption from courses passed at other universities ➤ Interruption of studies Last day for the submission of lists for Graduation Ceremonies Late registration for all undergraduate and postgraduate students	10h00
Saturday	29		
MARCH 2020			Time
Sunday	1		
Monday	2		
Tuesday	3		
Wednesday	4	Meeting: SHCS EXCO	09h30
Thursday	5	Meeting: SMUREC	09h00
Friday	6		
Saturday	7		
Sunday	8		
Monday	9	Meeting: MANCO Applications for the 2021 Academic Year open	08h30
Tuesday	10	Meeting: Executive Committee of the Senate	10h00

Wednesday	11	Meeting SHCS Research committee	
Thursday	12		
Friday	13	• Meeting: Postgraduate Committee	10h00
Saturday	14		
Sunday	15		
Monday	16	•	
Tuesday	17		
Wednesday	18		
Thursday	19		
Friday	20		
Saturday	21	HUMAN RIGHTS DAY	
Sunday	22		
Monday	23		
Tuesday	24	• Meeting: Senate	09h00
Wednesday	25	Meeting: SHCS T&L, COA Committee Meeting: SHCS Community Engagement Committee Meeting: SHCS Research and Innovation Committee	
Thursday	26		
Friday	27	•	
Saturday	28		
Sunday	29		
Monday	30	• Meeting: Postgraduate Committee	10h00
Tuesday	31	•	
APRIL 2020			Time
Wednesday	1	• Meeting: SHCS EXCO • Meeting: Senate - Library Committee • Meeting: Senate - Information Communications Technology Committee	09h30 10h00 13h00
Thursday	2	• Meeting: Senate - Research, Ethics and Postgraduate Studies Committee Meeting: SMUREC •	10h00 09h00
Friday	3	Meeting SHCS Research committee	
Saturday	4		
Sunday	5		
Monday	6	• Easter Recess Commences	
Tuesday	7		
Wednesday	8		
Thursday	9	• Easter Recess Ends	
Friday	10	GOOD FRIDAY	
Saturday	11		
Sunday	12		
Monday	13	FAMILY DAY	
Tuesday	14	• Meeting: Board - School of Health Care Sciences	10h00
Wednesday	15		
Thursday	16		
Friday	17		
Saturday	18		
Sunday	19		
Monday	20	• Meeting: MANCO	08h30
Tuesday	21		
Wednesday	22	• Meeting: Postgraduate Committee Meeting: SHCS Research and Innovation Committee	10h00
Thursday	23		
Friday	24	• Closing date for registration of the May/June Postgraduate Exams	
Saturday	25		
Sunday	26		
123Monday	27	FREEDOM DAY	

Tuesday	28	• Meeting: Executive Committee of the Senate	10h00
Wednesday	29	• Meeting: SHCS Community Engagement Committee	
Thursday	30	• Meeting: Joint Council and Senate Appeals Committee (Academic Exclusions)	10h00
MAY 2020			Time
Friday	1	LABOUR DAY	
Saturday	2		
Sunday	3		
Monday	4	• Closing date for the submission of Formative Assessment marks for the mid- year Examinations SHCS: Signing of Examination Papers	
Tuesday	5	• SHCS: Signing of Examination Papers	
Wednesday	6	• Meeting: SHCS EXCO SHCS: Signing of Examination Papers Meeting SHCS Research committee	09h30
Thursday	7	• Meeting: SMUREC SHCS: Signing of Examination Papers	09h00
Friday	8	• Publication of Year-marks for Mid-year Exams SHCS: Signing of Examination Papers	
Saturday	9		
Sunday	10		
Monday	11	• Graduation Ceremony	09h00
Tuesday	12	• Graduation Ceremony	09h00
Wednesday	13	• Graduation Ceremony	09h00
Thursday	14	• Open Day	
Friday	15	• Open Day	
Saturday	16		
Sunday	17		
Monday	18	• Revision week commences	
Tuesday	19	•	
Wednesday	20	•	
Thursday	21	•	
Friday	22	• Revision week ends •	
Saturday	23		
Sunday	24		
Monday	25	• Meeting: MANCO • Mid-year Examinations Commences	08h30
Tuesday	26		
Wednesday	27	• Meeting: SHCS Research and Innovation Committee	
Thursday	28		
Friday	29	• Meeting: Senate	10h00
Saturday	30		
Sunday	31		
JUNE 2020			Time
Monday	1		10h00
Tuesday	2		
Wednesday	3	• Meeting: SHCS EXCO Meeting SHCS Research committee	09h30
Thursday	4	• Meeting: SMUREC	09h00
Friday	5		
Saturday	6		
Sunday	7		
Monday	8	• Meeting: MANCO	08h30
Tuesday	9		
Wednesday	10	• Meeting: Postgraduate Committee	10h00
Thursday	11		

Friday	12	• Mid-year Examinations end	
Saturday	13		
Sunday	14		
Monday	15	UNIVERSITY HOLIDAY	
Tuesday	16	YOUTH DAY	
Wednesday	17	• Mid-year Supplementary commence	
Thursday	18		
Friday	19	SHCS 1 st Examination Commission	
Saturday	20		
Sunday	21		
Monday	22	• Meeting: Senate - Library Committee • Meeting: Joint Council and Senate Racism Committee	10h00 13h00
Tuesday	23	• Meeting: Senate - Information Communications Technology Committee	10h00
Wednesday	24	• Meeting: Senate - Research, Ethics and Postgraduate Studies Committee Meeting: SHCS Research and Innovation Committee	10h00
Thursday	25	• Meeting: Senate - Academic Teaching and Planning Committee	10h00
Friday	26	• Mid-year Supplementary end • Closing date for submission of 2020 Applications for: BSc Physio BNSA	
Saturday	27		
Sunday	28		
Monday	29	• Winter recess commences for students	
Tuesday	30	SHCS 2 nd Examination Commission	
JULY 2020			Time
Wednesday	1		
Thursday	2	• Meeting: SMUREC SHCS 3 rd Examination Commission	09h00
Friday	3		
Saturday	4		
Sunday	5		
Monday	6	• Release of mid-year results	
Tuesday	7		
Wednesday	8	• Meeting: SHCS EXCO Meeting SHCS Research committee	09h30
Thursday	9		
Friday	10	• Winter recess ends for students	
Saturday	11		
Sunday	12		
Monday	13	• SECOND SEMESTER COMMENCES • Meeting: MANCO	08h30
Tuesday	14	• Meeting: Executive Committee of the Senate	10h00
Wednesday	15	Meeting: SHCS T&L,CQA Committee	
Thursday	16		
Friday	17	• Meeting: Postgraduate Committee	10h00
Saturday	18		
Sunday	19		
Monday	20		
Tuesday	21	• Meeting: Board - School of Health Care Sciences	10h00
Wednesday	22		
Thursday	23		
Friday	24	• Closing date for the VC's Research Excellence Awards Closing date for the VC's Teaching Excellence Awards • Closing date for the submission of 2020 application forms for:	10h00

		BSc Diet, B Speech Lang Path & Audio, B Occ Ther,	
Saturday	25		
Sunday	26		
Monday	27		
Tuesday	28		
Wednesday	29	Meeting: SHCS Community Engagement Committee Meeting: SHCS Research and Innovation Committee	
Thursday	30		
Friday	31		
AUGUST 2020			Time
Saturday	1		
Sunday	2		
Monday	3	• Meeting: MANCO	08h30
Tuesday	4		
Wednesday	5	Meeting: SHCS EXCO Meeting: SHCS Research committee	09h30
Thursday	6	• Meeting: SMUREC	09h00
Friday	7		
Saturday	8		
Sunday	9	NATIONAL WOMEN'S DAY	
Monday	10	PUBLIC HOLIDAY	
Tuesday	11		
Wednesday	12	• Meeting: Joint Council and Senate Appeals Committee (Academic Exclusions)	10h00
Thursday	13		
Friday	14	• Meeting: Postgraduate Committee	10h00
Saturday	15		
Sunday	16		
Monday	17		
Tuesday	18		
Wednesday	19	Meeting: SHCS T&L, CQA Committee Meeting: SHCS Research and Innovation Committee	
Thursday	20		
Friday	21		
Saturday	22		
Sunday	23		
Monday	24		
Tuesday	25	• SMU Research Days	
Wednesday	26	• SMU Research Days Meeting: SHCS Community Engagement Committee	
Thursday	27	• SMU Research Days	
Friday	28		
Saturday	29		
Sunday	30		
Monday	31	• Meeting: Senate - Research, Ethics and Postgraduate Studies Committee • Meeting: Joint Council and Senate Racism Monitoring Committee	10h00 13h00
SEPTEMBER 2020			Time
Tuesday	1	• Meeting: Senate - Information Communications Technology Committee	10h00
Wednesday	2	• Meeting: Senate - Library Committee Meeting: SHCS Research committee	10h00
Thursday	3	Meeting: SHCS EXCO • Meeting: SMUREC • Meeting: Senate - Academic Teaching and Planning Committee	09h30 09h00 10h00

Friday	4	•	Closing date for registration of the October/November Postgraduate Exams	13h00
Saturday	5			
Sunday	6			
Monday	7			
Tuesday	8	•	Meeting: Board - School of Health Care Sciences	10h00
Wednesday	9			
Thursday	10			
Friday	11			
Saturday	12			
Sunday	13			
Monday	14	•	Meeting: MANCO	08h30
Tuesday	15			
Wednesday	16			
Thursday	17			
Friday	18			
Saturday	19			
Sunday	20			
Monday	21	•	Meeting: Postgraduate Committee SHCS: Signing of Examination Papers	10h00
Tuesday	22		SHCS: Signing of Examination Papers	
Wednesday	23		SHCS: Signing of Examination Papers	
Thursday	24		HERITAGE DAY	
Friday	25		UNIVERSITY HOLIDAY	
Saturday	26			
Sunday	27			
Monday	28	•	Meeting: Executive Committee of the Senate SHCS: Signing of Examination Papers	10h00
Tuesday	29		SHCS: Signing of Examination Papers	
Wednesday	30		SHCS: Signing of Examination Papers Meeting: SHCS T&L CQA Committee Meeting: SHCS Community Engagement Committee Meeting: SHCS Research and Innovation Committee	

OCTOBER 2020				Time
Thursday	1	•	Meeting: SMUREC	09h00
Friday	2	•	Closing date for the submission of Formative Assessment marks for End-of year Examinations	
Saturday	3			
Sunday	4			
Monday	5			
Tuesday	6	•	Meeting: Joint Council and Senate Appeals Committee (Academic Exclusions)	10h00
Wednesday	7		Meeting: SHCS EXCO Meeting SHCS Research committee	09h30
Thursday	8			
Friday	9	•	Meeting: Senate Publication of year-marks for End-of-Year Exams	10h00
Saturday	10			
Sunday	11			
Monday	12	•	Revision Week Commences	
Tuesday	13			
Wednesday	14			
Thursday	15			

Friday	16	•	Revision Week ends	
Saturday	17			
Sunday	18			
Monday	19	•	End-of-year Examinations Commence	
		•	Meeting: MANCO	08h30
Tuesday	20	•	Meeting: Postgraduate Committee	10h00
Wednesday	21			
Thursday	22			
Friday	23			
Saturday	24			
Sunday	25			
Monday	26			
Tuesday	27			
Wednesday	28		Meeting: SHCS Research and Innovation Committee	
Thursday	29			
Friday	30			
Saturday	31	•	VC's Research and Teaching Excellence awards ceremony	
NOVEMBER 2020				Time
Sunday	1			
Monday	2			
Tuesday	3			
Wednesday	4		Meeting: SHCS EXCO	09h30
Thursday	5	•	Meeting: SMUREC	09h00
Friday	6			
Saturday	7			
Sunday	8			
Monday	9	•	Meeting: MANCO	08h30
Tuesday	10			
Wednesday	11			
Thursday	12			
Friday	13	•	End-of-year Examinations end	
Saturday	14			
Sunday	15			
Monday	16	•	Supplementary / Deferred Examinations commence	
Tuesday	17			
Wednesday	18			
Thursday	19			
Friday	20		SHCS 1 st Examination Commission	
Saturday	21			
Sunday	22			
Monday	23			
Tuesday	24			
Wednesday	25		Meeting: SHCS Research and Innovation Committee	
			Meeting SHCS Research committee	
Thursday	26			
Friday	27	•	Supplementary / Deferred Examination ends	
			SHCS 2 nd Examination Commission	
Saturday	28			
Sunday	29			
Monday	30			
DECEMBER 2020				Time
Tuesday	1	•	Meeting: SHCS EXCO	09h30
Wednesday	2	•	Oath-taking Ceremony: School of Health Care Sciences	09h00
Thursday	3	•	SHCS 3 rd Examination Commission	
Friday	4	•		
Saturday	5			

Sunday	6		
Monday	7	•	Meeting: Executive Committee of the Senate (Approval of Results) 10h00
Tuesday	8		
Wednesday	9	•	Release and publication of year-end Examination results
Thursday	10		
Friday	11		
Saturday	12		
Sunday	13		
Monday	14		
Tuesday	15	•	All academic activities end for 2020
Wednesday	16		DAY OF RECONCILIATION
Thursday	17		
Friday	18	•	University closes: All administrative activities end.
Saturday	19		
Sunday	20		
Monday	21		
Tuesday	22		
Wednesday	23		
Thursday	24		
Friday	25		CHRISTMAS DAY
Saturday	26		DAY OF GOODWILL
Monday	27		
Tuesday	28		
Wednesday	29		
Thursday	30		
Friday	31		

MESSAGE FROM THE DEAN

The School of Health Care Sciences is the second largest of the five schools within the University comprising of six departments Department of Human Nutrition & Dietetics, Department of Occupational Therapy, Department of Physiotherapy, Speech Language Pathology & Audiology, Department of Nursing Science, and the Department of Public Health

The undergraduate curriculum includes outreach programmes/projects and has the vision of producing health care practitioners of high academic, moral, ethical and professional standard.

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

Students obtain clinical experience at various facilities including hospitals, clinics and community-based programmes in Limpopo, Gauteng, Mpumalanga and North-West Provinces.

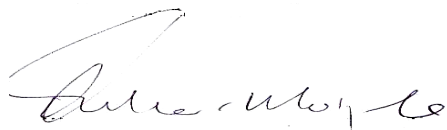
There is a variety of postgraduate studies offered within the school. The academic programmes offered range from Postgraduate diploma to Doctorate with the mission of improving the health of all citizens of our country through education, research and strategic interventions in public health.

Our postgraduate students come from all levels of public and private sector, from all provinces of the RSA and from a number of African countries.

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

The overwhelming support from students in outreach programmes is heartening and makes the school very proud.

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.



.....
DEAN: Professor E. Lekalakala-Mokgele

SCHOOL VISION AND MISSION STATEMENTS

Vision

A leading School of Health Care Sciences that is nationally relevant, regionally and globally competitive.

Mission

- The School of Health Profession is dedicated to the training and education of competent health care professionals through:
- Deploying educational approaches that include evidence-based methods rooted in current best practice principles
- Promoting inter-professional research, that recognizes the inter-disciplinary nature of holistic health care provision
- Producing a cadre of health professionals with the capacity to identify, analyse and address the health needs of the individual, the family, and the community.
- Creating an environment that supports innovative educational approaches through technology

Values

- professionalism
- Honesty
- Competence
- Accountability
- Respect
- Integrity
- Ubuntu

Goals

- To ensure improvement in the quality of teaching and learning
- To provide relevant support to the students and staff
- To enhance governance, and decision flow processes in the School
- To provide opportunities for capacity development of staff.
- To utilize the research opportunities in communities, teaching and learning environments

Fields of Study (Departments)

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

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

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.

SCHOOL COMMITTEES

SHCS BOARD

Dean (Chairperson)

Members

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

Ex-officio members

- VC & Principal
- Registrar
- Deputy Registrar
- Assistant Registrar
- Director: Research
- Director: Student Affairs
- Director: Finance
- Director: Human Resources
- Director: Centre for Academic Excellence
- Director: Library and Information Service
- Bio-ethicist

SHCS EXECUTIVE COMMITTEE

Dean (Chairperson)

Heads of Departments

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

Ex-officio members

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

SHCS RESEARCH & ETHICS COMMITTEE

Chairperson

Deputy Chairperson

Departmental representatives

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

Ex-officio members

- Dean: SHCS
- Director: Research

SHCS SELECTION COMMITTEE

Dean (Chairperson)

Deputy Registrar

Student Admission Manager

Human Nutrition & Dietetics HoD plus 1 representative

Nursing Science HoD plus 1 representative

Occupational Therapy HoD plus 1 representative

Physiotherapy HoD plus 1 representative

Public Health HoD plus 1 representative

Speech Language Pathology & Audiology HoD plus 1 representative

Student Representative Council

SHCS EXAMINATION COMMITTEE

Dean (Chairperson)

Deputy Registrar

Assistant Registrar

Human Nutrition & Dietetics HoD plus 1 representative

Nursing Science HoD plus 1 representative

Occupational Therapy HoD plus 1 representative

Physiotherapy HoD plus 1 representative

Public Health HoD plus 1 representative

Speech Language Pathology & Audiology HoD plus 1 representative

SHCS CURRICULUM / ACADEMIC PLANNING COMMITTEE & QUALITY ASSURANCE

Dean (Chairperson)

Deputy Chairperson

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

Ex- Officio members

- Dean: SHCS
- Director: Quality Assurance

SHCS RESEARCH INNOVATION COMMITTEE

Chairperson

Deputy Chairperson

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 POSTGRADUATE COMMITTEE

Chairperson

Deputy Chairperson

Members: Senior staff members who acquired PhD and published several articles. This is to monitor and assess the quality postgraduate researches. 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 COMMUNITY SERVICE LEARNING COMMITTEE
--

Chairperson

Deputy Chairperson

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
--

Chairperson

Deputy Chairperson

Members: A minimum of one representative from each department

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

Ex-Officio members

- Dean: SHCS
- Director: Quality Assurance
- Director: CUTL

- Director: Student Affairs

SHCS OATH-TAKING AND GALA DINNER COMMITTEE

Chairperson

Deputy Chairperson

Members: A maximum of two representatives from each department

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

A representative from the Office the Dean

SHCS POSTGRADUATE STUDIES, RESEARCH AND INNOVATION COMMITTEE

Chairperson

Deputy Chairperson

Members: A minimum of one representative from each department

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

Ex-Officio members

- Dean: SHCS
- Director: Quality Assurance

DEPARTMENTS AND MEMBERS OF STAFF

OFFICE OF THE DEAN

Tel: 012 521 4699

Dean	Lekalakala-Mokgele E: PhD (UFS), MSoc Sc (UFS) B Cur I et A (UFH)
Secretary	Vacant
Principal Administrative Officer	Tshephe T: BCom Hons(Statistics) (NWU), BCom Economics and Statistics(NWU), ETDP SETA NQF5, Business Admin NQF 4, Cert Pop studies & Sus, Develop (UB).
Administrative Officer	Vacant
Assistant Administrative Officer	Kunene P: Project Management (Regenesys School of Management)

HUMAN NUTRITION AND DIETETICS

Tel: 012 521 4187

Professor	Veldman FJ: BSc; BSc Hons, MSc (Nutr); PhD (Nutr); MS Epi; MPBL
Senior Lecturer	Manafe M: BSc Diet; MPH (MEDUNSA); Dr.PH (SMU)
Senior Lecturer	Ncube LJ: Nat. Dipl & B Tech in Food Service Mngmnt (Pret Tech), MBA (Mancosa), D-Tech in Food and Beverage Mngmnt (TUT),
Senior Lecturer	Van Onselen: BSc Diet (UFS), MSc Diet (UFS), National Diploma FSMT (Technikon Pretoria), PhD Dietetics (UFS)
Lecturer	MacDougall GC: B Diet (UP), Masters in Nutrition (US)
Lecturer	Mokone SM: B Nutrition (UNIN), MSc Dietetics (SMU)
Lecturer	Viljoen E: B Diet (UP), M Nutrition (US)
Lecturer	Phetla MC: BSc Diet (MEDUNSA), MPH (UL)
Lecturer	Gordon R: BSc (Human Nutrition); MSc Nutrition (UKZN)
Lecturer	Scholtz J: BSc Diet (Potchefstroom University), MSc Dietetics (NWU)
Junior Lecturer	Mbola AZ: Nat. Dipl & BTech in Food Service Mngmnt (TUT)
Clinical Coordinator	Sepamla L: BNutr Hons (UNIN)
Secretary	Nkonyane A

OCCUPATIONAL THERAPY

Tel: 012 521 4133

Associate Professor	Ramukumba TA: B.Occ Ther (MEDUNSA), B Occ Ther Hons (MEDUNSA), MPhil Adult Educ & Training (RAU)
Senior Lecturer	Lesunyane RA: B.Occ Ther (MEDUNSA), B Occ Ther Hons (MEDUNSA), M Occ Ther (UL)
Lecturer	Pitout SJS: B.Occ Ther (UP), M Occ Ther (UL)
Lecturer	Moosa Tayob: B.Occ Ther (UL), MPH (UL)
Lecturer	Dzhugudzha NT: B. Occ Ther (UL) MPH (SMU)
Junior Lecturer	Mphohoni MR: B.Occ Ther (MEDUNSA), DVP (UP), PGD – Rehab Studies (US)
Junior Lecturer	Mmatladi R: BSc Occupational Therapy (WITS)
Junior Lecturer	Phasumane SDJ: B. Occ Ther (MEDUNSA), BA Hons AAC (UP)
Junior Lecturer	Gumede NL: B Occ Ther (UL)
Junior Lecturer	Magane MM: B Occ Ther (UL)

PHYSIOTHERAPY

Tel: 012 521 5828

Associate Professor	Maleka MED: BSc Physio (MEDUNSA), MPH (WITS), PhD (WITS), Strategy Execution 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	Tshabalala MD: BSc Physio (UCT), MSc Physio (WITS)
Senior Lecturer	Cochrane ME: BPhysT (UP), MPhysT (UP), PhD (UP)
Lecturer	Themba DM: BSc Physio (MEDUNSA), MPH (UL)
Lecturer	Human A: BPhysT (UP), MPhysT (UP)
Lecturer	Sobantu NA: BSc Physio (MEDUNSA), MSc Physio (SMU)
Lecturer	Kotsokoane FM: BPhysT (UP), MPH (UL)
Lecturer	Dawood MA: BPhysT (UP), MPhysT (UP)
Lecturer	Nkuna RD: BSc Physio (MEDUNSA), MSc Physio (UL)
Lecturer	Raphokwane K: BSc Physio (MEDUNSA)
Clinical Supervisors	
Part-time	Mabena-Segoe I: BSc Physio (MEDUNSA)
Part-time	Moyo M: BSc Physio (UL)
Part-time	Mbaye JW: BSc Physio (SMU)
Part-time	Lekalakala P: BSc Physio (UL)
Part-time	Mashishi Z: BSc Physio (MEDUNSA)
Part-time	Nel M: BPhysio (Free State)

SPEECH LANGUAGE PATHOLOGY & AUDIOLOGY

Tel: 012 5213842

Professor	Du Plessis S:BA(Log) (UP), MComm Path (UP), DPhil Comm Path (UP), PGCHE (UP)
Professor	Wium A-M:BA(Log) (UP), MComm Path (UP), DPhil Comm Path (UP), PGCHE (UP), PGD Biomedical ethics (US)
Senior Lecturer	Milton C: BComm Path (UP), MPhil (US), DrPH(SMU)
Senior Lecturer	De Jongh M: BA(Log) (UP), MPhil (US), NDT, PhD (Psychology) (SMU)
Senior Lecturer	Govender M: BComm. Path Audiology (UKZN), MComm. Path Audiology (UKZN), PhD (Telemedicine) (UKZN)
Lecturer	Ehler K: BComm Path (UP), MComm Path (UP)
Lecturer	Ndhambi M: B Speech Hearing Therapy (WITS), M Mngmnt (WITS)
Lecturer	Louw A: BComm Path (UP), MComm Path (UP)
Lecturer	Maluleke P: B Speech Hearing Therapy (WITS), M Aud (WITS)
Lecturer (part time)	Mahomed A: B Speech Hearing Therapy (WITS),
Lecturer (part time)	Khumalo P: BSLP&A (SMU), MA Early Intervention (UP)
Lecturer (part time)	Kgare K: BSLP&A (SMU), M Aud (WITS)

NURSING SCIENCES AND ARTS

Tel: 012 5214305

Professor	Mogollane SM (Acting HOD)
Associate Professor	Sengane MLM : M Cur (RAU), D Cur (RAU)
Senior Lecturer	Madalane LD: M Cur (UN) PhD (UL)
Senior Lecturer	Chetty D: M Tech (DUT), D Cur (UJ)
Senior Lecturer	Madumo MM: M Cur (UP) PhD (UL)
Senior Lecturer	Uys Y: M Cur (UP), PhD (SMU)
Senior Lecturer	Black MJ: B Cur (I et A) (UL) M Cur (SMU) D Litt et Phil (UNISA)
Senior Lecturer	Mlesela MJ: M Cur (UJ), PhD (UJ)
Senior Lecturer	Randa MB: MPH (UL), PhD (SMU)

Lecturer	Mkhonto FM: B Cur (SMU), B Cur (I et A) (UNISA) M Cur(SMU)
Lecturer	Motswasele-Sikwane LK: B A Cur (UNISA), M Cur (UL)
Lecturer	Ntsoele MMN: BA Cur (UNISA), M Cur (UL)
Lecturer	Randa MB: MPH (UL), PhD (SMU)
Lecturer	Moloko SM: MPH (UNISA)
Lecturer	Mokoena-de Beer AG: M Cur (SMU)
Lecturer	Tshivhase,L: BCur (SMU),MCur (Univen)
Lecturer	Mathevula FR: M Cur (UNI. VEN.), PhD (UNI. VEN.)
Junior Lecturer	Makhavhu EM: M Cur (TUT)
DOE Skills Facilitators	
Senior Skills Facilitator	Nkhwashu TE: M Cur (UP), PhD (UP)
Senior Skills Facilitator	Phiri LM: M Cur (UP), PhD (SMU)
Senior Skills Facilitator	Mudau TS: M Cur (UNISA) PhD (SMU)
	Mahlangu ME: MPH (UL)
	Thobakgale EM: M Cur (UL)
	Chabedi MA: M Cur (UP)
	Makinta LM: M CUR (UP)
	Kgongwana T. M Cur
Part-time Skills Facilitators	Selaledi MB: M Cur (SMU)
	Rangoako MR: B Cur (SMU)
	Lehong NJ: B Cur (UP)

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 G 2.2 The first time applicants will be given preference into the programme of choice.

SHC G2.3 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.

SCHOOL DIPLOMA PROGRAMMES

SHC Advanced DIPLOMA IN O.N. (OCCUPATIONAL NURSING) PROGRAMME (AON01)

SHC Dip 1.1 Selection and admission requirements

SHC Dip 1.1.1 Admission requirements

Applicants must have:

- (i) a National Senior Certificate endorsed for diploma or degree study or an equivalent;
- (ii) proof of registration as a Professional Nurse with the South African Nursing Council
- (iii) had two (2) years clinical experience as a professional nurse

Working in an occupational health setting will be a strong recommendation.

SHC Dip 1.1.2 Selection

- (i) Only a limited number of applicants may be admitted to the diploma programme. Students are selected on merit by a selection committee, and notified by the Office of the Registrar.
- (ii) Foreign students will be selected and admitted on the proviso that they meet the admission a selection requirements of the university and are prepared to pay full tuition and residence fee at the rate provided for foreign students in the calendar.

SHC Dip 1.2 General

- (i) Submission of portfolios of evidence (that is the formal or non-formal and informal prior learning and work experience which learners bring to the learning situation) will be recognized
- (ii) In order for a student to be registered as an Occupational Health Nurse with SANC, he/she must submit proof of Basic Life support, audiometry and spirometry certificates, obtained not more than 5 years before from an accredited institution.
- (iii) To improve the clinical competence of students they will be exposed to all relevant occupational health learning areas.
- (iv) A student may apply for exemption for modules/subjects that have been completed and passed at Sefako Makgatho Health Sciences University or at any other university provided that:
 - the original transcript (or a certified copy) of the modules/subjects passed is produced
 - the period since passing such modules/subjects does not exceed five (5) years.
- (v) The duration of the course: One to two (1-2) years part-time.

SHC Dip 1.3 Curriculum

EXAMINATION COURSES			
CODE	COURSES	CREDITS	PRE-REQUISITES
MOCH271	Occupational Health Nursing	32	
MOHN271	Occupational Health Nursing Practice	32	
MBAR271	Research Methodology	32	
MNUD271	Nursing Dynamics	24	
	TOTAL	120	

SHCDip 1.4 Assessments

Continuous: Continuous assessment through a combination of practical, presentations and seminars, oral & written tests and projects.

Summative: To be admitted to summative assessment all clinical requirements must be met two (2) written examination papers of three hours one at the end of each year.

SHC Dip 1.5 Granting of the Diploma

The Diploma Occupational Health & Nursing is awarded to a student who has completed 960 *practical hours* (SANC requirement) and has a pass mark of 50% in all theory examinations.

SHC Dip 1.6 Diploma with Distinction

The diploma with distinction is awarded to a student who obtains a minimum of 75% in his/her major courses.

SHC Dip 1.7 Carrying of Courses

A student must have obtained credit for at least 80% of the total credits at 2nd year level.

SHC Dip 1.8 Curriculum Information

CURRICULUM INFORMATION										
School:	HEALTH CARE SCIENCES				Faculty:	HEALTH SCIENCES				
Qualification Name:	Advanced Diploma in Occupational Health Nursing				Qualification Code:	AON01				
Campus:	SMU				Last Revision date:	2012				
Total SAQA Credits for Qualification:	120				Is this a fixed Curriculum:	Yes				
Once-off Implementation Year:	Yes (All year levels changes are implemented in the same year)									
Migration Implementation Years:	Year level 1:	2014	Year level 2:		Year level 3:		Year level 4:			
	Year level 5:		Year level 6:		Year level 7:					
					PROPOSED NEW PROGRAMME					
					PERIOD OF STUDY / YEAR LEVEL 1					
					Year Modules					
					X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
					The following 5 module/s are COMPULSORY					
						MBAR271	Y	Y	24	0.2
						MNUD271	Y	Y	32	0.27
						MOCH271	Y	Y	32	0.27
						MOHN271	Y	Y	32	0.26
					Total credits for Year modules				120	1
					TOTAL CREDITS FOR YEAR LEVEL 1				120	1

SECTION F: MODULAR INFORMATION REQUIRED

Department:	NURSING SCIENCE				School:	HEALTH CARE SCIENCES	
Last Revision date:	2012			First Year Offered (New):	2013		
Replace this Module existing module(s)?	COMBINING MODULES		If YES, give the module codes:				
Module linked to Qualification/s:	AON01						
Migration Strategy:	Yes (If YES, Section G must also be completed)						
Content:							
Learning Outcomes:	To provide comprehensive knowledge, skills and applied competencies in Occupational health Nursing that will enable learners to contribute profitably to economy of the country.						
Module Information:	SAQA Credits		ITS Course Level		CESM Code (3 rd Order)		
	32		5		(Six Numbers) 090813		
Delivery Information:	Campus		Full/Part Time		Period		
	SMU		Full		(Year/1 st /2 nd Sem) Y		
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning		
	5			7			
Pre-requisite modules for this module:	N/A						
Co-requisites modules for module:	N/A						
ASSESSMENT							
Assessment Criteria	<ul style="list-style-type: none"> Evaluate occupational health in South Africa and the legislation applicable to occupational health. Identify the related legislation and critically discuss the relevance to occupational health. Apply the management principles to an occupational health service. 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. 						

		<ul style="list-style-type: none"> Identify the role and responsibilities of key organisational structures and agencies in relation to health and safety. 			
Assessment Methods		Lectures, tutorials, discussions, group work, seminar, presentation, multiple choice tests and essays, project work and end of module examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark=	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 HOURS			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MOCH271
Module Name:	OCCUPATIONAL HEALTH NURSING
Content:	<p>Principles of Occupational Health Nursing: History of OH both international and national; Socio-economic and political context of OH; Occupational legislation and appropriated related legislation (e.g. OHSA, COIDA, MHSA, Basic conditions of employment, Labor relations (to include arbitration, mediation, collective bargaining, trade union and industrial relations. Social, transcultural consideration for the health of workers. Viewpoints and approaches to Occupational Health.</p> <p>Work and safety: Occupational risks/hazards, including Occupational Hygiene; Occupational risk/hazard identification; Environmental hazards; Occupational safety which include accident prevention, factors causing injuries in the workplace, personal protective equipment, safety representatives and safety committees.</p> <p>Organization and Management: Develop and implement strategies for quality assurance/improvement; decision making and policy formulation; referral and referral resources; cost containment – financial and human resource management.</p>

	<p>Nursing Interventions: Medical surveillance. Occupational disease profile Ergonomics as a multi – disciplinary science, which includes human factor, engineering, anthropometry, occupational biomechanics and work physiology Crisis intervention, emergency care. Employee assistant programme. Primary, secondary and tertiary prevention of occupational health diseases. Etiology of occupational diseases/conditions and disabilities Approaches in the health assessment of the health status of the worker. Diagnostic and treatment methods and international classification of occupational disorders.</p> <p>Health Promotion: Principles of teaching and learning. Health promotion, health marketing, group dynamics Social Sciences behavioral concept in health & illness. Community development. Reconstruction and development programme, concept and process, approaches and principles</p> <p>Pharmacology: Pharmacology which include principles of pharmacokinetics and pharmacodynamics. Administration and formulation of drugs. Drugs applicable to occupational health nursing. Role and function of Occupational Health Practitioner.</p>				
Learning Outcomes:	<p>To provide comprehensive knowledge, skills and applied competencies in Occupational Health Nursing that will enable learners to contribute profitably to economy of the country. To provide comprehensive knowledge, skills and applied competencies in Occupational health Nursing that will enable learners to contribute profitably to economy of the country.</p>				
Module Information:	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	32		5		090813
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full-time		y
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		10	10	10
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	N/A				
ASSESSMENT					
Assessment Criteria	<ul style="list-style-type: none"> • Evaluate occupational health in South Africa and the legislation applicable to occupational health. • Identify the related legislation and critically discuss the relevance to occupational health. • Apply the management principles to an occupational health service. • 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. • Identify the role and responsibilities of key organisational structures and agencies in relation to health and safety. 				

		<ul style="list-style-type: none"> • Compile an occupational disease profile for your company based on 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 on accident investigation procedures, including interviewing and documentation skills. • Describe how the workers' compensation system functions, documents to be completed and the nature of health deviations that need to be reported to the compensation commissioner. • Assess and manage employees with different health problems and occupational diseases • Explore an overview of the development of health promotion and describe the key points to attain health promotion as discussed in the Ottawa Charter. • Identify and describe the levels of preventions and their importance the workplace. Describe approaches commonly used in health promotion in the workplace. Outline the process of program development for workplace health promotion • Describe the types of evaluation which can be used for evaluating workplace health promotion programmes. • Critically analyse the types of errors which may occur during workplace programme evaluation • Discuss EAP as a health promotion strategy. • Discuss the principles of pharmacokinetic and dynamics and apply it in your management of your clients. 			
Assessment Methods		Lectures, tutorials, discussions, group work, seminar, presentation, multiple choice tests and essays, project work and end of module examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark=	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MOHN271
Module Name:	OCCUPATIONAL HEALTH NURSING PRACTICE (SKILLS AND METHODS)
Content:	Pre-employment and exit medicals. 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. Incidence

	reports and guidelines for patient referrals, evacuation procedures, injuries on duty and other relevant guidelines. Job description for an occupational health nurse, in service programmes for occupational health nurses. Management including financial and human resource management, reports and policy guidelines.				
Learning Outcomes:	To provide comprehensive knowledge, skills and applied competencies in Occupational Health Nursing. To render competent occupational health nursing services to employees.				
Module Information:	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	32		5		090813
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
		0.5			
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	N/A				
ASSESSMENT					
Assessment Criteria	<ul style="list-style-type: none"> • Demonstrate the skills and knowledge to conduct a systematic health assessment for, pre-placement, periodic 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 test related to occupational health including spirometry, audiometry and vision screening, • Apply skills and knowledge to manage injuries on duty and complete the relevant documents. • Conduct a field survey as a research or occupational health project. 				
Assessment Methods	Formative assessment will include clinical work, clinical practice, Summative assessment will include portfolio				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark=	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	portfolio			
	Duration				
	% contribution to Summative Assessment Mark	100%			

	Sub minimum	40%			
Module Code: (4 alphabetic & 3 numeric)		MBAR271			
Module Name:		RESEARCH METHODOLOGY			
Content:		Scientific theory and research; Knowledge building; Professional Research and Professional Practice; Ethical Aspects of Research; Quantitative & Qualitative Research Process; Types of Research, Critique of Published Research. Needs analysis and case study design			
Learning Outcomes:		The learners should be able to select a researchable problem, define the problem and generate questions and hypotheses about the problem; determine the parameters for the investigation and select a research method; conduct a literature search; develop a research proposal and instrument; and demonstrate ethical conduct in doing or developing the above.			
Module Information:		SAQA Credits		ITS Course Level	CESM Code (3rd Order) (Six Numbers)
		24		5	090813
Delivery Information:		Campus		Full/Part Time	Period (Year/1st/2ndSem)
		SMU		Full-time	Year
Periods per week:		Classes	Practicals	Tutorial	Seminars
		6		10	10
Pre-requisite modules for this module:		N/A			
Co-requisites modules for module:		N/A			
ASSESSMENT					
Assessment Criteria		<ul style="list-style-type: none"> • Apply scientific theory and research; knowledge building; Professional Research and Professional Practice. • Apply the ethical aspects of research; quantitative & qualitative research process. • Describe and apply the types of research. • Demonstrate ability to critique published research. • Select the researchable problem define the problem and generate questions and hypotheses about the problem, determine the parameters for the investigation and select research methods, conduct literature search, develop research proposal, instrument, and demonstrate ethical conduct in doing or developing the above 			
Assessment Methods		Lectures, tutorials, discussions, group work, seminar, presentation, multiple choice tests and essays, project work and end of module examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4

Summative Assessment Paper:	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MNUD271							
Module Name:		NURSING DYNAMICS							
Content:		Nursing theories/nursing diagnosis; nursing philosophy; professionalism; role and scope and other related disciplines.							
Learning Outcomes:		Professional and ethical practice within nursing's knowledge base/framework.							
Module Information:		SAQA Credits		ITS Course Level		CESM Code (3 rd Order (Six Numbers))			
		32		5		090813			
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)			
		SMU		Full-time		Year			
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning			
		6		10	10	10			
Pre-requisite modules for this module:		N/A							
Co-requisites modules for module:		N/A							
ASSESSMENT									
Assessment Criteria		<ul style="list-style-type: none"> Apply nursing theories/nursing diagnosis nursing philosophies in occupational health practice. Demonstrate understanding of professionalism, role and scope and other related disciplines in occupational health. Discuss professional and ethical practice of the occupational health nurses with knowledge base/framework 							
Assessment Methods		Lectures, tutorials, discussions, group work, seminar, presentation, multiple choice tests and essays, project work and end of module examination.							
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		40%					
		Final mark =	% Formative Assessment Mark		60%				
			% Summative Assessment Mark		40%				
		Minimum final mark to pass (%)		50%					
Summative Assessment Paper:		Paper 1		Paper 2		Paper 3		Paper 4	
		Theory / Practical		Theory					
		Duration		3 hours					

	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

SCHOOL DEGREE PROGRAMMES

SHC B1 BSc (Dietetics) DEGREE PROGRAMME (BDIA01)

SHC B1.1 SELECTION AND ADMISSION REQUIREMENTS FOR THE DIETETICS PROGRAMME

SHC B1.1.1 Selection

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

SHC B1.1.2 Admission

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

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

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

1. Professional Body Requirements (where applicable)

SHC B1.2 REGISTRATION WITH STATUTORY BODY AND CLINICAL REQUIREMENTS

SHC B 1.2.1 Registration with the HPCSA

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

SHC B 1.2.2 Clinical requirements

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

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

The practical training programme is designed to meet the requirements for registration of the Professional Board for Dietetics of the Health Professions Council of South African. This consists of a total of at least 34 weeks, which includes a 27- week continuous internship in North- West and Gauteng Provinces at different accredited health care facilities and community-based nutrition programmes during the fourth year. The other seven weeks are spread throughout the other years of study levels and serve as a prerequisite for advancing into the fourth year of study.

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

- Food Service Administration (to complement Food Service Administration I and II)
- Community Nutrition (complement Nutrition II, III & IV and Community Nutrition I and II)
- Therapeutic Nutrition (to complement Therapeutic Nutrition I and II and Clinical Science)

SHC B 1.2.3 Leave of absence and clinical hours

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

SHC B1.2.4 Duration

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

SHC B1.3 PROMOTION TO THE FOURTH AND FINAL YEAR OF STUDY

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

SHC B1.4 SPECIAL SUPPLEMENTARY ASSESSMENT

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

SHC B1.5 SICK CONTINUOUS ASSESSMENTS

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

SHC 1.6 MODULES TAKEN IN ADVANCE

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

SHC 1.7 CARRYING OF MODULES

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

SHC 1.8 GRANTING OF DEGREE

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

SHC B1.9 DEGREE WITH CUM LAUDE

The degree with distinction is awarded to a student who obtains an average of at least 75% for the final year examination courses, written at the same time, with a sub-minimum of 65% in any one course. Consideration shall also be given to the student's first, second and third year performances.

SHC 1.10 RE-ADMISSION AFTER FOLLOWING THE OLD CURRICULUM

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

CURRICULUM INFORMATION									
School:	Health Care Sciences								
Qualification Name:	BSc Dietetics				Qualification Code:	BDIA01			
Campus:	Sefako Makgatho Health Sciences University				Last Revision date:				
Total SAQA Credits for Qualification:	128				Is this a fixed Curriculum:	YES			
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
1 st Semester					2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following modules are COMPULSORY					The following modules are COMPULSORY				
MSCH011	S1	N	12	0.10	MSCH012	S2	N	12	0.09
MBIO011	S1	N	12	0.10	MANB012	S2	N	12	0.09
MEHS011	S1	N	8	0.10	MEHS012	S2	N	4	0.03
MNTR011	S1	Y	20	0.20	MDIE012	S2	Y	24	0.18
MBEH011	S1	N	12	0.09	MCOM12	S2	N	12	0.09
Total credits for Semester 1 modules			64	0.5	Total credits for Semester 2 modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2				
1 st Semester					2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following modules are COMPULSORY					The following modules are COMPULSORY				
MDEC021	S1	Y	16	0.125	MDEC022	S2	Y	12	0.094
MDEB021	S1	Y	12	0.094	MDEB022	S2	Y	12	0.094
MDED021	S1	N	8	0.063	MDEA022	S2	N	8	0.063
MPIA021	S1	N	16	0.125	MDIA022	S2	N	16	0.125
MDEA021	S1	Y	12	0.094	MBHA022	S2	N	8	0.063
					MCPA022	S2	N	8	0.063
Total credits for Semester 1 modules			64	0.5	Total credits for Semester 2 modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 3					PERIOD OF STUDY / YEAR LEVEL 3				
1 st Semester					2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following modules are COMPULSORY					The following modules are COMPULSORY				
MDEE031	S1	16	Y	0.125	MDEE032	S2	Y	16	0.125
MDEA031	S1	12	Y	0.092	MDEA032	S2	Y	16	0.125
MDED031	S1	12	Y	0.092	MDED032	S2	Y	12	0.092
MDEC031	S1	8	Y	0.066	MDEB032	S2	N	8	0.063
MPYA031	S1	8	N	0.066	MDEC032	S2	Y	12	0.092

MDEB031	S1	8	Y	0.066					
Total credits for Semester 1 modules		64	0.5		Total credits for Semester 2 modules		64	0.5	
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 4									
1st Semester									
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit					
The following modules are COMPULSORY									
MDEC040	Y	Y	48	0.375					
MDEA040	Y	Y	32	0.267					
MDEB040	Y	Y	24	0.188					
MDER040	Y	Y	24	0.188					
Total credits for Semester 1 modules		128	1.00						
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1									

MODULAR INFORMATION						
Offering Department:	Dietetics and Human Nutrition				School:	Health Care Sciences
Last Revision date:	2012			First Year Offered (New):	2015	
Replace this Module existing module(s)?	No			If YES, give the module codes:		
Module linked to Qualification/s:						

Module Code: (4 alphabetic & 3 numeric)	MNTR011				
Module Name:	Basic Nutrition				
Content:	Macronutrients and micronutrients and trace elements - functions, metabolism, food sources, methods of measurement of food, deficiencies and excesses) Macro/ Micronutrients requirements (formulae, measurements of heights and weights, use appropriate measurements tools); Components of energy expenditure and factors influencing energy expenditure.				
Learning Outcomes:	<p>At the end of the module the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate detailed knowledge of nutrients, their Dietary Reference Intakes, metabolism, functions, food sources, deficiencies and their excess symptoms. • Demonstrate detailed knowledge of components of energy expenditure • Demonstrate detailed knowledge of factors that influence food intake • Demonstrate detailed knowledge of the development of deficiencies and excesses of macro and micro nutrients • Identify and measure required quantities of macro- and micronutrients' • Use the imperial, metric and household measurements appropriately • Apply different formulas used to calculate macronutrients requirement • Accurately measure height and weight for adults calculate IBW and BMI and interpret according to standards. 				
Module Information:	SAQA Credits		ITS Course Level		CESM Code (3 rd Order)
	20				(Six Numbers) 091801
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full time		(Year/1 st /2 nd Sem) S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1		-	
Pre-requisite modules for this module:	NONE				
Co-requisites modules for module:	NONE				
ASSESSMENT:					
Assessment criteria	<ul style="list-style-type: none"> • Identify macro- and micronutrient food sources • Discuss functions of micro- and macronutrients • Identify deficiency and excess symptoms • Calculate macronutrients requirement • Convert the imperial to metric and metric to household measurement • Explain metabolism and functions of micro- and macronutrients 				

		<ul style="list-style-type: none"> • Explain the development of deficiencies and excesses of macro and micro nutrients • Differentiate formulas used to calculate macronutrients requirement • List and discuss components of energy expenditure • List and explain factors affecting energy expenditure • List the DRI's required for key nutrients. • Accurately measure height and weight for adults • Calculate record and interpret IBW and BMI according to standard. • Discuss components of energy expenditure • Describe factors that influence food intake 			
Assessment methods		<ul style="list-style-type: none"> • Practical assignments • Class tests • Case scenarios • Tests • Examination 			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark = % Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3hrs			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MEHS010
Module Name:	English for Health Sciences
Content:	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation
Learning Outcomes:	On successful completion the learner will be able to: Read faster and with greater understanding Identify main and supporting arguments Condense information into notes Draw information from graphs and tables Decode meanings of scientific words using word formation techniques in science Present information in acceptable formats – spoken and written

	Write an academic essay by synthesising information from multiple sources and acknowledging the sources Discuss in pairs, groups and class Make formal presentations with the help of PowerPoint slides				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
	12		6		110101
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1	0	0	0
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>The primary purpose of assessment is to ensure that desired and planned learning has taken place. In continuous assessment, if there is a remarkable gap in any area efforts will be made to fill the gaps through proper intervention.</p> <p>Students are assessed for the learning/competence of the following knowledge and skills items.</p> <p>Reading: Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; summarise a long text into its essentials.</p> <p>Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.</p> <p>Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic</p> <p>All assessments are not included for CA marks. Some assessments are used for self-reflection and improvement.</p>				
Assessment method	<p>Tests and examination</p> <p>Oral presentations</p> <p>Assignments</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory		

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

Module Code: (4 alphabetic & 3 numeric)		MDIE012					
Module Name:		INTRODUCTION TO DIETETICS					
Content:		Dietetics profession (scope of profession and practice, Dietetics vs. Nutrition professional scope, HPCSA, South African Association of Dietetics). Foods choices, fads and fallacies, Principles of Dietary planning, Food exchange lists, food guides, food finder, food composition tables, South African Food based Dietary Guidelines (SAFDG, Benefits and challenges), Food Labelling.					
Learning Outcomes:		<p>At the end of the module the student must demonstrate:</p> <ul style="list-style-type: none"> • An understanding of the scope of dietetics and nutrition profession practice and their regulatory bodies. • Knowledge of factors which influence food choices • An understanding of the standards for meal planning and their application in meal planning and evaluation • The ability to communicate information to the general public regarding food based dietary guidelines and educating clients about the required portions of food according to specific need 					
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)	
		24		3		091801	
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)	
		SMU		Full time		S2	
Periods per week:		Classes	Practicals	Group work	Seminars	Independent Learning	
		4	1				
Pre-requisite modules for this module:		MNTR011					
Co-requisites modules for module:							
ASSESSMENT:							
Assessment criteria		<ul style="list-style-type: none"> • Differentiate dietetics and nutrition professional scope and practice and list their regulatory bodies • Discuss factors influencing food choices • Discuss food based dietary guidelines • Educate the general public/clients about the food based dietary guidelines and required portions of food according to specific need • Plan, analyse and evaluate meals using Food exchange lists, food guides, food finder software, food composition tables and South African Food based Dietary Guidelines 					

			<ul style="list-style-type: none"> • Correctly read and interpret food labels. 			
Assessment method			<ul style="list-style-type: none"> - Assignments - Tests - Practical assignments - Practical tasks 			
Mark Structure:	Min Form Assess Mark for exam admission (%)		40%			
	Final mark =	% Form Assess Mark	60%			
		% Summ Assess Mark	40%			
	Min final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 hrs				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	MCOM012		
Module Name:	COMMUNICATION		
Content:	<p>Theories of communication: An introduction, Listening and reading skills, Oral communication and Public speaking; An introduction to Interpersonal Communication; An introduction to Specialisation Areas in Communication, an introduction to Mass Communication; Applied reading and visual communication: Writing Style, Presentation and Process; Critical interpretation of messages: Introduction to Report writing Basic computer literacy</p>		
Learning Outcomes:	<p>At the end of the module the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to communicate effectively with individuals and groups in different health contexts; • Demonstrate the ability to communicate effectively using oral, written and electronic media; • Demonstrate the ability to advocate for nutrition-related issues; • Present and communicate information, ideas and opinions in well-structured arguments in the field of health communication. • Demonstrate ability to apply basic computer principles such as electronic literature search, power point presentations, etc. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)
	12	2	050101
Delivery Information:	Campus	Full/Part Time	Period (1 st /2 nd Sem)
	SMU	Full time	S2

Periods per week:	Classes	Practicals	Group work	Seminars	Independent Learning
	4				
Pre-requisite modules for this module:	NONE				
Co-requisites modules for module:	NONE				
ASSESSMENT					
Assessment criteria	<ul style="list-style-type: none"> Define and clarify concepts, theory and elements of communication, Differentiate between verbal and non-verbal communication Describe the determinants of interpersonal communication Discuss classification and efficiency of communication channels Demonstrate counselling skills 				
Assessment methods	<ul style="list-style-type: none"> Tests, assignments Practical demonstration Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark = % Form Assess Mark	60%			
	% Summ Assess Mark	40%			
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3hrs			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	NUTRITIONAL ASSESSMENT
Module Name	MDEC021
Content:	<p>Assessment of nutritional status through evaluation of:</p> <p>Interviewing Skills (socioeconomic and medical history) Clinical findings, Anthropometric measurements, Skinfolds, Body Measurements (Height, length, weight, circumferences); Biochemical results, Dietary intake analysis, Systematic Clinical assessment (Palpation and analysis of all relevant body parts), Biochemical information(Finger pricking skill, urine tests) Dietary intakes (flash cards, food models, photographic book, scales, stadiometer, calipers, tapes) Nutrition Screening.</p>
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> Familiarize themselves with assessment tools and use them appropriately; Conduct Interview to elicit the socioeconomic background and medical information;

	<ul style="list-style-type: none"> • Conduct Anthropometric measurements, Skinfolts, Body Measurements; • Identify and relate the indices with reference standards; • Analyse and Interpret results appropriately; • Record results clearly and accurately; • Identify limitations of various measurements and indices; • Conduct an accurate systematic clinical assessment and interpret results; • Demonstrate an understanding of advantages and limitations of biochemical assessment; • Identify different specimen used and when are they applicable to test for nutrients; • Relate the results of biochemical tests to disease conditions; • Confidently conduct and educate patients around finger pricking and urine testing skills; • Describe different tools used to collect dietary information; • Familiarise themselves with different dietary intake tools; • Understand the benefits and limitations of each of those tools; • Analyse and interpret dietary intake data • Integrate all other information to draw a clinical judgement/diagnosis; • Differential between screening and assessment; 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		3		091801
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDIE012; MNTR011				
Co-requisites modules for module:	MDEB021				
ASSESSMENT					
Assessment criteria	<p>Describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Identification and appropriate use of assessment tools; • Conducting interviews to elicit the socioeconomic background and medical information; • Measuring anthropometric measurements accurately, skinfolts, Body Measurements • Identify and relate the indices with reference standards • Analyse and Interpreting results appropriately • Recording results clearly and accurately • Identifying limitations of various measurements and indices; • Conducting accurate systematic clinical assessments and interpret results • Discussing the advantages and limitations of biochemical assessment • Identifying different specimen used and when are they applicable to test for nutrients • Interpreting the results of biochemical tests • Educating the client about finger pricking and urine testing skills • Describing different tools used to collect dietary information • Developing and/or adapting dietary intake tools where necessary 				

			<ul style="list-style-type: none"> Understanding the benefits and limitations of each of those tools Analysing and interpreting dietary intake Integrating all other information to draw a clinical judgement/diagnosis Differentiating between screening and assessment 		
Assessment methods			<ul style="list-style-type: none"> Assignments Case studies Presentations Practical Examinations 		
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark = % Form Assess Mark	60%			
	% Summ Assess Mark	40%			
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practicals		
	Duration	3hours	1 hour		
	Sub minimum	40%	40%		
	% Contribution to summative assessment mark	50%	50%		

Module Code: (4 alphabetic & 3 numeric)	MDEA021		
Module Name:	DIETETICS II		
Content:	Prevention of chronic disease of lifestyle (Overweight, obesity, cancer, cardiovascular health, hypertension diabetes mellitus, TB and HIV/AIDS, Dental and Bone health). Nutrition promotion strategies		
Learning Outcomes:	<p>At the end of the module the student must demonstrate an ability to:</p> <ul style="list-style-type: none"> Define conditions of chronic disease of lifestyle Discuss strategies for the prevention of chronic disease of lifestyle. Apply the nutritional assessment and screening skills and interpret appropriately. Educate and advise the client about lifestyle modification according to South African FBDG. Apply different methods or strategies of communicating different messages to the clients 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	091801
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)

		SMU		Full time		S1	
Periods per week:		Classes	Practicals	Group work	Seminars	Independent Learning	
		4	0.5				
Pre-requisite modules for this module:		MNTR011; MDIE012					
Co-requisites modules for module:		MDEC021; MDEB021					
ASSESSMENT							
Assessment criteria		<ul style="list-style-type: none"> Identify assessment tools and use them appropriately; Conduct Interview to elicit the socioeconomic background and medical information; Demonstrate Accurately Measure Anthropometric measurements, Skinfolds, Body Measurements; Identify and relate the indices with reference standards; Analyse and Interpret results appropriately; Record results clearly and accurately; Identify limitations of various measurements and indices; Conduct an accurate systematic clinical assessment and interpret results; Discuss the advantages and limitations of biochemical assessment; Identify different specimen used and when are they applicable to test for nutrients; Interpret the results of biochemical tests; Educate the client about finger pricking and urine testing skills; Describe different tools used to collect dietary information; Develop and/or adapt dietary intake tools where necessary; Understand the benefits and limitations of each of those tools; Analyse and interpret dietary intake; Integrate all other information to draw a clinical judgement/diagnosis; Differentiate between screening and assessment 					
Assessment methods		<ul style="list-style-type: none"> Assignments Case studies Presentations Practical Examination 					
Mark Structure:	Min Form Assess Mark for exam admission (%)		40%				
	Final mark =	% Form Assess Mark	60%				
		% Summ Assess Mark	40%				
	Min final mark to pass (%)		50%				
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4	
		Theory / Practical	Theory				
		Duration	3 hours				
		Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	FOOD AND FOOD SCIENCE				
Module Name:	MDEB021				
Content:	Introduction to Food Science. Adherence to safety regulations. Organization of a food service unit. Ergonomic work procedures (Basic recipe interpretation, collect required ingredients, measure accurately). Health acts governing food processing (GRAS, FDA, SA legislation). Food Intoxication; Food spoilage; Food Additives (key compendium, advantages, disadvantages, uses and abuses). Foods containing carbohydrates (cereals, sugars and starch, fruit and vegetables). Modification of carbohydrates (swelling, gelatinisation, retrogradation, reconstitution). Food processing techniques (preparation, cooking, preservation, freezing, dehydration, PH modification, addition of salt and sugar, ultra-high temperatures packaging). Commercial food processing. Sensory and instrumental analysis,				
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Explain food science as a body of knowledge and profession. • Explain the principles of organization within the food laboratories. • Operate effectively and efficiently within the laboratory; • Discuss relevant regulations that govern the food science; • Show adherence to best practice in hygienic and safety lab protocols; • Discuss ergonomic work procedures in respect of food measuring techniques, • Discuss why accurate measurements are important in the preparation of quality food products; • Describe and apply appropriate procedures for measuring different foods; • Discuss the Health Acts and regulation (food hygiene and safety); • Discuss compendium of additives used in food and food labeling; • Explain the differences between carbohydrates as a food ingredient vs. a physiological component; • Differentiate nutrient content of cereals; • Classify and select food containing carbohydrates for its intended purpose; • Differentiate the colour and flavour of pigments in fruit and vegetables; • Differentiate methods of food processing; • Use different appliances in the preparation products/food; • Use correct techniques of incorporating leavening agents in food; • Discuss the effect of each food processing technique on carbohydrates food sources; • Apply the effect of food processing techniques on carbohydrates food sources; • Identify a food processing technique from a label; • Modify basic recipes; • Explain the methods used in sensory and instrumental analysis; • Evaluate food products in respect of research and commercial requirements; 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		100301
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning

		4	1			
Pre-requisite modules for this module:		MSCH011, MNTR011				
Co-requisites modules for module:		MDED021				
ASSESSMENT						
Assessment criteria		<p>Describe, explain and apply in a logical manner the principles of, and analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Skills required in the laboratory in respect of: Safety procedures and best practice lab protocols • Ergonomic work procedures in respect of measuring techniques, mixing methods, cooking methods and efficiency of work order • Food processing, contamination and preparation techniques • Key micro-organisms which may cause contamination • Causes of food contamination and sources of contaminants • Basic food processing techniques required to limit and reduce micro-organism activity • Food processing techniques applied to the different food sources in respect of their nutrient content • Processing techniques applied to the different food sources in respect of their nutrient content from a food label • Food labeling • Function of additives incorporated in food sources in respect of its advantages, disadvantages, uses and abuses. • Best practices in selection, preparation methods and processing in respect of fruit and vegetables • Classify of fruit and vegetables and classify fruits and veg accordingly • Colour and flavour pigments in fruit and vegetables and changes during cooking and processing • Carbohydrates as a food ingredient vs. a physiological component • The nutrient value of cereal foods • Processing and preparation techniques specific to carbohydrate foods • Processing and preparation techniques specific to carbohydrate foods • Modifications to the carbohydrate in sugars and starches when applying moist, dry and combination heat • Preparation and process basic starch sugar and cereal staple foods heat • Preparation and process basic starch sugar and cereal staple foods heat • Reconstitute or modify commercial food products and as appropriate replicate techniques in the lab. • Leavening agents in dough's and batters • The use of functional ingredients in processing of food • Evaluate food products in respect of research and commercial requirements • Basics of food processing 				
Assessment methods		<ul style="list-style-type: none"> • POE • Assignments • Lab Report • Continuous evaluation log • Practical • Tests • Practical test • Examination 				
Mark	Min Form Assess Mark for exam admission (%)	40%				

Structure:	Final mark =	% Form Assess Mark	60%			
		% Summ Assess Mark	40%			
		Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
		Theory / Practical	Theory	Practicals		
		Duration	3 hours	1hour		
		Sub minimum	40%	40%		
	% Contribution to summative assessment mark	50%	50%			

Module Code: (4 alphabetic & 3 numeric)	MDEB022
Module Name:	Food and Food science II
Content:	Fats on Labels, Ingredient analysis, Preparation of pastries, Maillard reaction and caramelisation, Chemistry of fats and oils, emulsification, Saponification, hydrogenation, rancidity, Classification of fats and oils, Plastic fats, Margarine, Vegetable oils Pastries, Protein in dairy products, eggs, poultry fish and meat products, Denaturation, Coagulation, Syneresis, Curdling, Gelation and retrogradation. The protein in dairy products, eggs, poultry, fish and meat products. Denaturation, Coagulation, Syneresis, Curdling, Gelation and retrogradation, (Cooking methods, Foaming techniques, Chilling freezing techniques). Herbs and Spices; Alcoholic and non- alcoholic beverages
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Explain the differences between fats and oils as a food ingredient vs. a physiological component. • Classify and select food containing fats and oils for its intended purpose. • Discuss the nutrient value of fat foods relevant to food science • Discuss the classification of fats and oils and identify <i>cis</i> to <i>trans</i> fatty acid conversions in processing methods • Identify and discuss the nutrient value of protein in food as relevant to food science • Classify and discuss protein food sources • Describe the nutrient value of milk and dairy product • Students must identify and describe the nutritive value of cheese and dairy products • Identify the different types of cheese in respect of maturing, moisture and fat content • Discuss the nutrient value of eggs as relevant to food science • Analyse the uses of lecithin in food processing • Describe the nutritive value of poultry, fish and sea food, meat and meat product • Discuss and apply the processing techniques used to prepare protein food sources • Describe and differentiate between processing techniques of milk and dairy products • Identify, apply and explain basic processing techniques specific to milk food sources

	<ul style="list-style-type: none"> • apply basic processing techniques specific to milk food sources • apply and discuss basic processing techniques specific to egg food sources • Identify, apply and explain the uses and abuses of herbs and spices in food • Prepare a variety of alcoholic and non-alcoholic beverages to accompany food. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		100301
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		2nd
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDEB021				
Co-requisites modules for module:					
ASSESSMENT					
Assessment criteria	<p>Describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Processing techniques used to prepare protein food in general • Basic processing techniques. specific to milk food sources • The nutrient value of milk and dairy products • The nutritive value of egg products, poultry, fish and sea food, meat food sources • The basic processing techniques specific to egg food, poultry food, meat fish and sea food sources • The uses and abuses of herbs and spices in food • Prepare a variety of alcoholic and non-alcoholic beverages • Appropriate serving techniques for food and beverages 				
Assessment methods	<ul style="list-style-type: none"> • Portfolio of evidence • Assignments • Lab Report • Continuous evaluation log • Practical • Tests • Practical test • Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)		40%		
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Theory	Practicals	
	Duration		3hrs	1hour	

	Sub minimum	40%	40%		
	% contribution to summative assessment mark	50%	50%		

Module Code: (4 alphabetic & 3 numeric)		MDEA022				
Module Name:		HEALTH PROMOTION				
Content:		Nutrition education, theories of learning, Principles of adult education, Theories of health education, health promotion and health advocacy, assessment of educational needs and development of programme goals,				
Learning Outcomes:		<p>At the end of the module the student should demonstrate an ability to:</p> <ul style="list-style-type: none"> extensively understand Health Promotion and the concepts used in Health Promotion as a discipline and its sub discipline Understand the South African Health Care System and the disease prevention and health promotion, factors that influence the nature of, access to, and effectiveness of health care services in the community; Describe the role of nutrition in health care delivery system; Identify health determinants, risk factors, predisposing factors, and enabling factors in health promotion Explain different intervention strategies and approaches in Health Promotion; Discuss needs assessment, planning and implementing Health Promotion and Education strategies; Discuss Community profiling and mapping Differentiate theories of health education Understand adults as learners and the principles of adult education Describe process for assessing educational needs of a group of people 				
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
		8		3		091305
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Full time		S2
Periods per week:		Classes	Practicals	Group work	Seminars	Independent Learning
		2				
Pre-requisite modules for this module:		MCOM012				
Co-requisites modules for module:						
ASSESSMENT						

Assessment criteria		<p>By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Define Health Promotion and concepts used in Health Promotion as a discipline and its sub disciplines • Explain disease prevention and health promotion • Discuss the South African Health Care System; • Discuss Factors that influence the nature of, access to and effectiveness of health Care services in the community; • Describe The role of Nutrition in health care delivery system; • Identify and discuss Determinants of health, Risk factors, predisposing factors, enabling factors in Health promotion; • Explain different intervention strategies and approaches in Health Promotion; • Discuss Needs assessment, planning and implementing Health Promotion and Education strategies; • Discuss Community profile and mapping • Demonstrate the ability to analyse of community nutrition needs; • Differentiate theories of health education • Discuss adults as learners • Discuss principles of adult education • Describe process for assessing educational needs of a group of people 			
Assessment methods		<ul style="list-style-type: none"> • Class tests • Practical assignment • Assignments • Examination 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MDEB031
Module Name:	DIET RELATED DISORDER
Content:	Diseases of the heart; the vascular system; the gastrointestinal tract; liver, gallbladder, exocrine and endocrine pancreas, renal diseases, infectious diseases and dependence disorders, HIV/AIDS, cancer, physiological stress & trauma, metabolic disorders, diseases of the musculoskeletal system, nervous system and behavioural disorders, paediatric diseases and food allergies & intolerances

	General surgery (e.g. abdominal surgery, amputations, cancer, cardiac).				
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Differentiate and classify different disease conditions; • Explain the possible causes of the condition (aetiology); • Explain the pathophysiology of the disease conditions; • Describe the clinical signs and symptoms of the conditions; • Explain the appropriate special investigations for the condition; • Explain the effective medical management of the condition; • Discuss possible complications of the conditions; • Explain the prognosis of the condition. • Give definition of surgical procedures and the indications thereof; • explain the appropriate special investigations for the surgical procedures; • Discuss the effects of anaesthesia, surgical trauma, hemorrhage, shock, and water and electrolyte imbalance; • Discuss the pre-operative and post-operative care (incl. scar management); • Discuss Wound/ulcer/ Burns management and healing process. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	8		3		090731
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2				
Pre-requisite modules for this module:	MDEC021, MCPA022				
Co-requisites modules for module:	MDEE031; MDED031, MDEA031				
ASSESSMENT:					
ASSESSMENT CRITERIA	<ul style="list-style-type: none"> • Differentiate and classify different disease conditions; • Explain the possible causes of the condition (aetiology); • Explain the pathophysiology of the disease conditions; • Describe the clinical signs and symptoms of the conditions; • Explain the appropriate special investigations for the condition; • Explain the effective medical management of the condition; • Discuss possible complications of the conditions; • Explain the prognosis of the condition. • Give definition of surgical procedures and the indications thereof; • explain the appropriate special investigations for the surgical procedures; • Discuss the effects of anaesthesia, surgical trauma, hemorrhage, shock, and water and electrolyte imbalance; • Discuss the pre-operative and post-operative care (incl. scar management); • Discuss Wound/ulcer/ Burns management and healing process. 				
ASSESSMENT METHODS	<ul style="list-style-type: none"> • Class presentations • Practical • Tests • Practical tests 				

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

Module Code: (4 alphabetic & 3 numeric)		MDEE031				
Module Name:		THERAPEUTIC NUTRITION				
Content:		<p>Nutrition care process, nutritional support; nutritional management of medical conditions that include diseases of the: gastrointestinal system, liver, gallbladder and exocrine pancreas, cardiovascular system, pulmonary system; paediatric nutrition; allergies</p> <p>40 hours comprising of nutritional assessment, intervention, case presentations and counseling of medical conditions that were covered in this module.</p>				
Learning Outcomes:		<p>At the end of the module the student should to demonstrate to:</p> <ul style="list-style-type: none"> • Detailed knowledge in the application of apply the nutrition care process to manage nutrition related conditions, • Evaluate the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care; goal/objective of care; dietary goals and strategies • Conduct, analyse and interpret the nutritional assessment principles in patient care • Plan appropriate diet relevant to the client's condition • Apply various methods of nutritional support in patient care • Implement the nutritional care plan to manage nutrition related condition. • Comprehensively assess and integrate the nutritional assessment components in determining the nutritional status of patients • Plan appropriate diet based on the patient's diagnosis and nutritional status results • Conduct dietary counselling of patients 				
Module Information:		SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)		
		16	3	091801		
Delivery Information:		Campus	Full/Part Time	Period (1 st /2 nd Sem)		
		SMU	Full Time	S1		
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning

	4	1	1	-	1
Pre-requisite modules for this module:	MDEC021, MDEC022, MPIA022, MCPA022				
Co-requisites modules for module:	MDEB031				
ASSESSMENT:					
Assessment criteria	<ul style="list-style-type: none"> • Explain and apply the nutrition care process to manage nutrition related conditions • Discuss the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care; goal/objective of care; dietary goals and strategies • Conduct and analyse the different nutrition screening method • Conduct a comprehensive nutritional assessment • Judge the client's diagnosis based on nutritional assessment • Plan appropriate diet relevant to the client's condition • Explain and apply various methods of nutritional support • Implement the nutritional care plan to manage nutrition related conditions • Monitor and evaluate the client 				
Assessment methods	<ul style="list-style-type: none"> • Case studies • Practical reports (CASS) • OSCE • Presentations • Tests • Peer assessment • Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practicals		
	Duration	3 hours	1 hour		
	Sub minimum	40%	40%		
	% Contribution	50%	50%		

Module Code: (4 alphabetic & 3 numeric)	MPYA031
Module Name:	Pharmacology
Content:	Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines

	Chemotherapeutic drugs Drugs and the respiratory and gastrointestinal systems Drugs and the cardio-vascular system Drugs effecting the Endocrine System				
Learning Outcomes:	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System • Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions • Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
	4		7		130901
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2	0	0	0	1
Pre-requisite modules for this module:	MCPA022; MPIA022				
Co-requisites modules for module:	None				
Assessment criteria	Standardization is criterion-referenced. Standards for excellence are determined by all major and minor outcomes being met. Minimum permissible performance as applied to every particular learning outcome is used as the pass/fail criterion				
Assessment method	Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

Module Code: (4 alphabetic & 3 numeric)		MDEE032		
Module Name:		THERAPEUTIC NUTRITION		
Content:		Nutritional management of medical conditions that include diseases of the musculo-skeletal system, endocrine pancreas, renal, cancer; neurological disorders and HIV/AIDS, nutrigenomics. 40 hours comprising of nutritional assessment, intervention, case presentations and dietary counseling of medical conditions.		
Learning Outcomes:		<p>At the end of the module the student should demonstrate</p> <ul style="list-style-type: none"> Detailed knowledge in the application of apply the nutrition care process to manage nutrition related conditions, Evaluate the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care; goal/objective of care; dietary goals and strategies Conduct, analyse and interpret the nutritional assessment principles in patient care Plan appropriate diet relevant to the client's condition Apply various methods of nutritional support in patient care Implement the nutritional care plan to manage nutrition related condition. Comprehensively assess and integrate the nutritional assessment components in determining the nutritional status of patients Plan appropriate diet based on the patient's diagnosis and nutritional status results Conduct dietary counselling of patients Apply the principle of nutrigenomics in patient's care 		
Module Information:		SAQA Credits		CESM Code (3 rd Order)
		16		091801
Delivery Information:		Campus		Period (1 st /2 nd Sem)
		SMU		S2
Periods per week:		Classes	Practicals	Independent Learning
		4	1	
Pre-requisite modules for this module:		MDEE031		
Co-requisites modules for module:				
ASSESSMENT:				

Assessment criteria		<p>By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Nutrition care process to manage nutrition related conditions • Discuss the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care; goal/objective of care; dietary goals and strategies • Conduct and analyse the different nutrition screening method • Conduct a comprehensive nutritional assessment • Judge the client's diagnosis based on nutritional assessment • Plan appropriate diet relevant to the client's condition • Explain and apply various methods of nutritional support • Implement the nutritional care plan to manage nutrition related conditions • Monitor and evaluate the client 			
Assessment method		<ul style="list-style-type: none"> • Assignments • Tests • Presentations • Examination 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practicals		
	Duration	3 hours	1 hour		
	Sub minimum	40	40%		
	% Contribution	50	50		

Module Code: (4 alphabetic & 3 numeric)	MDEA031
Module Name:	Community Nutrition Interventions
Content:	<p>Overview of nutrition interventions; direct and indirect nutrition interventions, primary health care; breastfeeding (exclusive breastfeeding, BFHI, and the CODE of marketing breast milk substitutes); artificial feeding, complementary feeding; growth monitoring and promotion, integrated management of childhood diseases (IMCI) both facility and community based</p> <p>Deworming, immunisation, hygiene; care initiatives; nutrition services through the life cycle; food supplementation, food fortification; micronutrient supplementation, dietary diversification; community therapeutic care, household food security, nutrition rehabilitation, communication for behavioural change, nutrition education; health promotion; use of media for nutrition education and information, education and communication.</p> <p>25 hours in the municipality or community they are allocated conducting intervention based on the situational analysis.</p>

Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Select appropriate nutrition intervention strategies • Apply, principles and recognise elements/components of Primary Health Care • Apply principles, premises and recognise components of integrated management of childhood illnesses. • Understand principles and other concepts of community based therapeutic care • Collaborate with relevant stakeholders for the promotion and support of breastfeeding. • Understand principles, practicalities, limitations and other aspects of food fortification, micronutrient supplementation, nutrition education, health promotion, dietary diversification, nutrition rehabilitation and other nutrition intervention strategies • Collaborate with relevant stakeholders in the delivery of nutrition interventions through the lifecycle, including immunisation, deworming and GMP. • Conduct nutrition education at primary health care centres and community based centres. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		091801
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDEA022				
Co-requisites modules for module:					
ASSESSMENT:					
ASSESSMENT CRITERIA	<p>By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Recommend appropriate nutrition intervention strategies • Formulate an appropriate nutrition intervention strategy • Apply appropriate selection criteria for nutrition interventions • Apply principles of primary health care, integrated management of childhood diseases and community based therapeutic care approaches • Assess the feasibility for implementing food fortification, micronutrient supplementation, nutrition education, health promotion, dietary diversification, nutrition rehabilitation and other nutrition intervention strategies • Apply the code for marketing breast milk substitute, BFHI and other initiatives • Interpret growth monitoring and promotion indices and adherence to protocols. • Recommend appropriate medium and method for delivering nutrition education. 				
ASSESSMENT METHODS	<ul style="list-style-type: none"> • Assignments • Case studies • Presentations • Practical assignment • Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			

	Final mark =	% Form Assess Mark	60%			
		% Summ Assess Mark	40%			
	Min final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1		Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 hours				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	MDEA032
Module Name:	Community Nutrition Programme Management
Content:	<p>The concept of community, community nutrition practice, national nutrition within national health, national health act, integrated nutrition programme Nutrition Policies and development, causes of malnutrition.</p> <p>Programme planning including targeting and selection of beneficiaries and staffing, definition of identified nutrition problems, conduct community nutritional assessment, by collecting demographic, socio economic, health and nutrition data, analysis and interpretation, nutrition and nutrition related problem identification i.e.: Geographic data, Social and political structures, demographic data, Health and nutrition statistics, education data including literacy data, household food consumption and insecurity, housing data, transport and communication, labour including employment statistics. The national and global nutrition situation.</p> <p>Determining or setting priorities, formulate problem goals or objectives, select appropriate interventions, identifying resources (human, material and financial), development of an action/implementation plan, including work schedule, responsible personnel and the budget; develop monitoring and evaluation frame work.</p> <p>- 25 hours in the municipality or community they are allocated conducting situational analysis.</p>
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Understand and articulate the discipline of community nutrition • Identify and understand the three types of prevention and levels of intervention in community nutrition • Apply ethics in community nutrition • Review the policy making and regulatory processes, including the Integrated Nutrition Programme of SA • Understand the quadruple burden of diseases in developing countries and South Africa specifically • Analyse the causes of malnutrition (under nutrition) according to UNICEF conceptual framework • Interpret, implement and integrate nutrition and related health policies, guidelines and conceptual frameworks in management. • Conduct community diagnoses/community assessment/ needs analysis/ nutrition situation assessment using both the individual and public health indicators • Interpret the national and global nutrition situation • Conceptualise plan and implement relevant nutrition programmes including the required resources - human, material, funds and time schedules

		<ul style="list-style-type: none"> Facilitate and monitor community or public participation in the selection, planning implementation and evaluation of appropriate intervention strategies Monitor, evaluate and document existing/new programmes. Collaborate with all stakeholders in the selection, planning, implementation monitoring, evaluation and documentation of appropriate strategies to address nutrition and related health problems in communities. 			
Module Information:	SAQA Credits		ITS Course Level Code	CESM Code (3 rd Order)	
	16		3	091801	
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S2
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDEA031				
Co-requisites modules for module:	MDEB032				
ASSESSMENT:					
Assessment criteria	<p>By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> Explain of community nutrition as a discipline Apply ethics and professional guidelines in community nutrition Interpret the nutrition situation of communities/nation/world Assess the nutritional needs of communities Analyse specific indicators to identify community/public nutrition problems Analyse the causes of malnutrition at different levels using the UNICEF conceptual framework Develop, plan, implement and document nutrition programmes/services Evaluate nutrition policies and legislative regulations at different settings 				
Assessment methods	<ul style="list-style-type: none"> Assignments Case studies Presentations Practical assignment Portfolio of evidence Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)		40%		
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4

Summative Assessment Paper:	Theory / Practical	Theory			
	Duration	3 hours			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MDED031				
Module Name:	Foodservice Administration I				
Content:	The development of the food service industry; systems approach to food service administration; food ration scales; menu planning and adaptation for therapeutic conditions; plate waste study; recipe development; food procurement, receiving and storage; food production and distribution				
Learning Outcomes:	<p>At the end of the module the student should demonstrate the ability to:</p> <ul style="list-style-type: none"> • Understand the food service industry and concept/model • Identify the inputs transformation and outputs of the food service systems model; • Differentiate the different food service systems and suitable food service system for a particular food service facility; • Understand ration scales with special reference to nutritional requirements of different groups • Understand menu planning and factors to be considered when planning menus; • Plan and evaluate adequate normal diet menus for different groups of people; • Adapt normal diet menus to therapeutic diets; • Draw specifications of food items needed on the menu; • Adapt and modify food preparation to suite therapeutic diets • Understand the objectives of food preparation; • Plan the production of food in a large scale; • Understand the preparation of different food items in a large scale; • Understand the adjustment of recipes for preparation for production of food in large scale; • Adjust recipes to yield the required amount of portions; • Implement the menu item production plan; • Conduct a plate waste study. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		100303
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDED021, MDEB021; MDEB022				
Co-requisites modules for module:					

ASSESSMENT CRITERIA		<ul style="list-style-type: none"> • Discuss the food service industry and concept/model • Identify the inputs transformation and outputs of the food service systems model; • Differentiate the different food service systems and suitable food service system for a particular food service facility; • Discuss ration scales with special reference to nutritional requirements of different groups • Discuss menu planning and factors to be considered when planning menus; • Plan and evaluate adequate normal diet menus for different groups of people; • Adapt normal diet menus to therapeutic diets; • Draw specifications of food items needed on the menu; • Discuss the objectives of food preparation; • Adapt and modify food preparation to suite therapeutic diets; • Plan the production of food in a large scale; • Explain the preparation of different food items in a large scale; • Explain the adjustment of recipes for preparation for production of food in large scale; • Adjust recipes to yield the required amount of portions; • Implement the menu item production plan; • Conduct a plate waste study. 			
ASSESSMENT METHODS		<ul style="list-style-type: none"> • Peer Review • Practical Assignment • Presentations • Test • Examination 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MDED032
Module Name:		Foodservice Administration II
Content:		Planning and design of food service facilities, equipment selection and utilization, the Food Code safety, sanitation and HACCP Employee safety. Procurement, ordering, deliveries and storage, quality and quantity control. 20 hours of clinical training, shadowing both a dietitian and a food service manager in a medical food service unit and documenting their experiences
Learning Outcomes:		At the end of the module the student should demonstrate the ability to: <ul style="list-style-type: none"> • Understand the steps involved in planning a food service layout

	<ul style="list-style-type: none"> • Assess different types of food service units and systems • Construct and draw a food service floor plan • Create a workflow in the food service floor plan • Select food service equipment • Identify and follow procedure when selecting and purchasing food service equipment • Purchase and select equipment according to the needs of the food service facility • Understand and apply hygiene and safety regulations • Evaluate food service equipment for prevention of accidents • Train staff with regard to safety measures • Apply procurement and acquiring of food supplies; • Understand the different types of food suppliers; • Estimate food products required as per menu / recipe; • Compile a master order; • Differentiation between acceptable and unacceptable food products at the time of delivery; • Control and co-ordinate deliveries in terms of (quality, quantity and cost records); • Apply the storage principles of different food items in a proper way; • Plan, co-ordinate and supervise quality assured quantity food production in any food service institution. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		100303
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S2
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	1		-	
Pre-requisite modules for this module:	MDED031				
Co-requisites modules for module:					
ASSESSMENT:					
Assessment criteria	<p>Student is able to:</p> <ul style="list-style-type: none"> • Discuss the steps involved in planning the food service layout • Assess any type of food service facility • Draw a schematic food service floor plan • Explain the workflow in the food service floor plan • Discuss the factors affecting the selection of the food service equipment's • Discuss the procedure to be followed when selecting and purchasing food service equipment's • Critically evaluate, compare and select equipment's according to the needs of the food service facility • Discuss the hygiene and safety regulations • Evaluate food service equipment's for prevention of accidents • Train staff with regard to safety measures • Discuss the procurement and acquiring of food supplies; • Discuss the different types of food suppliers; • Estimate the food products required; • Compile a master order; • Differentiate between acceptable and unacceptable food products at the time of delivery; • Explain how to control delivery in terms of (quality, quantity and cost records); • Discuss the storage principles of different food items in a proper way; 				

		<ul style="list-style-type: none"> Ability to plan, co-ordinate and supervise quality assured quantity food production in any food service institution; 			
Assessment Methods		<ul style="list-style-type: none"> Class group tasks Tests Observation by visiting food service units and writing of reports Practical tasks and assignments Presentations 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MDEC031
Module Name:	BIOETHICS
Content:	Health Acts; ethical principles (informed consent, confidentiality), culture, religion and other personal affiliations, Scope of profession and practice; Professional associations, professional registration and restoration; Fitness to practice; inter-professional relations and referral networks; National Health Insurance (NHI) Patient's right Charter; Batho-Pele principles and DOH 10 point plan; codes governing conducts(Data Control ; Good practice with regard to HIV; Naming and

	Advertising; Diagnostic coding; Billing; Perverse incentives, waste management), Continuous Professional Development (CPD) requirements; Undesirable business practice, how to lodge a complaint.				
Learning Outcomes:	<p>At the end of the module the student will be able to demonstrate:</p> <ul style="list-style-type: none"> • Integrated knowledge and clear understanding of facts and laws in the context of health professionals, the difference between the scope of the professions, and scope of practice and professional associations; the processes of professional registration and restoration; • Apply and evaluate fitness to practice and explain process of identification and rehabilitation; • The ability to identify, analyse and critically reflect on the awareness and sensitivity to patient's affiliations; • The different oaths and ethical principles governing practice of health professional • The ability to take actions and act ethically and professionally • Apply the Patient's Right Charter and the principles of Batho-Pele and the Department of Health 10 –point –plan • Analyse the codes of conducts and application to different health professionals; • Explain the regulation regarding information on professional stationery, signing of documents and issuing of prescription; • Gather information on the determination of fees and commission • Understand the referral networks of different health professions; • Report and document accurately and clearly; • Identify limitation of learning and self-development. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	8		3		091901
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:					
ASSESSMENT					
Assessment criteria	<ul style="list-style-type: none"> • Apply Acts and laws in the context of health professionals; • Differentiate between the scope of the profession and scope of practice and professional associations; • Explain the process professional registrations and restoration; • Evaluate fitness to practice and explain process of identification and rehabilitation; • Compare different oaths and ethical principles governing practice of health professional; • Apply the Patient's Right Charter; and the principles of Batho-Pele; • Explain the codes of conducts and application to different health professionals; • Explain the regulation regarding information on professional stationery, signing of documents and issuing of prescription; • Analyze how the fees and commission is determined; • Explain referral networks of different health professions; • Write a report about the case/scenario and document accurately and clearly; • Identify limitation of learning and self-development 				

Assessment methods		<ul style="list-style-type: none"> • Tests, • Assignments, • Practical and • Peer assessment • Examination 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3hrs			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MDEC032
Module Name:	RESEARCH METHODOLOGY AND BIOSTATISTICS
Content	Introduction to research methodology; Types of research; Research tools; Research planning; Topic identification; Introduction and background; Purpose of study; Research questions; Aims and objectives; Hypothesis testing; Literature review; Research methods (sampling and procedure); Data collection; Data analysis (t-test, confidence interval Probability distributions, analysis of variance, simple correlation and linear regression etc.), Use of computer software (SPSS, SAS, and EXCEL spread sheet); Results presentation; Ethical and legal considerations; Referencing, dissemination of information (poster, presentation and/or publication).
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of research; • Identify a research problem and develop a study; • Determine the research question(s), aims, objectives and the purpose of the study clearly; • Determine the type of research and tools applicable to a specific study; • Demonstrate an ability to develop a hypothesis; • Critically review literature; • Explain different sampling methods; • Determine the sample size for the study; • Explain how to collect data appropriately; • Demonstrate an ability to choose a relevant research statistical methods to analyze data; • Identify applicable statistical software to use in analyzing data; • Demonstrate an ability to correctly interpret results; • Compile references accordingly and consistently; • Demonstrate an ability to write a concise research proposal and report; • Ability to write an abstract; • Ability to develop a research presentation verbally or in poster form; • Explain the different avenues for disseminating information;

	<ul style="list-style-type: none"> • Demonstrate a knowledge of ethical and legal considerations governing research (ethical clearances, participant consent, confidentiality, anonymity, plagiarism). 				
Module Information:	SAQA Credits		ITS Course Level Code	CEMS Code(3 rd Order)	
	12		3	090901	
Delivery Information:	Campus		Full/Part time	Period(1 st /2 nd Semester)	
	SMU		Full time	2 nd Semester	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2				
Pre-requisite modules for this module:	None				
Co-requisite modules for this module:	None				
Assessment Criteria	<p>Describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • The concept of research; • Identification of a research problem and development of a study; • Determination the research question(s), aims, objectives and the purpose of the study clearly; • The type of research and tools applicable to a specific study; • Developing a hypothesis; • Reviewing literature; • Sampling methods and techniques; • Sample size determination; • Data collection; • Selection of relevant research statistical methods to analyze data; • Identification of applicable statistical software to use in analyzing data; • Interpreting results; • Compiling references accordingly and consistently; • Writing a concise research proposal and report; • Writing an abstract; • Developing a research presentation verbally or in poster form; • The different avenues for disseminating information; • Ethical and legal considerations governing research (ethical clearances, participant consent, confidentiality, anonymity, plagiarism). 				
Assessment Methods	<ul style="list-style-type: none"> • Tests, • Assignments, • Practical and • Peer assessment • Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)		40%		
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)		50%		
Summative Assessment Paper:	Examination	Paper 1	Paper 2	Paper 3	Paper 4
		Theory	Presentation		

	Duration	3 hrs	30 min		
	Sub minimum	40%	40%		
	% Contribution	75	25		

Module Code: (4 alphabetic & 3 numeric)	MDEB032				
Module Name:	HEALTH ADMINISTRATION AND MANAGEMENT				
Content:	Strategic planning, drawing a business plan; advertising, touting and canvassing; independent practice registration and naming rights, professional reputation; stationery, signing of documents, certificates and report itinerant practice; fees and commission, diagnostic coding, Types of private practices, financial investments in hospitals, suppliers etc.; partnership with juristic person; basic financial managements; HR appointments and registration, locums, training and supervision of personnel staff, medicines and medical devices.				
Learning Outcomes:	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Conduct strategic planning for purpose of development of private practice and business plan; • Explain the regulation, process of registration and limits of naming the practice; • Discuss the different types of business legalities for private practice; • Describe the trends and different investments and their limits within the professional acts; • Discuss marketing guidelines of marketing private practice as governed by the HPCSA; • Explain the importance of diagnostic coding; • Explain the different uses of technology in clinical care and practice management; • Explain the relationship limits with suppliers and supplier networks; • Explain basic financial practices within a private practice; • Develop HR professional employment contracts and registration with relevant employment bodies; • Discuss training and supervision of support staff within the practice; • Explain principles of sourcing, storing and maintenance of medicines and medical devices. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	8		3		090501
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full Time		S2
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2				
Pre-requisite modules for this module:	MDEC031				
Co-requisites modules for module:					
ASSESSMENT:					

Assessment criteria		<ul style="list-style-type: none"> • Conduct strategic planning for purpose of development of private practice and business plan • Compile a business plan Explain the regulation, process of registration and limits of naming the practice; • Discuss the different types of business legalities for private practice; • Describe the trends and different investments and their limits within the professional acts; • Discuss marketing guidelines of marketing private practice as governed by the HPCSA; • Explain the importance of diagnostic coding; • Explain the different uses of technology in clinical care and practice management; • Explain the relationship limits with suppliers and supplier networks; • Explain basic financial practices within a private practice • Develop HR professional employments contracts and registration with relevant employment bodies; • Training and supervision of support staff within the practice; • Explain principles of sourcing, storing and maintenance of medicines and medical devices; • Conduct a due diligence when wanting to partner, buy or sell a practice. 			
Assessment method		<ul style="list-style-type: none"> • Presentations • Tests • Assignments • Group tasks • Examination 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark = % Form Assess Mark	60%			
	% Summ Assess Mark	40%			
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MDEC040
Module Name:	Practice of Therapeutic Nutrition
Content:	<p>Clinical training (including general ward work, attendance of ward rounds, attendance of multidisciplinary team meetings, liaison with diet kitchens, completion of nutritional care records and documentation in patient medical files) at an accredited hospital for a period of 12 weeks.</p> <p>Apply theoretical knowledge in practice by planning and implementing nutritional care plans and nutrition education for patients with diet related diseases in the 3 practice areas: Paediatrics, Internal Medicine and Surgery</p>

	<p>In Paediatrics the following cases will be assessed and managed: PEM, prematurity, infant/child with congenital heart disease, cancer, burns, Diabetes Mellitus, renal, liver, GIT surgery, HIV/AIDS, paediatric enteral and parenteral feed In Internal Medicine the following cases will be assessed and managed: Cardiovascular; Hepatic; Renal; Pulmonary; Diabetes Mellitus, HIV/AIDS; Cancer. Surgery the following cases will be assessed and managed:</p> <ul style="list-style-type: none"> Neurosurgery; General surgery, Cardiothoracic; Burns, Trauma, ICU 				
Learning Outcomes:	<p>At the end of the module the student demonstrates the ability to:</p> <ul style="list-style-type: none"> Screen and assess the nutritional status of the patients, integrating, analyzing and interpreting all components of nutritional assessments and formulating a nutritional diagnosis, Select, plan, implement, monitor, evaluate and document appropriate nutrition care and education for individual patients/clients with specific disease conditions or special nutrition needs in hospital settings independently and/or in collaboration with the members of the multidisciplinary team Promote and monitor patient/client compliance with the nutrition care plan, including counseling of patients Adapt and modify normal and therapeutic menus according to patient/client needs Adapt the nutrition care plan as a result of continuous monitoring and evaluation of the planned nutritional intervention/care provided Present and communicate academic, professional ideas to different audiences, interpretations and solutions to nutritionally related cases. Communicate effectively with patients/clients using various communication methods Demonstrate the ability to work independently and/or as a team and take full responsibility and accountability for his/her decisions and actions 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	48		4		091801
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		Y
Periods per week:	Classes	Practicals/CLINICALS	Tutorial	Seminars	Independent Learning
		3h		8hrs	12
Pre-requisite modules for this module:	MDEE031, MDEE032				
Co-requisites modules for module:	MDEB040, MDEA040, MDER040				
ASSESSMENT					
Assessment criteria	<p>Students are able to:</p> <ul style="list-style-type: none"> Predict the severity of the nutrition related case and interpret the nutritional assessment data Summarise the nutritional status of patients/clients in health and disease by integration of all relevant data pertaining to dietary, anthropometric, biochemical, clinical and socio-economic assessments Formulate a nutritional diagnosis based on the integration and interpretation of nutritional assessment data Recommend the appropriate nutrition care, implement, monitor, evaluate and document the nutrition care plan. Plan education for individual patients/clients with specific disease conditions or special nutrition needs in hospital settings independently and/or in collaboration with the members of the multidisciplinary team Critically review the role of specific dietary recommendations /components applied to different disease conditions Adapt and modify normal and therapeutic menus according to patient/client needs 				

			<ul style="list-style-type: none"> • Modify the nutrition care plan as a result of continuous monitoring and evaluation of the planned nutritional intervention/care provided • Apply different and effective methods of communicating and imparting scientific /evidence based knowledge to patients/clients. • Apply different ethical principles in the health care system 			
Assessment method			<ul style="list-style-type: none"> • Prepared Case studies and presentations • Major case studies and presentation • Oral and written • Practical Exam 			
Mark Structure	Minimum Form assessment mark for exam admission		40%			
	Final Mark	% Form Assess Mark	60%			
		% Summ Assess Mark	40%			
	Min final mark to pass		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
		Theory / Practical	Theory	Practicals	Oral	
		Duration	3 hours	1 hour	30 minutes	
		Sub minimum	40%	40%	40%	
	% contribution to summative assessment mark	30%	50%	20%		

Module Code: (4 alphabetic & 3 numeric)	MDEB040
Module Name:	Practice of Medical Foodservice Administration
Content:	Students will spend a total of six weeks at an accredited foodservice unit. Food production –planning and management; plate waste study; modification of therapeutic diets for different medical conditions and management of special diet kitchen; food safety and hygiene, sanitation and health; occupational health safety; different safety assessment tools, human resource management - recruitment and hiring of staff, labour disputes, human and organisational conflicts, collective bargaining, job analysis, in-service training of employees, procurement process, inventory management
Learning Outcomes:	<p>. At the end of the module the student should be able to:</p> <ul style="list-style-type: none"> • Plan normal diet menu and modify to therapeutic diet • Develop and standardise recipes • Draw food specifications • Draw up master order and procure relevant food supplies • Draw specifications for different food suppliers • Receive, store and issue appropriately • Supervise production and distribution of meals to groups/clients/patients • Monitor adherence of hygiene and safety regulations • Conduct the plate waste study • Conduct sensory evaluation of food produced in the foodservice unit • Monitor patient's satisfaction with service delivery • Demonstrate ability to manage resources in the food service administration,

	<ul style="list-style-type: none"> Conduct in-service training based on the need analysis 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	24		4		091801
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		Y
Periods per week:	Classes	Practicals/CLINICALS	Tutorial	Seminars	Independent Learning
		2h		1X 8hrs	8
Pre-requisite modules for this module:	MDED031, MDED032				
Co-requisites modules for module:	MDEC040, MDEA040; MDER040				
Assessment					
Assessment criteria	<ul style="list-style-type: none"> Plan normal diet menu and modify to therapeutic diet Develop and standardise recipes Draw food specifications Draw up master order and procure relevant food supplies Draw specifications for different food suppliers Plan receiving, storage and issuing of food supplies Supervise production and distribution of meals to groups/clients/patients Monitor adherence of hygiene and safety regulations Conduct the plate waste study Conduct sensory evaluation of food produced in the foodservice unit Monitor patient's satisfaction with service delivery Demonstrate ability to manage resources in the food service administration, Conduct in-service training based on the need analysis 				
ASSESSMENT METHOD	<ul style="list-style-type: none"> Presentations Portfolio of evidence Seminars Examination 				
Mark Structure:	Min Form Assess Mark for exam admission (%)		40%		
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
		Theory / Practical	Theory		

	Duration	3 hours			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MDEA040					
Module Name:		Practice of Community Nutrition					
Content:		<p>Students spend eight full weeks executing the planned nutrition programmes at primary health care facilities, schools, and other community based centres (e.g. community – based projects – such as greenery, income generation; support groups) or be involved in district plans.</p> <p>Maternal Services- Prenatal and postnatal care- weight gain/loss, micronutrient supplementation, nutrition counselling and education</p> <p>Child Health Services – breastfeeding; complementary feeding, growth monitoring and promotion; vitamin A Supplementation Integrated Management of Childhood Illnesses- nutritional aspects of diarrhoeal diseases, acute respiratory infection, measles and any nutrition related activities.</p> <p>Nutritional counselling and education to the public</p> <p>National School Nutrition Programmes</p> <p>Early Childhood Development</p>					
Learning Outcomes:		<p>At the end of the module the student should be able to:</p> <ul style="list-style-type: none"> • Implement, monitor and evaluate community nutrition programmes • Organize and mobilize resources, for example develop lesson plans, counseling cards, recipes, teaching aids to be used during the implementation of the planned programme • Conduct a very simple evaluation and/or improvement of existing community nutrition programmes • Render nutrition services to the community through health centers, early childhood development centers, schools and community based project. • Compile and disseminate an implementation report to the relevant stakeholders. • Present and communicate to the different groups within a community and disseminate scientific/evidence based nutrition information • Identify and address ethical issues within a community • Take full responsibility and accountability in the decision or actions taken. 					
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)	
		32		4		091801	
Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)	
		SMU		Full Time		Y	
Periods per week:		Classes	Practicals/Clinicals	Tutorial	Seminars	Independent Learning	
			2h		8 hrs	10hrs	
Pre-requisite modules for this module:		MDEA031, MDEA032					
Co-requisites modules for module:		MDEB040; MDEC040; MDER040					

ASSESSMENT					
ASSESSMENT CRITERIA		<ul style="list-style-type: none"> • Conduct a rapid nutritional assessment of individuals found in the various sites practice in the community • Identify and critically analyse and interpret the identified problems /issues in the community • Develop and implement interventions based on the objectives/identified problems • Compare and contrast the different solutions to the identified problem • Recommend appropriate referral and follow up plans • Evaluate, document and monitor the effectiveness of the intervention. 			
ASSESSMENT METHOD		<ul style="list-style-type: none"> • Presentations • Portfolio of evidence • Seminars • Examination 			
Mark Structure:	Min Form Assess Mark for exam admission (%)	40%			
	Final mark =	% Form Assess Mark	60%		
		% Summ Assess Mark	40%		
	Min final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Oral		
	Duration	3hrs	30 Minutes		
	% contribution to summative assessment mark	50%	50%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MDER040
Module Name:	Undergraduate Research Project
Content:	Execution of the research proposal, which include data collection, analysis, presentation of results/research and writing a research report according to acceptable guidelines.
Learning Outcomes:	At the end of the module the student should have been able to: <ul style="list-style-type: none"> • Conduct a research using scientifically recorded or proven methods • Engage and embark on data collection for research purposes • Compute and analyse using a specific software programme

	<ul style="list-style-type: none"> • Interpret and compare research findings of the study and compare with other studies • Develop a research report on the study undertaken • Present the report 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	24		4		091801
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full Time		Y
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
					26
Pre-requisite modules for this module:	MDEC032				
Co-requisites modules for module:	MDEB040; MDEA040: MDEC040				
ASSESSMENT					
Assessment criteria	<ul style="list-style-type: none"> • Submit the Research protocol for review and approval • Collect Data • Enter data into a software programme for analysis • Critically discuss the findings of the study and compare with other studies • Develop a research report on the study undertaken • Presentation of Report undertaken 				
Assessment methods	<ul style="list-style-type: none"> • Presentation of the results • Research report 				
Mark Structure:	Min Form Assess Mark for exam admission (%)				
	Final mark =	% Form Assess Mark			
		% Summ Assess Mark	100		
	Min final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Research project report	Oral		
	Duration				
	% contribution to summative assessment mark	75%	25%		
	Sub minimum	40%	40		

SHC B2 BACHELOR OF OCCUPATIONAL THERAPY DEGREE PROGRAMME BOTA01

SHC B2.1 SELECTION AND ADMISSION REQUIREMENTS

SHC B2.1.1 Selection and Admission Requirements

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

SHC B 2.1.2 National Senior Certificate (NSC) Applicants:

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

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

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

SHC B 2.2 Registration with the HPCSA

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

SHC B2.3 Clinical requirements

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

SHC B 2.4 Community service

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

SHC B2.5 Registration and timetables clashes

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

SHC 2.7 Requirements for Progression to the next level

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

SHC 2.8 Assessment of Clinical Modules

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

SHC B 2.9 Supplementary Assessment

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

SHC B2.10 Repeating modules

SHC B 2.10.1 Non-clinical module(s)

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

SHC B 2.10.2 Clinical module(s)

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

SHC 2.11 Failure of final year

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

SHC B 2.12 Carrying of Subjects

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

SECTION E: CURRICULUM INFORMATION REQUIRED				
School: Health Care Sciences			Faculty: Health Sciences	
Qualification Name: Bachelor of Occupational Therapy			Qualification Code: BOT01	
Campus: Sefako Makgatho Health Sciences University			Last Revision date: 2012	
Total SAQA Credits for Qualification: 480		Is this a fixed Curriculum: Yes		
Once-off Implementation Year: Yes (All year levels changes are implemented in the same year)				
PERIOD OF STUDY / YEAR LEVEL 1				
Semester MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 10 module/s are COMPULSORY				
MPHY012	S2	N	12	0.1
MPCL011	S1	N	12	0.1
MPCL012	S2	N	12	0.1
Total credits for Semester 1 modules			120	0.3
PERIOD OF STUDY / YEAR LEVEL 1				
YEAR MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
MANA010	1 year	N	32	0.267
MSCL010	1 year	N	8	0.067
MTHE010	1 year	Y	8	0.067
MFUO010	1 year	Y	8	0.067
MITTH101	1 year	Y	8	0.067
MEHS010	1 year	N	12	0.1
MOCT010	1 year	Y	8	0.067
Total credits for Semester 2 modules				

TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 120; HEMIS CREDITS = 1				
PERIOD OF STUDY / YEAR LEVEL 2				
SEMESTER MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 8 module/s are COMPULSORY				
MPSA021	S1	N	20	0.156
MPSA022	S1	N	20	0.156
Total credits for Semester 1 modules			120	1
PERIOD OF STUDY / YEAR LEVEL 2				
YEAR MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
MOTC020	1 year	Y	12	0.094
MOTB020	1 year	Y	20	0.188
MPIA022	1 year	N	32	0.250
MOTB020	1 year	Y	8	0.094
MCSA020	1 year	N	4	0.031
MOTA020	1 year	Y	4	0.031
Total credits for Semester 2 modules				
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 3				
SEMESTER MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 8 module/s are COMPULSORY				
MRCA030	Semester	Y	8	0.067
Total credits for Semester 1 modules			120	1
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 3				
YEAR MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following modules are COMPULSORY				
MOTD030	Year	Y	20	0.167
MOTE030	Year	Y	20	0.167
MOTA030	Year	Y	12	0.1
MOTC030	Year	Y	28	0.166
MCSA030	Year	Y	16	0.133
MOTF030	Year	Y	16	0.133
Total credits for Semester 2 modules				
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 4				
YEAR MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 4 module/s are COMPULSORY				
MOTB040	1 year	Y	44	0.367
MOTC040	1 year	Y	40	0.333
MOTA040	1 year	Y	12	0.1
MOTR040	1 year	Y	24	0.2
Total credits for Semester 1 modules			120	1
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 4				
YEAR MODULES				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 4 module/s are COMPULSORY				
Total credits for Semester 1 modules				
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1				

MODULAR INFORMATION				
Offering Department:	Occupational Therapy		School:	Health Care Sciences
Last Revision date:	2012		First Year Offered (New):	2015
Replace this Module existing module(s)?	No		If YES, give the module codes:	
Module linked to Qualification/s:				

Module Code: (4 alphabetic & 3 numeric)	MEHS010
Module Name:	English for Health Sciences
Content:	<ul style="list-style-type: none"> Academic Reading – basic and intermediate Academic/Scientific Writing - basic and intermediate Formal Oral Communication/Discourse and Presentation Listening
Learning Outcomes:	On successful completion the student will be able to: <ul style="list-style-type: none"> Academic Reading – basic and intermediate

	<ul style="list-style-type: none"> - Read efficiently with insight - Identify main ideas and supporting statements - Condense information into notes - Draw information from graphs and tables - Encode meaning using principles of word formation and scientific terminology • Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> - Present information in acceptable formats - In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources • Oral Communication and Presentation <ul style="list-style-type: none"> - Discuss in pairs, small groups and class - Make formal presentations with the help of PowerPoint slides - Demonstrate awareness of different types of Speech Acts within a formal environment, and employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening <ul style="list-style-type: none"> - Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	12		3		110104
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full Time		Y
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment Criteria:	<p>Students are assessed for the learning/competence of the following knowledge and skills components:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate <ul style="list-style-type: none"> - Paraphrase author's statements - Summarise a long text into essentials - Understand and draw information stated explicitly and implicitly - Identify the main ideas of a given text - Present information precisely in tables and graphs • Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> - Construct acceptable sentences - Generate well-structured, coherent paragraphs - Select, organize and present information in accordance with scientific writing conventions - Master basic grammar, punctuation and spelling • Oral Communication and Presentation <ul style="list-style-type: none"> - Participate in group and class discussions - Use PowerPoint effectively to present an academic topic - Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening <ul style="list-style-type: none"> - Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture 				
Assessment methods	The primary purpose of assessment is to gauge whether the desired and planned learning has occurred. In continuous assessment, in cases of problematic areas, additional support will be provided to address areas of concern:				

		<ul style="list-style-type: none"> Formative Assessment – 4 tasks Continuous Assessment (CA) – 3 tasks Final or Summative Assessment. Assessments may include: Reading Comprehension; Language use in context (Cloze); Paraphrase; Sentence and Paragraph construction, Academic/Scientific text-types and essay; Summary; Note making; Graphic presentation of information; various forms of assessment (by means of tasks) decided by the individual lecturer; Connectives and Discourse Markers; Punctuation; Formal Style and Appropriate Register; Principles of Word Formation (general academic vocabulary and scientific terminology).			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark = % Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	N/A	N/A	N/A
	Duration	3hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code:	MPHY012		
Module Name:	BIOPHYSICS 1C		
Content:	Mathematical review and units Mechanics Molecular phenomena Temperature, heat, energy Pressure Electricity and magnetism Waves, sound and optics Nuclear radiation		
Learning Outcomes	The student will be able to: Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations. To apply the fundamentals laws of physics to anatomical and physiological functions of the human body. Relate various physical concepts to real life situations.		
Module Information: 90 P IN 12 WEEKS	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	12	3	130202
Delivery Information:	Campus	Full Time	Year
	SMU	Contact, full time	S2
Periods per week:	Classes	Practicals	Tutorial
			Seminars
			Independent Learning

		7,5	0	2	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT						
Assessment Criteria		Able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated. Discuss logically the approach to solving problems that are analogous to various real life situations.				
Assessment Methods		Formal written tests; Tutorials; written summative assessment				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	2 Hours				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	MANA010
Module Name:	Human Anatomy
Content:	Introduction to Anatomy The Back The Upper Limb The Thorax The Head and Neck Neuro-anatomy The Abdomen and Pelvis The Lower Limb
Learning Outcomes	<p style="text-align: center;"><u>Introduction to Anatomy</u></p> <p>Terminology and movement The student must be able to:</p> <ol style="list-style-type: none"> Describe the anatomical position. Identify and describe all anatomical planes, sections, directions and movements, as well as execute the movements. <p>Skeletal system The student must be able to:</p> <ol style="list-style-type: none"> Differentiate between the axial and appendicular skeleton, different types of bones and joints according to the shape, composition and function of each, with relevant examples. Use the terminology related to the bones and joints.

Skin, fascia and muscle

The student must be able to:

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

Nervous system

The student must be able to:

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

Cardiovascular and lymphatic systems

The student must be able to:

1. Distinguish between the cardiovascular system and lymphatic system, as well as the three types of circulation.
2. List and describe the different components of the cardiovascular and lymphatic systems.
3. Use the terminology related to the cardiovascular system and lymphatic system and give relevant examples.

Back**Vertebral column and joints**

The student must be able to:

1. Identify and describe the general characteristics parts and movements of the vertebral column, its joints, muscles and ligaments.
2. Identify, describe and draw the parts of a typical vertebra.

Muscles and surface anatomy

The student must be able to:

1. Identify and describe the muscles found in each of the main groups of back muscles
2. Locate and describe the triangles found on the back.
3. Identify and describe the nerves of the back.
4. Identify the bony and muscular landmarks palpable on a patient.

Upper limb

Regions: Scapular and Pectoral

Axilla
Arm and cubital fossa
Fore-arm
Hand

The student must be able to:

1. Identify and describe the regions of the upper limb, bony landmarks, ligaments, joints and muscles of each region.
2. Name and describe the bones in each region with muscle and ligament attachments.
3. List and describe the muscles, nerves and blood vessels of each region.
4. Identify and describe specific clinically important areas in each region.

Thorax:**Thoracic wall and intercostal space:**

The student must be able to:

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

Diaphragm

The student must be able to:

1. Identify and describe the general structure of the diaphragm, including its apertures.
2. Describe the nerves and vessels that supply and drain the diaphragm.

Pleura and pleural cavities:

The student must be able to:

1. Describe the 2 main layers and nerve supply of the pleura and its different parts.
2. Identify and describe the contents of the pleural cavities in detail (lungs).
3. Potential pleural spaces and bony landmarks in the thorax.

Mediastinum:

The student must be able to:

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

Pericardium and heart:

The student must be able to:

1. Identify and describe the layers of the pericardium and pericardial sinuses.
2. Describe the anatomy of the heart in detail, including its blood supply and innervation.
3. Identify and describe the components of the conducting system of the heart.

Vessels and nerves of the thorax:

The student must be able to:

1. Identify and describe the major arteries, veins and lymph vessels of the thorax.
2. Draw or complete a schematic diagram of the route of blood or lymph from any given point in the thorax.

Surface anatomy of the thorax:

The student must be able to:

1. Identify and describe structures (organs and blood vessels) found at various vertebral and rib levels in the thorax.
2. Identify and describe the surface anatomy of the lungs, parietal pleura and heart.

Head and neck**Osteology of the skull and mandible:**

The student must be able to:

1. List and identify the bones, sutures, foramina and bony landmarks of the viscerocranium and neurocranium.
2. Identify and describe the features on the internal aspect of the skull.
3. Identify the bony landmarks and foramina related to the mandible.
4. List and identify structures passing through the foramina of the skull and mandible.

Muscles and structures of the neck, face and scalp:

The student must be able to:

1. Identify and list the muscles, triangles and related structures of the neck.
2. Identify and list the ligaments associated with the neck.
3. Identify and describe the structures located in the root of the neck.
4. Identify and describe the muscles associated with the face and scalp.

Vessels and nerves of the head and neck:

The student must be able to:

1. Identify and describe the major arteries, veins and lymph nodes of the head and neck.
2. Identify and describe the nerves related to the head and neck, and their branches.

Digestive system of the head and neck:

The student must be able to:

1. Identify and describe the anatomy of the organs and related structures of the oral cavity, with their nerve and blood supply.
2. Identify and describe the parts, muscles, nerves and related structures of the pharynx.

Respiratory system of the head and neck:

The student must be able to:

1. Identify and describe the anatomy, parts, blood and nerve supply of the nose, nasal cavity and related structures.
2. Identify and describe the paranasal sinuses and their drainage.
3. Identify and describe the larynx, including its intrinsic and extrinsic muscles, vocal cords, blood and nerve supply.

Orbit and Eye:

The student must be able to:

1. Identify and describe the general anatomy and parts of the orbit and eye and related structures.
2. Identify and list the nerves and blood vessels of the orbit.

Ear:

The student must be able to:

1. Identify and describe the parts and general anatomy of the ear.
2. Describe the microstructure of the internal ear to demonstrate an understanding of the senses of hearing and balance.

Neuro-anatomy:

Introduction to neuro-anatomy:

The student must be able to:

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

Meninges and dural venous sinuses:

The student must be able to:

1. Name and describe the meningeal layers of the brain.
2. Identify and describe the dural reflections and related venous sinuses, including their drainage pattern and connections.

Cisterns and the ventricular system:

The student must be able to:

1. Identify and describe the cisterns related to the different areas of the brain.
2. Identify and describe the ventricles and related structures.

Basal nuclei and medullary centers:

The student must be able to:

1. List and describe the basal nuclei of the brain.
2. Identify the basal nuclei on horizontal sections of the brain.
3. Identify, differentiate and give examples of the different medullary centres found in the brain.

Diencephalon:

The student must be able to:

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

Brainstem:

The student must be able to:

1. List and identify the parts of the brainstem on given specimens.
2. Identify and describe the general external and internal structure found in each component of the brainstem.
3. Identify and describe the cranial nerves related to each part of the brainstem.

Cerebellum:

The student must be able to:

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

Blood supply of the brain:

The student must be able to:

1. Identify and fully describe the formation and areas of supply of the circle of Willis and its branches.
2. Draw an annotated diagram of the circle of Willis.

Cranial nerves:

The student must be able to:

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

Spinal cord and tracts:

The student must be able to:

1. Identify, draw and describe the internal and external and features of the spinal cord and its covering.
2. Draw and annotate the basic components of a spinal nerve.
3. Describe the blood supply and venous drainage of the spinal cord.
4. Identify and give the function of each of the nerve tracts on a cross section of the spinal cord.

Abdomen and Pelvis

Anterior and posterior abdominal walls

The student must be able to:

	<ol style="list-style-type: none"> 1. Identify and describe the regions, layers, blood and nerve supply, lymphatic drainage, muscles and related structures of the abdominal walls. 2. Identify and describe the inguinal ligament and canal including borders and content. <p>Peritoneum, oesophagus, stomach, pancreas, duodenum, spleen, liver, gallbladder, intestines. The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy, blood and nerve supply, and related structures the peritoneum and all abdominal organs. 2. Describe and draw an annotated diagram of the extra-hepatic biliary system. <p>Kidneys, ureters and suprarenal glands The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy, relations, blood and nerve supply of the kidneys, ureters and suprarenal glands 2. Describe the microstructure of the kidney related to urine production. <p>Sacro-iliac joint The student must be able to:</p> <ol style="list-style-type: none"> 1. Fully describe the sacro-iliac joint. <p>Pelvic walls and diaphragm, pelvic organs The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the structures that form the pelvic walls. 2. Identify and describe the pelvic diaphragm, fascia and organs. 3. Differentiate between the male and female reproductive system. <p style="text-align: center;"><u>Lower limb</u></p> <p>Regions: Gluteal region and thigh Popliteal fossa, leg and ankle region Foot</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the regions of the lower limb, bony landmarks, ligaments, joints and muscles of each region. 2. Name and describe the bones in each region, with muscle and ligament attachments. 3. List and describe the muscles, lymphatic drainage, blood supply and nerve supply of each region. 4. Identify and describe specific clinically important areas in each region. 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS COURSE LEVEL	CESM Code (3 rd Order) (Six Numbers)	
Delivery Information:	Campus SMU		Full/Part Time FULL TIME		Period (Year/1 st /2 nd Sem) YEAR
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
AVERAGES per week:	5	2	2	-	2
Pre-requisite modules for this module:	MPHY012				
Co-requisites modules for module:					
ASSESSMENT					
Assessment Criteria	<p style="text-align: center;"><u>Introduction to Anatomy</u></p> <p>Terminology and movement</p> <ol style="list-style-type: none"> 1. Describe the anatomical position. 2. Identify and describe all anatomical planes, sections, directions and movements, as well as execute the movements. 				

Skeletal system

1. Differentiate between the axial and appendicular skeleton, different types of bones and joints according to the shape, composition and function of each, with relevant examples.
2. Use the terminology related to the bones and joints.

Skin, fascia and muscle

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

Nervous system

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

Cardiovascular and lymphatic systems

1. Distinguish between the cardiovascular system and lymphatic system, as well as the three types of circulation.
2. List and describe the different components of the cardiovascular and lymphatic systems.
3. Use the terminology related to the cardiovascular and lymphatic systems and give relevant examples.

Back

Vertebral column and joints

1. Identify and describe the general characteristics parts and movements of the vertebral column, its joints, muscles and ligaments.
2. Identify, describe and draw the parts of a typical vertebra.

Muscles and surface anatomy

1. Identify and describe the muscles found in each of the main groups of back muscles
2. Locate and describe the triangles found on the back.
3. Identify and describe the nerves of the back.
4. Identify the bony and muscular landmarks palpable on a patient.

Upper limb

Regions: Scapular and Pectoral

Axilla
Arm and cubital fossa
Fore-arm
Hand

1. Identify and describe the regions of the upper limb, bony landmarks, ligaments, joints and muscles of each region.
2. Name and describe the bones in each region with muscle and ligament attachments.
3. List and describe the muscles, nerves and blood vessels of each region.
4. Identify and describe specific clinically important areas in each region.

Thorax:

Thoracic wall and intercostal space:

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

Diaphragm

1. Identify and describe the general structure of the diaphragm, including its apertures.
2. Describe the nerves and vessels that supply and drain the diaphragm.

Pleura and pleural cavities:

1. Describe the 2 main layers and nerve supply of the pleura and its different parts.
2. Identify and describe the contents of the pleural cavities in detail (lungs).
3. Potential pleural spaces and bony landmarks in the thorax.

Mediastinum:

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

Pericardium and heart:

1. Identify and describe the layers of the pericardium and pericardial sinuses.
2. Describe the anatomy of the heart in detail, including its blood supply and innervation.
3. Identify and describe the components of the conducting system of the heart.

Vessels and nerves of the thorax:

1. Identify and describe the major arteries, veins and lymph vessels of the thorax.
2. Draw or complete a schematic diagram of the route of blood or lymph from any given point in the thorax.

Surface anatomy of the thorax:

1. Identify and describe structures (organs and blood vessels) found at various vertebral and rib levels in the thorax.
2. Identify and describe the surface anatomy of the lungs, parietal pleura and heart.

Head and neck

Osteology of the skull and mandible:

1. List and identify the bones, sutures, foramina and bony landmarks of the viscerocranium and neurocranium.
2. Identify and describe the features on the internal aspect of the skull.
3. Identify the bony landmarks and foramina related to the mandible.
4. List and identify structures passing through the foramina of the skull and mandible.

Muscles and structures of the neck, face and scalp:

1. Identify and list the muscles, triangles and related structures of the neck.
2. Identify and list the ligaments associated with the neck.
3. Identify and describe the structures located in the root of the neck.
4. Identify and describe the muscles associated with the face and scalp.

Vessels and nerves of the head and neck:

1. Identify and describe the major arteries, veins and lymph nodes of the head and neck.
2. Identify and describe the nerves related to the head and neck, and their branches.

Digestive system of the head and neck:

1. Identify and describe the anatomy of the organs and related structures of the oral cavity, with their nerve and blood supply.
2. Identify and describe the parts, muscles, nerves and related structures of the pharynx

Respiratory system of the head and neck:

1. Identify and describe the anatomy, parts, blood and nerve supply of the nose, nasal cavity and related structures.
2. Identify and describe the paranasal sinuses and their drainage.
3. Identify and describe the larynx, including its intrinsic and extrinsic muscles, vocal cords, blood and nerve supply.

Orbit and Eye:

1. Identify and describe the general anatomy and parts of the orbit and eye and related structures.
2. Identify and list the nerves and blood vessels of the orbit.

Ear:

1. Identify and describe the parts and general anatomy of the ear.
2. Describe the microstructure of the internal ear to demonstrate an understanding of the senses of hearing and balance.

Neuro-anatomy:

Introduction to neuro-anatomy:

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

Meninges and dural venous sinuses:

1. Name and describe the meningeal layers of the brain.
2. Identify and describe the dural reflections and related venous sinuses, including their drainage pattern and connections.

Cisterns and the ventricular system:

1. Identify and describe the cisterns related to the different areas of the brain.
2. Identify and describe the ventricles and related structures.

Basal nuclei and medullary centers:

1. List and describe the basal nuclei of the brain.

	<ol style="list-style-type: none"> 2. Identify the basal nuclei on horizontal sections of the brain. 3. Identify, differentiate and give examples of the different medullary centres found in the brain. <p>Diencephalon:</p> <ol style="list-style-type: none"> 1. Identify and describe the different components of the diencephalon and related structures. 2. Identify the thalamus on horizontal sections of the brain. <p>Brainstem:</p> <ol style="list-style-type: none"> 1. List and identify the parts of the brainstem on given specimens. 2. Identify and describe the general external and internal structure found in each component of the brainstem. 3. Identify and describe the cranial nerves related to each part of the brainstem. <p>Cerebellum:</p> <ol style="list-style-type: none"> 1. Identify and describe the general external and internal structure of the cerebellum. 2. Identify and describe the nuclei found in the cerebellum. <p>Blood supply of the brain:</p> <ol style="list-style-type: none"> 1. Identify and fully describe the formation and areas of supply of the circle of Willis and its branches. 2. Draw an annotated diagram of the circle of Willis. <p>Cranial nerves:</p> <ol style="list-style-type: none"> 1. Identify and describe each of the cranial nerves, including related foramina and function(s) of each nerve. <p>Spinal cord and tracts:</p> <ol style="list-style-type: none"> 1. Identify, draw and describe the internal and external and features of the spinal cord and its covering. 2. Draw and annotate the basic components of a spinal nerve. 3. Describe the blood supply and venous drainage of the spinal cord. 4. Identify and give the function of each of the nerve tracts on a cross section of the spinal cord. <p style="text-align: center;"><u>Abdomen and Pelvis</u></p> <p>Anterior and posterior abdominal walls</p> <ol style="list-style-type: none"> 1. Identify and describe the regions, layers, blood and nerve supply, lymphatic drainage, muscles and related structures of the abdominal walls. 2. Identify and describe the inguinal ligament and canal including borders and content. <p>Peritoneum, oesophagus, stomach, pancreas, duodenum, spleen, liver, gallbladder, intestines.</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy, blood and nerve supply, and related structures the peritoneum and all abdominal organs. 2. Describe and draw an annotated diagram of the extra-hepatic biliary system. <p>Kidneys, ureters and suprarenal glands</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy, relations, blood and nerve supply of the kidneys, ureters and suprarenal glands 2. Describe the microstructure of the kidney related to urine production. <p>Sacro-iliac joint</p> <ol style="list-style-type: none"> 1. Fully describe the sacro-iliac joint. <p>Pelvic walls and diaphragm, pelvic organs</p> <ol style="list-style-type: none"> 1. Identify and describe the structures that form the pelvic walls. 2. Identify and describe the pelvic diaphragm, fascia and organs. 3. Differentiate between the male and female reproductive system. <p style="text-align: center;"><u>Lower limb</u></p> <ol style="list-style-type: none"> 1. List and describe the regions of the lower limb, bony landmarks, ligaments, joints and muscles of each region. 2. Name and describe the bones in each region, with muscle and ligament attachments. 3. List and describe the muscles, lymphatic drainage, blood supply and nerve supply of each region. 4. Name and describe specific clinically important areas in each region.
Assessment Methods	Formal tests : 5, of which the 4 best contribute to the year mark: 4 x 150 marks = 600 (Theory: 100 marks, Practical Spotter test: 50 marks)

		Assignments : 8, each converted to a mark/10: 8 x 10 marks = 80 Tutorials : 6 tutorials on osteology only, of 20 marks each: 6 x 20 marks = <u>120</u> YEARMARK : 800/8 = %			
Mark Structure:	Minimum Formative Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	THEORY	PRACTICAL		
	Duration	3	1½		
	% contribution to Summative Assessment Mark	65	35		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MPIA022		
Module Name:	PHYSIOLOGY IB		
Content:	GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including excitable tissues, the cardiovascular system, blood & Immunity, the gastrointestinal system, endocrinology, body temperature, reproduction, neurophysiology, special senses, respiration, renal physiology, body fluids, acid base) and Physiological Chemistry PHYSIOLOGY PRACTICALS Practicals on selected topics to illustrate the theory		
Learning Outcomes	<ul style="list-style-type: none"> • The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms which give rise to associated pathophysiology. • The student will be able to demonstrate competency to measure selected physiological phenomena • The student will display the ability to analyse problems of a physiological nature in the context of the specialized field. 		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	32	3	130801
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)
	SMU	Contact – Fulltime	Year

Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		8	0.3	0	0	2
Pre-requisite modules for this module:		MPHY012, MCHY010				
Co-requisites modules for module:						
ASSESSMENT						
Assessment Criteria		The student must have a sound knowledge of the basic physiology of the systems covered. The student must use the physiology of the systems covered and apply it to the field of the specialized field. The student must be able to identify the normal physiological values for parameters applicable to the specialized field.				
Assessment Methods		Formative assessment methods include observation methods, oral questions, practical exercises and demonstrations, self-assessment as well as tests. The summative assessment method consists of an end of year written examination paper.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark = ____	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
		Theory / Practical	Theory	N/A	N/A	N/A
		Duration	3 hrs	N/A	N/A	N/A
		% contribution to Summative Assessment Mark	100%	N/A	N/A	N/A
		Sub minimum	40%	N/A	N/A	N/A

Module Code: (4 alphabetic & 3 numeric)	MPCL011
Module Name:	Introduction to Psychology
Content:	Foundations of Psychology Learning Theories Developmental Psychology Personality, Emotions, Motivation & Stress Psychophysiology

Learning Outcomes		<p>Students must know and understand the basic principles and perspectives in psychology.</p> <p>Students must be able to understand and apply all the knowledge gathered in psychology I course and link theories in their specific discipline and their studies.</p> <p>Students must have a basic understanding of human development; personality; emotion; motivation and stress.</p> <p>Students must know and understand the link between mind and body interaction.</p>				
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
		12		3		180101
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Full		1
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5	0	2	0	
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT		Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
Assessment Criteria		<p>Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies.</p> <p>Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress.</p> <p>Students must be able to explain the link between mind and body interaction.</p>				
Assessment Methods		Examinations, Tests and Assignments				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 Hours				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)		MPCL012
Module Name:		Research, Interpersonal Skills and Social Psychology

Content:		Interpersonal Skills Social Psychology Introduction to Research Cognitive Processes (Human memory, perception & Sensation)				
Learning Outcomes		Students must have a basic understanding of cognitive processes. Students must understand the role of social interaction and link it to their specific field. Students must know and understand the basic principles of interpersonal skills and research.				
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
		12		3		180101
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Full		2
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5	0	2	0	
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT		Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
Assessment Criteria		Students must be able to apply a basic understanding of cognitive processes. Students must be able to explain the role of social interaction and apply it to their specific field. Students must be able to describe and explain the basic principles of interpersonal skills as well as research and be able to apply it to their specific field.				
Assessment Methods		Examinations, Tests and Assignments				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical		Theory			
	Duration		3 Hours			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)	MRCA030

Module Name:		RESEARCH DESIGN AND STATISTICS (Module II)				
Content:		<ul style="list-style-type: none"> • Definitions basic concepts in statistics • Probability and the binomial distribution • Normal distribution • Chi square test • Decision making process • Non-parametric tests • Correlation and regression 				
Learning Outcomes		<ul style="list-style-type: none"> • Understand ethical principles of research • Understand apply the basic statistics concepts and representations • Understand the laws of probability • Present normal and standardized curves and apply distributions • Understand how to work with qualitative data • Be able to perform significance tests 				
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
		8		3		091404
Delivery Information:		Campus		Full Time		Year
		SMU		Contact, full time		S2
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		3	0	2	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT						
Assessment Criteria		<ul style="list-style-type: none"> • Understand the role of statistics • Apply statistical tools and do calculations • Be able to present data • Apply distribution theorems and compare distributions • explain the general procedure of decision making • apply the significance test principles 				
Assessment Methods		Formal written tests Tutorials Final written exam				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Theory			
	Duration		3 Hours			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)		MRCA030					
Module Name:		RESEARCH DESIGN AND STATISTICS (Module I)					
Content:		<p>Research design:</p> <ul style="list-style-type: none"> • IDENTIFYING AND CLARIFYING THE RESEARCH PROBLEM • THE LITERATURE REVIEW • STUDY POPULATION AND SAMPLING • RESEARCH APPROACHES and DESIGNS • QUESTIONNAIRE DESIGN • RELIABILITY AND VALIDITY • BIAS AND QUALITY CONTROL IN RESEARCH • ETHICAL CONSIDERATIONS IN RESEARCH <p><i>Statistics:</i></p> <ul style="list-style-type: none"> • <i>Definitions basic concepts in statistics</i> • <i>Probability and the binomial distribution</i> • <i>Normal distribution</i> • <i>Chi square test</i> • <i>Decision making process</i> • <i>Non-parametric tests</i> • <i>Correlation and regression</i> 					
Learning Outcomes		<p>Students will:</p> <ul style="list-style-type: none"> • have the skills to find, critically evaluate and interpret research related literature and to synthesise a literature review. • be enriched with the theoretical background of research design types. • apply the principles of research to their own research topics. • develop skills to understand the development of a research protocol • <i>Understand ethical principles of research</i> • <i>Understand apply the basic statistics concepts and representations</i> • <i>Understand the laws of probability</i> • <i>Present normal and standardized curves and apply distributions</i> • <i>Understand how to work with qualitative data</i> • <i>Be able to perform significance tests</i> 					
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)	
		8		3		149999	
Delivery Information:		Campus		Full Time		Year	
		SMU		Contact, full time		S1	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		3	0	2	0	0	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
ASSESSMENT							
Assessment Criteria		<p>Research design:</p> <ul style="list-style-type: none"> • Ability to use research tools • Understand the basic approach to research • Describe the guidelines to develop a research proposal • Understanding of ethical principles of research 					

		Statistics: <ul style="list-style-type: none"> • Understand the role of statistics • Apply statistical tools and do calculations • Be able to present data • Apply distribution theorems and compare distributions • explain the general procedure of decision making • apply the significance test principles 			
Assessment Methods		Formal written tests Tutorials Final written paper			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPSA021				
Module Name:		Research, Assessment and Developmental Psychology				
Content:		Research Methods Psychological Assessment Developmental Psychology (Child)				
Learning outcomes		At the end of the module the student will: <ul style="list-style-type: none"> - Know, understand and apply the basic principles in social research - Know and understand the basic aspects of assessment across cultures and the different steps in social research - Know, understand and integrate the basic concepts and theories in child development - Know and integrate the ethical principles applicable in research, assessment, child development. 				
Module Information:		SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)		
		20	3	180101		
Delivery Information:		Campus	Full/Part Time	Period (1st/2ndSem)		
		SMU	Full	1		
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5	1	2	0	2 Hour

Pre-requisite modules for this module:		MPCL011			
Co-requisites modules for module:		None			
ASSESSMENT		Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NOF guidelines for validity, reliability, fairness and practicability.			
Assessment criteria		<p>At the end of the module you will:</p> <ul style="list-style-type: none"> - Name, describe and apply the basic principles in social research - State and explain the basic aspects of assessment across cultures and the different steps in social research - List, describe and apply the basic concepts and theories in child development - List, describe and integrate the ethical principles applicable in research, assessment, child development. 			
Assessment methods		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.			
Minimum Form Assessment Mark for exam admission (%)		40%			
Final mark =	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
Minimum final mark to pass (%)		50%			
	Paper 1	Paper 2	Paper 3	Paper 4	
Theory / Practical	Theory				
Duration	3 Hours				
% contribution to Summative Assessment Mark	100%				
Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)		MPSA022		
Module Name:		Personality, Medical and Social Psychology		
Content:		Social Psychology Personality Theories Medical Psychology		
Learning outcomes		<p>At the end of the module the student will:</p> <ul style="list-style-type: none"> - Understand and apply the concepts applicable in social psychology. - Know and understand the different personality theories - Know and comprehend the position of medical psychology in within the discipline of psychology - Know and integrate the ethical principles applicable in social psychology, medical psychology and personality theories. 		
Module Information:		SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
		20	3	180101

Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full		2
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	1	2	0	2 Hour
Pre-requisite modules for this module:	MPCL012				
Co-requisites modules for module:	None				
ASSESSMENT	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
Assessment criteria	<p>At the end of the module you will:</p> <ul style="list-style-type: none"> - Name, describe and apply the basic principles in social research - State and explain the basic aspects of assessment across cultures and the different steps in social research - List, describe and apply the basic concepts and theories in child development - Explain and apply different concepts applicable in social psychology. - Name and describe the different personality theories - Recognize and explain the position of medical psychology in\ within the discipline of psychology - List, describe and integrate the ethical principles applicable in social psychology, medical psychology and personality theories. 				
Assessment methods	Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.				
Minimum Form Assessment Mark for exam admission (%)	40%				
Final mark =	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
Minimum final mark to pass (%)	50%				
	Paper 1	Paper 2	Paper 3	Paper 4	
Theory / Practical	Theory				
Duration	3 Hours				
% contribution to Summative Assessment Mark	100%				
Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	MSCL010
Module Name:	Sociology
Module Content:	Sociology as a discipline, sociological perspectives and theories. Concepts such as culture, socialization, social control, social inequality, stratification and social institutions: the family, education, religion, health demography.

Learning Outcomes	The student will know and understand the meaning of sociology; the perspective of sociology; sociological imagination in practice; the application of sociology in occupational therapy practice; the differences between the different types of societies.				
Module Information:	SAQA Credits	ITS Course Level Code		CESM Code (3 rd Order)	
	8	3		200702	
Delivery Information:	Campus	Full/Part Time		Period (1 st /2 nd Sem)	
	SMU	FULL TIME		YEAR	
Periods per Week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2	N/A	N/A	N/A	
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	At the end of the course the students should be able to: define and explain the meaning of sociology; explain the perspective of sociology; apply sociological imagination in practice; apply the knowledge of sociology in occupational therapy practice; differentiate between the different types of societies.				
Assessment Methods	Written Examinations, Tests and Assignments				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40
	Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MTHE010
Module Name:	Therapeutic Media I
Module Content:	THEORY The course covers an outline of occupational performance, its development and occupational dysfunction. PRACTICE Students are introduced to the performance of activities.
Learning Outcomes	The student will know and understand occupational performance and it's most important concepts; the variety of occupations that are performed by individuals; occupations/activities according to accepted classification methods; occupational life stories of clients; human development according to the lifespan perspective (which includes characteristics of human development, the domains and lifestages/periods; occupational performance at various life stages; the importance of occupation to man and his health; the concept of occupational health and well-being; the concept of

	occupational dysfunction; a detailed analysis of activities to determine treatment potential, thus knowledge and understanding of appropriate activities are selected according to client's needs; activity presentation, how to make the necessary structure, adaptations / simulation to meet the needs of clients; activity grading principles; Creative Ability Model according to Du Toit and the Model of Human Occupation according to Kielhofner.				
Module Information:	SAQA Credits		ITS Course Level Code	CESM Code (3 rd Order)	
	8		3	091404	
Delivery Information:	Campus		Full/Part Time	Period (1 st /2 nd Sem)	
	SMU		FULL TIME	YEAR	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	1	3	N/A	N/A	
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	The student is able to: Discuss and explain occupational performance and its most important concepts; determine the variety of occupations that are performed by individuals; describe occupations/activities according to accepted classification methods; narrate occupational life stories of clients; explain human development according to the lifespan perspective (which includes characteristics of human development, the domains and lifestages/periods; describe occupational performance at various life stages; explain the importance of occupation to man and his health; explain the concept of occupational health and well-being; explain the concept of occupational dysfunction; do a detailed analysis of activities to determine treatment potential, thus appropriate activity selection according to client's needs; explain activity presentation, explain how to make the necessary structure, adaptations / simulation to meet the needs of clients; grade activities appropriately; explain Creative Ability Model according to Du Toit and the Model of Human Occupation according to Kielhofner.				
Assessment Methods	Written Examination, Tests and Assignments				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40
	Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory	Theory			
	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTD020
Module Name:	Therapeutic Media II

Module Content:	<p>THEORY The evaluation and measurement of occupational performance forms the core of this course Included are:</p> <ul style="list-style-type: none"> the specific procedures for the assessment of occupational context, activity profiles, life roles, habits, routines, work, leisure, play, personal management, social participation and occupational performance in general. foundations for such evaluations: kinesiology, biophysical procedures, work measurement, work study and ergonomics. <p>The course is concluded with the occupational treatment processes.</p> <p>PRACTICE Students learn to perform a number of activities used to simulate activity demands such as woodwork, needlework, domestic activities, music and drama, leisure and personal management activities. The skill to assess occupational performance is developed.</p>				
Learning Outcomes	The student will know and understand how to: Handle materials and objects effectively; use all basic hand tools, utensils, equipment and selected power tools with skill; apply the various activity processes with skill; make a number of end products according to norms prescribed; independently learn new activity skills; take precautionary measures; manage activity resources; apply business skills where applicable (e.g. ordering, maintenance); analyze activities to determine treatment potential; present activities to clients at all levels of creative ability; apply principles of adaptation.				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		3		091404
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	8	N/A	N/A	N/A	
Pre-requisite modules for this module:	MTHE010				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	The student is able to: Handle materials and objects effectively; use all basic hand tools, utensils, equipment and selected power tools with skill; apply the various activity processes with skill; make a number of end products according to norms prescribed; independently learn new activity skills; take precautionary measures; manage activity resources; apply business skills where applicable (e.g. ordering, maintenance); analyze activities to determine treatment potential; present activities to clients at all levels of creative ability; explain principles of adaptation.				
Assessment Methods	Written Examination, Tests and Assignments				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40
	Min Final Assessment mark to pass (%)				50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory	Theory			

Summative Assessment Paper:	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTF030				
Module Name:	Therapeutic Media III				
Module Content:	<p>THEORY The emphasis is on the development, use and management of occupational programmes in the areas of work, leisure, play, social participation and personal management. Included are the processes of analysis, adaptation, selection, presentation and structuring of activities. The model of "creative ability" is used as a general clinical reasoning tool during assessment and treatment of occupational dysfunction. Students learn to develop and control an occupational area.</p> <p>PRACTICE Students learn to analyze and adapt principles in the assessment and treatment of occupational dysfunction. Specialized techniques such as the use of counseling skills, group dynamics, splints, assistive devices and therapeutic apparatus are covered.</p>				
Learning Outcomes	The student will know and understand the concept "purposeful" activity, the process of activity analysis, criteria in the selection of purposeful activity, the four stages of purposeful activity, the steps of activity presentation, the principles of effective structuring, the activity simulation process, the process of adaptation, grading to facilitate optimum occupational performance; interpersonal skills in the helping profession; the major formal theories of helping, the helping relationship and its process; the characteristics of successful helpers; use basic communication skills; how societal, professional and personal values and points of view can affect helping; how to lead and manage therapeutic groups, taking cognizance of group dynamics, utilizing the group process and mobilizing the curative (therapeutic) factors; assessments and intervention with regard to client's occupational context				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		3		091404
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	N/A	N/A	N/A	
Pre-requisite modules for this module:	MOTD020				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	The student is able to: Describe and explain the concept "purposeful" activity, explain and apply the process of activity analysis, criteria in the selection of purposeful activity, the four stages of purposeful activity, the steps of activity presentation, the principles of effective structuring, the activity simulation process, the process of adaptation, grading to facilitate optimum occupational performance; explain and apply interpersonal skills in the helping profession; explain, describe and demonstrate knowledge of the major formal theories of helping, the helping relationship and its process; identify and discuss the characteristics of successful helpers; demonstrate and use basic communication skills; demonstrate knowledge of how societal,				

	professional and personal values and points of view can affect helping; lead and manage therapeutic groups, taking cognizance of group dynamics, utilizing the group process and mobilizing the curative (therapeutic) factors; do assessments and intervention with regard to client's occupational context.				
Assessment Methods	Written Examination, Tests and Assignments				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)			40	
	Final mark =	% Formative Assess Mark		60	
		% Summative Assess Mark		40	
	Min Final Assessment mark to pass (%)			50	
Summative Assessment Paper:		Paper 1			
	Theory	Theory			
	Duration	3 hours			
	% Distribution of Summative assessment	100%			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOCT010				
Module Name:	Occupational Therapy Applied I				
Module Content:	<p>OCTA I is a non-clinical subject.</p> <ul style="list-style-type: none"> Students learn to observe client factors/ areas of occupations/ performance contexts and environments context of people at different stages of the life cycle. Students learn to observe how dysfunction impacts on occupational performance components and areas Students are exposed to the application of the occupational therapy process in different settings Student observes the facilities; services rendered and staff involvement in Occupational Therapy settings as well as the types of health services rendered in those facilities 				
Learning Outcomes	The student will know and understand how to observe client factors/ areas of occupations/ performance contexts and environments of people at different stages of the life cycle; describe how dysfunction impacts on occupational performance areas; The students will learn the application of the occupational therapy process in different settings; know about the facilities in Occupational Therapy settings as well as the types of health services rendered in those facilities; will know about the Occupational Therapy services rendered in different settings and staff involvement.				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	8		3		091404
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	N/A	N/A	N/A	

Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		At the end of the course the student is able to: Identify client factors/ areas of occupations/ performance contexts and environments of people at different stages of the life cycle; describe how dysfunction impacts on occupational performance areas; explain / describe the application of the occupational therapy process in different settings; describe the facilities in Occupational Therapy settings as well as the types of health services rendered in those facilities; describe the Occupational Therapy services rendered in the settings and staff involvement.				
Assessment Methods		Oral Examinations, Tests and Assignments				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40		
		Final mark =	% Formative Assess Mark		60	
			% Summative Assess Mark		40	
		Min Final Assessment mark to pass (%)		50		
Summative Assessment Paper:						
	Practical	Practical				
	Duration	2 hours				
	Sub minimum	40				

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

	activity presentation, knowledge and skill of the assessment technique used).				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		091404
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2	N/A	N/A	N/A	
Pre-requisite modules for this module:	MOCT010				
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria	The student is able to: Assess clients i.e. execute and explain Areas of Occupation/Client Factors/Context, using specific techniques, selected by the lecturer on a person with disability and demonstrate competency in assessment techniques using appropriate equipment and methods; Plan assessment process to include the structuring of the assessment area and/or activity, positioning of the client to be assessed, assessment tools to be used; Execute assessment i.e. actual application of the assessment technique (use of assessment tools including activities, handling of patient, communication with patient, activity presentation, knowledge and skill of the assessment technique used).				
Assessment Methods	Oral/Practical/ Evaluations				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40
	Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:					
	Oral/Practical	practical			
	Duration	2 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTD030
Module Name:	Occupational Therapy Applied III (Physical)
Module Content:	<p>Occupational Therapy Applied III is a clinical subject and an examination takes place at the end of the year.</p> <ul style="list-style-type: none"> Students learn to assess the client factors/ areas of occupations/ performance contexts and environments context, using specific techniques for assessment, identifying problems, analysing and summarising information of SELECTED DIAGNOSTIC CATEGORIES - not only medical diagnoses; Students learn to write an overall treatment plan including treatment rationale using available information and writing daily specific treatment sessions for

	<p>persons with selected diagnosis;</p> <ul style="list-style-type: none"> • Students learn to structure and carry out the planned programme of a selected diagnosis; • Students learn to give verbal and/or written evaluation of the assessment, planning and execution of the treatment programme on a selected diagnosis. <p>The students do field work blocks in the areas of physical (neuro/med/surg) and paediatrics.</p>				
Learning Outcomes	<p>The student will know and understand how to: Assess clients i.e. student must select what to assess in terms of the Areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.</p>				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	20		3		091404
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
		12hr			
Pre-requisite modules for this module:	MOTC020				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	<p>The student is able to: Assess clients i.e. student must select , execute and explain what to assess, in terms of the Areas of Occupation/ client factors/ performance contexts /performance patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.</p>				
Assessment Methods	Oral Practical Evaluations				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40
	Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:					
		Practical			
	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MOTE030					
Module Name:		Occupational Therapy Applied III (Psychosocial)					
Module Content:		<p>Occupational Therapy Applied III is a clinical subject and an examination takes place at the end of the year.</p> <ul style="list-style-type: none"> • Students learn to assess areas of Occupation/ client factors/ performance contexts/performance patterns, using specific techniques for assessment, identifying problems, analysing and summarising information of SELECTED DIAGNOSTIC CATEGORIES - not only medical diagnoses; • Students learn to write an overall treatment plan including treatment rationale using available information and writing daily specific treatment sessions for persons with selected diagnosis; • Students learn to structure and carry out the planned programme of a selected diagnosis; • Students learn to give verbal and/or written evaluation of the assessment, planning and execution of the treatment programme on a selected diagnosis. <p>The students do field work blocks in the area of psychiatry.</p>					
Learning Outcomes		<p>The student will know and understand how to: Assess clients i.e. student must select what to assess in terms of the areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.</p>					
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)	
		20		3		091404	
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)	
		SMU		FULL TIME		YEAR	
Periods per Week:		Classes	Practical	Tutorial	Seminars	Independent Learning	
			12 hrs				
Pre-requisite modules for this module:		MOTC020					
Co-requisites modules for module:		None					
ASSESSMENT:							
Assessment Criteria		<p>At the end of the course the student should be able to: Assess clients i.e. student must select, execute and explain what to assess in terms of the Areas of Occupation/ client factors/ context / patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give</p>					

	a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.				
Assessment Methods		Oral/ Practical/Clinical Evaluations			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			
Summative Assessment Paper:					
		Practical			
	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MOTB040		
Module Name:		Occupational Therapy Applied IV (Physical)		
Module Content:		<p>Occupational Therapy Applied IV is a clinical subject and an examination takes place at the end of the year</p> <ul style="list-style-type: none"> • Students learn to select which aspects of Areas of Occupation/ client factors/ performance contexts/performance patterns to assess using specific techniques, to identify the person with a problem, to analyze and summarise the information of ANY DIAGNOSTIC CATEGORY, not only medical diagnoses; • Students learn to write overall treatment plans including treatment rationale using available information and to write daily treatment sessions for persons with any diagnosis; • Students learn to structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of Health Care and to make appropriate referrals; • Students learn to present a written and / or verbal evaluation of the assessment, treatment plan and implementation on any diagnosis. <p>Students do full time field work blocks in the areas of physical (neuro/med/surg) paediatric. Students participate in seminars and case discussions.</p>		
Learning Outcomes		<p>The student will know and understand how to: Assess clients i.e. select what to assess of the Areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.</p>		
Module Information:		SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
		44	4	091404

Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
		12hrs		1	
Pre-requisite modules for this module:	MOTD030				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	The student is able to: Assess clients i.e. select what to assess of the Areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.				
Assessment Methods	Written Examination, Tests and Assignments, Oral/Practical/Examination				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40
	Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:		Theory: Paper 1	Practical		
	Theory / Practical	Theory	Practical		
	Duration	3 hours	3hrs		
	Sub minimum	40	40		
	% contribution to Summative Assessment Mark	30%	70%		

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

	<ul style="list-style-type: none"> • Students learn to write overall treatment plans including treatment rationale using available information and to write daily treatment sessions for persons with any diagnosis; • Students learn to structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of Health Care and to make appropriate referrals; • Students learn to present a written and / or verbal evaluation of the assessment, treatment plan and implementation on any diagnosis. <p>Students do full time field work blocks in the area of psychiatry. Students participate in seminars and case discussions.</p>				
Learning Outcomes	<p>The student will know and understand how to: Assess clients i.e. select what to assess of the areas of occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.</p>				
Module Information:	SAQA Credits		ITS Course Level Code	CESM Code (3rd Order)	
	40		4	091404	
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		FULL TIME		YEAR
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
		12 hrs		1	
Pre-requisite modules for this module:	MOTE030				
Co-requisites modules for module:	N/A				
ASSESSMENT:					
Assessment Criteria	<p>At the end of fourth year the student should be able to: Assess clients i.e. select what to assess of the areas of occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.</p>				
Assessment Methods	Written Examination, Tests and Assignments, Oral/Practical/Examination				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40

		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1			
	Theory / Practical	Theory	Practical		
	Duration	3 hours	3hrs		
	Sub minimum	40	40		
	% contribution to Summative Assessment Mark	30%	70%		

Module Code: (4 alphabetic & 3 numeric)		MITT010				
Module Name:		Intervention Theory I				
Module Content:		The students are given an introduction to the symptomatology of psychiatric disorders, medical, surgical and neurological conditions and are also taught the effects of pathology on the person.				
Learning Outcomes		The student will know and understand the definition of the concept "health and illness" and dysfunction in terms of impairment, disability and handicap; occupational performance components and explain the use of/importance of these components on occupational performance; the effects of dysfunction on occupational performance areas, the occupational therapy process; describe the levels of health care in relation to occupational therapy intervention strategies; assessment (data collection) methods commonly used in occupational therapy.				
Module Information:		SAQA Credits		ITS Course Level Code	CESM Code (3 rd Order)	
		8		3	091404	
Delivery Information:		Campus		Full/Part Time	Period (1 st /2 nd Sem)	
		SMU		FULL TIME	YEAR	
Periods per Week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		2	N/A	N/A	N/A	
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		The student is able to : define, and describe the concept "health and illness" and dysfunction in terms of impairment, disability and handicap; describe the occupational performance components and explain the use of/importance of these components on occupational performance; explain the effects of dysfunction on occupational performance areas, explain the occupational therapy process; describe the levels of health care in relation to occupational therapy intervention strategies; describe assessment (data collection) methods commonly used in occupational therapy.				
Assessment Methods		Written Examination, Tests and Assignments				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40	
		Final mark =	% Formative Assess Mark		60	

		% Summative Assess Mark			40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory	Theory			
	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTB020				
Module Name:	Intervention Theory II				
Module Content:	This course covers introduction to the occupational therapy process and its application in the different levels of health care. The students are also introduced to the symptomatology of psychiatric disorders, medical, surgical and neurological conditions and are also taught the effects of pathology on the person's functional abilities.				
Learning Outcomes	The student will know and understand the measurement criteria necessary for valid assessments of physical dysfunction and the importance thereof; how to assess client factors in adults and paediatrics; specific evaluation strategies to evaluate physical and neurological dysfunctions; basic treatment principles of clients with physical problems; procedures and principles as well as techniques used when assessing and treating clients with mental health problems.				
Module Information:	SAQA Credits	ITS Course Level Code		CESM Code (3 rd Order)	
	24	3		091404	
Delivery Information:	Campus	Full/Part Time		Period (1 st /2 nd Sem)	
	SMU	FULL TIME		YEAR	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	7	N/A	N/A	N/A	
Pre-requisite modules for this module:	MITT010; MANA010				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria	The student is able to: Explain the measurement criteria necessary for valid assessments of physical dysfunction and the importance thereof; describe how to assess client factors in adults and paediatrics; identify and describe specific evaluation strategies to evaluate physical and neurological dysfunctions; describe basic treatment principles of clients with physical problems; describe and explain procedures and principles as well as techniques used when assessing and treating clients with mental health problems.				
Assessment Methods	Written Examination, Tests and Assignments				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40

		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1			
	Theory / Practical	Theory			
	Duration	3 hours			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MOTC030				
Module Name:		Intervention Theory III				
Module Content:		<p>This course consists of Section A (Medical, Surgical and Neurological conditions) and Section B (Psychiatric disorders).</p> <p>The students learn about the application of treatment principles, approaches and techniques used in the treatment of psychiatric disorders, medical, surgical and neurological conditions for both adults and children. They are taught the integration of theory into practice.</p>				
Learning Outcomes		The student will know and understand the occupational therapy intervention in terms of treatment methods, techniques, and principles for addressing client factors and areas of occupation problems resulting from a variety of disorders; treatment process and protocol for different physical and mental health diagnoses.				
Module Information:		SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)		
		20	3	091404		
Delivery Information:		Campus	Full/Part Time	Period (1 st /2 nd Sem)		
		SMU	FULL TIME	YEAR		
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5	N/A	N/A	N/A	
Pre-requisite modules for this module:		MOTB020				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		The student is able to describe occupational therapy intervention in terms of treatment methods, techniques, and principles for addressing client factors and areas of occupation problems resulting from a variety of disorders; Explain treatment process and protocol for different physical and mental health diagnoses.				
Assessment Methods		Written Examination, Tests and Assignments				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40	
		Final mark =	% Formative Assess Mark		60	
			% Summative Assess Mark		40	
		Min Final Assessment mark to pass (%)			50	
Summative Assessment Paper:		Paper 1				
	Theory / Practical	Theory				

	Duration	3 hours		
	% Distribution of Summative assessment	100%		
	Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)		MFUO010			
Module Name:		Fundamentals of Occupational Therapy I			
Module Content:		This course covers a general introduction to the profession of occupational therapy, the theoretical base of the profession and guidelines for professional behaviour.			
Learning Outcomes		The students will be able to know and understand the definition occupational therapy in different settings; the concept "occupation" as the core of occupational therapy; the core of occupational therapy; the principles of professional conduct in a variety of settings.			
Module Information:		SAQA Credits		ITS Course Level Code	CESM Code (3rd Order)
		8		3	091404
Delivery Information:		Campus		Full/Part Time	Period (1st/2ndSem)
		SMU		FULL TIME	YEAR
Periods per Week:		Classes	Practicals	Tutorial	Seminars
		2	N/A	N/A	N/A
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
ASSESSMENT:					
Assessment Criteria		At the end of the course the students should be able to: define and describe occupational therapy in different settings; discuss and explain "occupation" as the core of occupational therapy; describe the core of occupational therapy; identify and evaluate principles of professional conduct in a variety of settings.			
Assessment Methods		Written Examination, Tests and Assignments			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =		% Formative Assess Mark	60
				% Summative Assess Mark	40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
		Theory	Theory		
		Duration	3 hours		
		Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)		MOTA020				
Module Name:		Fundamentals of Occupational Therapy II				
Module Content:		This course covers the theoretical base of the profession at a higher level and in addition covers the history of occupational therapy, both internationally and in South Africa.				
Learning Outcomes		The student will be able to know and understand the fundamental beliefs, values and assumptions underlying the theory of occupational therapy; the core components, purposes, outcomes, processes of occupational therapy as well as core problems addressed in occupational therapy; the similarities and differences between occupational therapy and other health professionals; occupational therapy within the South African Health Care System; the most important developments and trends in the history of occupational therapy.				
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
		4		3		091404
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		FULL TIME		YEAR
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		3	N/A	N/A	N/A	
Pre-requisite modules for this module:		MFU0010				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		The student is able to: describe the fundamental beliefs, values and assumptions underlying the theory of occupational therapy; describe the core components, purposes, outcomes, processes of occupational therapy as well as core problems addressed in occupational therapy; describe the similarities and differences between occupational therapy and other health professionals; describe occupational therapy within the South African Health Care System; describe the most important developments and trends in the history of occupational therapy.				
Assessment Methods		Written Examination, Tests and Assignments				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)				40
		Final mark =		% Formative Assess Mark		60
				% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 hours				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)		MOTA030				
Module Name:		Fundamentals of Occupational Therapy III				
Module Content:		<p>This course consists of three Sections i.e. Philosophy Management and Research Protocol Development</p> <ul style="list-style-type: none"> • Philosophy covers the theoretical frames of reference and the clinical reasoning process. • Management covers the concept of Leadership and the management of occupational therapy support staff. • Research Protocol Development includes a practical section on Research Applied to Occupational Therapy. <p>The students are required to prepare and present a research proposal, using knowledge gained through theory and own consultation.</p>				
Learning Outcomes		<p>The student will know and understand the concept "frames of reference"; the various primary, applied and occupational frames of reference; the concept clinical reasoning and its relevance to occupational therapy; different modes of clinical reasoning; the concept of reflection; the concept of management, five main functions of a manager, management knowledge in practice; the process of research; the various methods used in research, how to develop a research protocol.</p>				
Module Information:		SAQA Credits		ITS Course Level Code	CESM Code (3rd Order)	
		12		3	091404	
Delivery Information:		Campus		Full/Part Time	Period (1st/2ndSem)	
		SMU		FULL TIME	YEAR	
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		4	N/A	N/A	N/A	
Pre-requisite modules for this module:		MOTA020				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		<p>The student is able to: describe the concept "frames of reference"; describe and explain the various primary, applied and occupational frames of reference; define and describe the concept clinical reasoning and its relevance to occupational therapy; describe, explain and apply different modes of clinical reasoning; describe the concept of reflection; describe and explain the concept of management, define five main functions of a manager, apply management knowledge in practice; understand and describe the process of research; understand and describe the various methods used in research, develop a research protocol.</p>				
Assessment Methods		Written Examination, Tests and Assignments				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40	
		Final mark =	% Formative Assess Mark		60	
			% Summative Assess Mark		40	
		Min Final Assessment mark to pass (%)			50	
Summative Assessment Paper:		Paper 1				
	Theory / Practical	Theory				

	Duration	3 hours			
	% Distribution of Summative assessment	100%			
	Sub minimum	40			

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

	health care; able to discuss aspects (planning & execution) of their own research projects; write a research report and evaluate their research.			
Assessment Methods	Written Examination, Tests, Assignments			
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40	
	Final mark =	% Formative Assess Mark		60
		% Summative Assess Mark		40
	Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1		
	Theory / Practical	Theory		
	Duration	3 hours		
	% Distribution of Summative assessment	100%		
	Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MOTR040				
Module Name:	Undergraduate Research Project				
Module Content:	Students are required to work systematically through the research process as applied to their own topic and to submit and present a completed research report.				
Learning Outcomes	The students will understand how to plan and conducts research study following the research process. They will be able to execute their plan and write a research report on their own projects as well as present their findings.				
Module Information:	SAQA Credits		ITS Course Level Code	CESM Code (3rd Order)	
	24		4	091404	
Delivery Information:	Campus		Full/Part Time	Period (1st/2ndSem)	
	SMU		FULL TIME	YEAR	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	N/A	N/A	N/A	
Pre-requisite modules for this module:	MRCA030 (MOD I&II) & MOTA030				
Co-requisites modules for module:	None				
Assessment Criteria	Collect and analyse data; write a research report, present and evaluate the research process and results.				
ASSESSMENT:	Examinations, Oral Presentation and Written Reports				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40		
	Final mark =	% Formative Assess Mark		60	
		% Summative Assess Mark		40	
	Min Final Assessment mark to pass (%)			50	

Summative Assessment Paper:	Theory / Practical	Research report	Oral		
	Duration	N/A	1hour		
	% Distribution of Summative assessment	70	30		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)		MCSA020				
Module Name:		Clinical Sciences IA: Social Pathology				
Module Content:		This is a capita select course where concepts relevant to occupational therapy are discussed in the context of social pathology.				
Learning Outcomes		The student will know and understand social problems in South Africa and the African continent the sociology of health and illness; health promotion and health education as applied to social problems and medical sociology				
Module Information:		SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
		4		3		091404
Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)
		SMU		FULL TIME		YEAR
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		1	N/A	N/A	N/A	
Pre-requisite modules for this module:		MSCL010				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		Describe and explain social problems in South Africa and the African continent; describe the sociology of health and illness; explain health promotion and health education as applied to social problems and medical sociology				
Assessment Methods		Written Examination, Tests and Assignments				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)				40
		Final mark =		% Formative Assess Mark		60
				% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)				50
Summative Assessment Paper:		Paper 1		Paper 2		Paper 3
		Theory / Practical		Theory		
		Duration		3 hours		
		Sub minimum		40		

Module Code: (4 alphabetic & 3 numeric)		MCSA030				
Module Name:		Clinical Sciences IIA				
Module Content:		An introduction to pathology, in particular the pathogenesis of common diseases, aetiology, signs and symptoms, course, prognosis and medical treatment of different medical conditions are covered in the fields of Internal Medicine, Neurology, Neuro Surgery, General Surgery, Cardio-thoracic Surgery, Hand surgery, Obstetrics and Gynaecology, Ophthalmology, Orthopaedics, Plastic Surgery, Psychiatry. An introduction to Community Health as a discipline is also covered under this category.				
Learning Outcomes		The student will know and understand the knowledge of conditions in each specialty area and the definition of the condition, possible causes, different types and classification, the pathology, clinical features, the appropriate special investigation, the effective medical management of the condition; possible complications, prognosis, precautions and contra indications.				
Module Information:		SAQA Credits		ITS Course Level Code	CESM Code (3 rd Order)	
		16		3	091404	
Delivery Information:		Campus		Full/Part Time	Period (1 st /2 nd Sem)	
		SMU		FULL TIME	1 st SEMESTER	
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	N/A	N/A	N/A	
Pre-requisite modules for this module:		MANA010;MPIA022; MCSA020; MPSA021; MPSA022				
Co-requisites modules for module:		None				
ASSESSMENT:						
Assessment Criteria		The student is able to: demonstrate knowledge of conditions in each specialty area and be able to define the condition, explain possible causes, list different types and classification, explain the pathology, describe clinical features, explain the appropriate special investigation, explain the effective medical management of the condition; Explain possible complications, prognosis, precautions and contra indications.				
Assessment Methods		Written Examination and Tests				
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40	
		Final mark =		% Formative Assess Mark	60	
				% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)			50	
Summative Assessment Paper:		Paper 1				
		Theory / Practical	Theory			
		Duration	3 hours			
		% contribution to summative assessment mark	100%			
		Sub minimum	40			

SHCB3 BSc (Physiotherapy) DEGREE PROGRAMME (BPT01)

SHC B3.1 SELECTION AND ADMISSION REQUIREMENTS

SHC B3.1.1 Selection

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

SHC B3.1.2 Admission requirements

Applicants must

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

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

SHC B3.2 Registration, indemnity cover and community service

SHC B3.2.1 Registration with the Health Professions Council of South Africa (HPCSA)

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

SHC B3.2.2 Community service

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

SHC B3.3 Requirements for Promotion

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

(iii) Applied Physiotherapy I

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

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

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

A continuous assessment mark of 50% must be obtained.

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

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

To pass the summative assessment a student must have:

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

(iv) Applied Physiotherapy II

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

(a) Continuous assessment comprises of:

- End of block assessment
- Continuous evaluation
- 100% attendance (refer to the workbook for detailed requirements regarding attendance)
- A continuous assessment mark of 50% must be obtained.

(b) Summative assessment:

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

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

To pass the summative assessment a student must have:

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

SHC B 3.4 Sub-minimum

(i) Principles of Physiotherapy I & II

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

(ii) Principles of Physiotherapy III & IV

Rule G13 applies.

SHC B 3.5 Supplementary assessments

(i) Principles of Physiotherapy I – IV

A supplementary assessment will be granted if a student obtains:

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

(ii) Applied Physiotherapy I & II

A supplementary assessment will be granted if a student obtains:

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

SHC B3.6 Exemption from examination

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

(ii) Applied Physiotherapy I & II

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

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

SHC B3.7 Failure of final year

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

SHC B3.8 Granting of degree

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

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

SHC B3.9 Degree with Distinction / Cum-laude

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

SHC B3.10 Carrying of subjects

- (i) No carrying of subjects is allowed in any of the years of the BSc Physiotherapy course.
- (ii) No subjects / modules may be taken in advance in any of the years of the BSc Physiotherapy course.

SHC B3.11 Requirements for Progression to the next level

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

CURRICULUM INFORMATION												
School:		Health Care Sciences			Qualification Name:		Bachelor of Science in Physiotherapy			Qualification Code:		BPT01
Campus:		Sefako Makgatho Health Sciences University			Last Revision date:		2012			Is this a fixed Curriculum:		Yes
Total SAQA Credits for Qualification:		512			Is this a fixed Curriculum:					Yes		
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1							
Year Modules												
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit			
The following 6 modules are COMPULSORY												
MBLA010	Y	Y	20	0.156								
MCHY010	Y	Y	20	0.156								
MHUS010	Y	Y	16	0.125								
MBPA010	Y	Y	20	0.156								
MHES010	Y	Y	12	0.125								
MPHT010	Y	Y	40	0.282								
Total credits for Year modules			128	1	Total credits for							
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1												
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2							
Year Modules												
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit			
The following 3 modules are COMPULSORY												
MANB020	Y	Y	32	0.3								
MPIA020	Y	Y	32	0.27								
MPTA020	Y	Y	64	0.43								
Total credits for Year modules			128	1	Total credits for							
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1												

PERIOD OF STUDY / YEAR LEVEL 3				
Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 5 modules are COMPULSORY				
MPTC030	S1	Y	4	0.031
MCSA031	S1	Y	16	0.125
MRCA030	S1	Y	8	0.063
MPTD030	S1	Y	4	0.031
MPTE030	S1	Y	4	0.031

PERIOD OF STUDY / YEAR LEVEL 3				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are COMPULSORY				
MPTB030	Y	Y	48	0.375
MPTF030	Y	Y	44	0.344

Total credits for Semester 1 modules	36	0.281	Total credits for Year modules	92	0.719
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1					

PERIOD OF STUDY / YEAR LEVEL 4					PERIOD OF STUDY / YEAR LEVEL 4				
Semester					Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 1 modules are COMPULSORY					The following 3 modules are COMPULSORY				
MPTA030	S1	Y	4	0.031	MPTA040	Y	Y	100	0.782
					MPTC040	Y	Y	12	0.094
					MPTR040	Y	Y	12	0.093
Total credits for Semester 1 modules			4	0.031	Total credits for Year modules			124	0.969
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1									

MODULAR INFORMATION			
Offering Department:	Physiotherapy		School: Health Care Sciences
Last Revision date:	2012	First Year Offered (New):	2015
Replace this Module existing module(s)?	No	If YES, give the module codes:	
Module linked to Qualification/s:			
Module Code: (4 alphabetic & 3 numeric)	MBLA010		
Module Name:	Biology		
Content:	Evolution Ecology, Environmental health & Pollution Taxonomy and Systematics Cytology and Genetics Tissues & Systems Embryology Medically important parasites Medically important carriers Medically important poisonous/venomous animals Medically important plants		
Learning Outcomes:	To acquire a sound knowledge of basic concepts of evolution, ecology, environmental health, pollution, cytology, systematics, genetics, tissues and systems, embryology and medically important parasites, animals and plants.		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	NQF Level	CESM Code (3 rd Order) (Six Numbers)

		20	6	130101	
Delivery Information:	Campus		Full/Part Time	Period (Year/1 st /2 nd Sem)	
	SMU		Full time	Y	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	3	1	0	0	1
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	To comply with the required learning outcomes				
Assessment method	Combination of formative theory assessments, short formative practical assessments, assignments, summative practical assessments and a summative theory assessment at the end of the module.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			
Module Code: (4 alphabetic & 3 numeric)	MCHY010				
Module Name:	Chemistry 1B				
Content:	Unit 1 Chemical Foundations: matter, periodic table and periodicity, molecular structure, chemical reactions Unit 2 Chemical Behaviour: acids and bases, acid base titrations, pH and buffer solutions, common ion effect, gas laws, chemical equilibrium, reaction rates, electrochemistry Unit 3 Organic Chemistry: alkanes, alkenes, alkynes and aromatic compounds as representatives of the hydrocarbons, the derivatives of the four classes of hydrocarbons, including substituted aromatic compounds, alkyl halides, alcohols, ethers esters, amines, aldehydes, ketones carboxylic acids and the derivatives Unit 4 Physiologically Important Compounds: introduction to the chemistry of organic compounds that have biological significance, including sugars and carbohydrates, amino acids and proteins, nucleic				

	acids and bases, steroids and steroid hormones,				
Learning Outcomes:	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic chemistry and its links to health and environmental issues 2. Apply the principles, concepts and facts of chemistry to solve chemical problems 3. Identify, name and analyse different inorganic and organic compounds including physiologically important ones 4. Perform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc. 5. Master the art of handling chemicals and basic laboratory equipment 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NOF Level		CESM Code (3rd Order) (Six Numbers)
	20		6		140401
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1	1	0	0
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • Define and explain basic chemistry and its links to health and environmental issues • Apply the principles, concepts and facts of chemistry to solve chemical problems • Identify, name and analyse different inorganic and organic compounds including physiologically important ones • Perform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc. • Demonstrate mastery of the art of handling chemicals and basic laboratory equipment 				
Assessment method	<ul style="list-style-type: none"> • Written tests and examination • Practical: Laboratory assessment: Laboratory reports 				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory		
	Practical (duration)		3 hrs		

	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MHUS010				
Module Name:		Human Sciences				
Content:		Foundations and Learning Theories; Developmental Psychology; Psychophysiology; Personality, Emotions and Motivation; Introduction to Medical Psychology, Cognitive Processes; Introduction to Research; Social Psychology; Interpersonal skills.				
Learning Outcomes:		Students must have an understanding of mental processes and behavior which form the basis for comprehensively treating most of the commonly occurring psychological problems that present in a Primary Health Care setting in South Africa.				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3rd Order) (Six Numbers)
		16		6		180101
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		5	0	0	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<p>Students are able to: Name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. Apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes. Explain the link between mind and body interaction. Explain the role of social interaction and apply it to their specific field. Describe and explain the basic principles of interpersonal skills and be able to Apply it to their specific field.</p>				
Assessment method		Group and individual assignments, Written tests and examination Practical work seminars Class presentation				
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		
		Minimum final mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4	

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

Module Code: (4 alphabetic & 3 numeric)		MBPA010				
Module Name:		Biophysics 1B				
Content:		Mechanics Fluids, Heat and Properties of matter Electricity and Magnetism Waves, Sound and Optics Radiation Physics				
Learning Outcomes:		Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations. Apply the fundamentals laws of physics to anatomical and physiological functions of the human body. Explain how physics principles are related in systems				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
		20		6		130202
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		3	1	2	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		Abe able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated. Apply logical approach to solving problems that are analogous to real life situations. Demonstrate scientific knowledge and skills when conducting practical work.				
Assessment method		Written tests and examination Practical work Tutorials				
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		
		Minimum final mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4	

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

Module Code: (4 alphabetic & 3 numeric)	MEHS010				
Module Name:	English for Health Sciences				
Content:	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation				
Learning Outcomes:	On successful completion the learner will be able to: Read faster and with greater understanding Identify main and supporting arguments Condense information into notes Draw information from graphs and tables Decode meanings of scientific words using word formation techniques in science Present information in acceptable formats – spoken and written Write an academic essay by synthesising information from multiple sources and acknowledging the sources Discuss in pairs, groups and class Make formal presentations with the help of PowerPoint slides				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
	12		6		110101
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1	0	0	0
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	The primary purpose of assessment is to ensure that desired and planned learning has taken place. In continuous assessment, if there is a remarkable gap in any area efforts will be made to fill the gaps through proper intervention. Students are assessed for the learning/competence of the following knowledge and skills items. Reading: Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; summarise a long text into its essentials. Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.				

		Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic All assessments are not included for CA marks. Some assessments are used for self-reflection and improvement.			
Assessment method		Tests and examination Oral presentations Assignments			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	2hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPHT010				
Module Name:		Principles of Physiotherapy I				
Content:		A course of basic physiotherapy principles including those in basic physiotherapy procedures for patient care: principles of functional mobility; electro-physical and therapeutic agents; principles of health and Human development and Kinetic handling.				
Learning Outcomes:		The student should be able to demonstrate knowledge and understanding of the basic physiotherapy principles. The student should be able to demonstrate and apply appropriate techniques/modalities and skills in a safe and efficient manner on a model.				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3rd Order) (Six Numbers)
		40		6		091406
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6	9	0	0	1
Pre-requisite modules for this module:		None				

Co-requisites modules for module:		None			
Assessment criteria		Students are able to: <ul style="list-style-type: none"> • Define basic manual and electro-physical rehabilitation concepts • List/enumerate basic manual and electro-physical rehabilitation concepts • Describe basic manual and electro-physical rehabilitation concepts • Explain basic manual and electro-physical rehabilitation concepts • Communicate effectively with a model • Select appropriate basic manual handling and electro-physical modalities and techniques to be applied on a model. • Apply selected physiotherapy manual handling and electro-physical modalities and techniques on a model in a safe, efficient and effective manner. 			
Assessment method		Assignments Written tests Skills assessment tests Practical tests Written and practical examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practical		
	Practical (duration)	3hrs	1hr		
	% contribution to Summative Assessment Mark	50%	50%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MANB020
Module Name:	Human Anatomy for Physiotherapy
Content:	Introduction to Anatomy The Back The Upper Limb The Thorax The Head and Neck Neuro-anatomy The Abdomen and Pelvis The Lower Limb
Learning Outcomes:	Student should be able to: Locate, identify, classify, distinguish characteristics and describe the anatomical position, skeletal system, Skin, fascia and muscle, nervous system, respiratory system, cardiovascular and lymphatic system, digestive system, renal system. Identify and describe the planes and sections of the human body. Identify and describe the terms used to indicate position or direction. Identify and describe the position of a given structure, in relation to another structure, in the human body.

		Describe any movements used in Anatomy.				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NOF Level	CESM Code (3 rd Order) (Six Numbers)	
		32		6	130402	
Delivery Information:		Campus		Full/Part Time	Period (Year/1 st /2 nd Sem)	
		SMU		Full time	Y	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		5	1.3	2	0	2
Pre-requisite modules for this module:		MBLA010; MBPA010				
Co-requisites modules for module:		None				
Assessment criteria		Locate, Identify, classify, distinguish characteristics and describe the anatomical position, skeletal system, Skin, fascia and muscle, nervous system, respiratory system, cardiovascular and lymphatic system, digestive system, renal system. Identify and describe the planes and sections of the human body. Identify and describe the terms used to indicate position or direction. Identify and describe the position of a given structure, in relation to another structure, in the human body. Describe any movements used in Anatomy.				
Assessment method		Formal tests and Practical Spotter test Assignments Tutorials				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory	Practical			
	Practical (duration)	3hrs	1hr			
	% contribution to Summative Assessment Mark	65%	35%			
	Sub minimum	40%	40%			

Module Code: (4 alphabetic & 3 numeric)	MPIA020
Module Name:	Physiology 1B
Content:	GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including excitable tissues, the cardiovascular system, blood & Immunity, the gastrointestinal system, endocrinology, body temperature, reproduction, neurophysiology, special

	senses, respiration, renal physiology, body fluids, acid base) and Physiological Chemistry PHYSIOLOGY PRACTICALS Practicals on selected topics to illustrate the theory				
Learning Outcomes:	<ul style="list-style-type: none"> The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms which give rise to associated pathophysiology. The student will be able to demonstrate competency to measure selected physiological phenomena The student will display the ability to analyse problems of a physiological nature in the context of Physiotherapy 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3rd Order) (Six Numbers)
	32		6		130801
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	8	1	0	0	2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>The student must have a sound knowledge of the basic physiology of the systems covered.</p> <p>The student must use the physiology of the systems covered and apply it to the field of the specialized field.</p> <p>The student must be able to identify the normal physiological values parameters applicable to the specialized field.</p>				
Assessment method	<ul style="list-style-type: none"> Observation methods, oral questions, practical exercises and demonstrations, self-assessment Written tests and examination. 				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	2hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPTA020				
Module Name:		Principles of Physiotherapy II				
Content:		A course of basic physiotherapy principles including those in: Musculoskeletal I, Biomechanics and Sport I, Electrotherapy II, Respiratory Therapy I, Adult and Paediatric Neurology I, Community health I, OMT I, O & G conditions and Massage II. 40 hours elective clinical practice under supervision				
Learning Outcomes:		<ul style="list-style-type: none"> Utilize theoretical and foundational practical skills gained in physiotherapy in order to manage neurological, musculoskeletal and respiratory conditions. Demonstrate the ability to follow principles of assessment and treatment for various neurological, musculoskeletal and respiratory conditions in both institutionalized and community settings. 				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NOF Level		CESM Code (3 rd Order) (Six Numbers)
		64		6		091406
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		14	2.5	0	0	3
Pre-requisite modules for this module:		MPHT010				
Co-requisites modules for module:		None				
Assessment criteria		<p>Students are able to:</p> <ul style="list-style-type: none"> Explain the principles followed when using assessment and treatment tools and methods for various neurological, musculoskeletal and respiratory conditions. Distinguish between different physiotherapy tools and methods for various neurological, musculoskeletal and respiratory conditions Apply the principles of assessment and treatment for various neurological, musculoskeletal and respiratory conditions in a paper patient as well as on each other. Carry out a safe and efficient assessment and treatment of neurological, musculoskeletal and respiratory conditions on each other. Correctly apply physiotherapy tools and methods used in different conditions on each other. 				
Assessment method		Assignments Written tests Skills assessment tests Practical tests Written and practical examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
		Paper 1	Paper 2	Paper 3	Paper 4	

Summative Assessment	Theory (duration)	Theory	Practical		
	Practical (duration)	3hrs	1hr		
	% contribution to Summative Assessment Mark	50%	50%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MPTC030				
Module Name:	Applied Pharmacology				
Content:	Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs Drugs and the respiratory and gastrointestinal systems Drugs and the cardio-vascular system Drugs effecting the Endocrine System				
Learning Outcomes:	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System • Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions • Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
	4		7		130901
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2	0	0	0	1
Pre-requisite modules for this module:	MCHY010; MBPA010; MANB020; MPIA020				
Co-requisites modules for module:	None				
Assessment criteria	Standardization is criterion-referenced. Standards for excellence are determined by all major and minor outcomes being met. Minimum permissible performance as applied to every particular learning outcome is used as the pass/fail criterion				
Assessment method	Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark.				

		Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	2hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MCSA031				
Module Name:		Clinical Sciences IB				
Content:		This module contains the following subjects: Internal Medicine, Anatomical Pathology, Neurology, Psychiatry				
Learning Outcomes:		Demonstrate the ability to integrate and synthesize knowledge of disease process and psychological aspects in order to create a diagnosis, so that all the aspects that are relevant to physiotherapy can be identified.				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
		16		7		091406
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		9	0	0	0	0
Pre-requisite modules for this module:		MANB020; MPIA020				
Co-requisites modules for module:		None				
Assessment criteria		The student is able to: Explain the pathogenesis, structural and functional manifestation of disease Explain the etiology of various disease including mental disorders Describe signs and symptoms relevant to various pathologies and diseases Discuss the role of physiotherapy in various diseases				
Assessment method		Theory written test papers and an examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

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

Module Code: (4 alphabetic & 3 numeric)	MRCA030		
Module Name:	Research design and statistics		
Content:	<p>Research design:</p> <ul style="list-style-type: none"> Identifying and clarifying the research problem The literature review Study population and sampling Research approaches and designs Questionnaire design Reliability and validity Bias and quality control in research Ethical considerations in research <p>Statistics:</p> <ul style="list-style-type: none"> Definitions basic concepts in statistics Probability and the binomial distribution Normal distribution Chi square test Decision making process Non-parametric tests Correlation and regression 		
Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> Have the skills to find, critically evaluate and interpret research related Literature and to synthesise a literature review. Be enriched with the theoretical background of research design types. Apply the principles of research to their own research topics. Develop skills to understand the development of a research protocol Understand ethical principles of research Understand apply the basic statistics concepts and representations Understand the laws of probability Present normal and standardized curves and apply distributions Understand how to work with qualitative data Be able to perform significance tests 		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	NQF Level	CESM Code (3 rd Order) (Six Numbers)
	8	7	091303

Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		3	0	2	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		Research design: <ul style="list-style-type: none"> • Ability to use research tools • Understand the basic approach to research • Describe the guidelines to develop a research proposal • Understanding of ethical principles of research Statistics: <ul style="list-style-type: none"> • Understand the role of statistics • Apply statistical tools and do calculations • Be able to present data • Apply distribution theorems and compare distributions • Explain the general procedure of decision making • Apply the significance test principles 				
Assessment method		Formal written tests Tutorials Final written paper				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)		Theory			
	Practical (duration)		3hrs			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)	MPTD030
Module Name:	English Language
Content:	Reading – Advanced – Content-based Paraphrasing and Summary Literature Review General principles of research Protocol (Proposal writing)
Learning Outcomes:	On successful completion the student will be able to:

		<p>Read and extract information from scholarly articles in the subject area (Physiotherapy) Condense and Organize information through mind maps Present information orally in a formal setting Write summaries using information extracted from individual texts Write a Literature Review synthesising information gathered from different sources Understand broadly the process used in research Write a basic Research Protocol</p>				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
		4		7		110101
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		1	1	0	0	0
Pre-requisite modules for this module:		MEHS010				
Co-requisites modules for module:		None				
Assessment criteria		<p>The primary purpose of assessment is to ensure that desired and planned learning has taken place. In continuous assessment, if there is a remarkable gap in any area efforts will be made to fill the gaps through proper intervention. Students are assessed for the learning/competence of the following knowledge and skills items. Reading: Read fast and with understanding journal articles in Physiotherapy. Make notes, paraphrases and summaries of the articles. Writing: Write a synthesised Literature Review using information from different sources Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic General understanding of the research process Write a sample protocol.</p>				
Assessment method		Continuous assessments Assignments Tests and examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		2hrs			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)		MPTE030				
Module Name:		First Aid				
Content:		The purpose of the module is for learners to attain the knowledge and practical competencies to deal with emergency first aid situations.				
Learning Outcomes:		<p>Understand the role of first aid. Know how to assess an incident. Manage an unresponsive casualty who is breathing normally. Manage an unresponsive casualty who is not breathing normally. Recognise and assist a casualty who is choking. Manage a casualty who is wounded and bleeding Manage a casualty who is in shock. Understand how to manage a casualty with a minor injury.</p>				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
		4		7		091406
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		1	1			
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<p>Describe how to minimize risk of infection to self and others. Identify first aid equipment available and describe how it can be used safely. Describe how to make a primary survey of a casualty. Demonstrate how to assess a casualties' level of consciousness. Demonstrate how to open a casualty's airway and check breathing. Demonstrate how to administer Cardio- Pulmonary Resuscitation using a mannequin. Demonstrate how to control severe external bleeding. Describe signs and symptoms of shock. Describe how to manage a casualty who is in shock. Describe how to manage a casualty with small cuts, bruises and grazes, minimal burns and scalds.</p>				
Assessment method		Test & Practical				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practical		

	Practical (duration)	3hrs	1hr		
	% contribution to Summative Assessment Mark	50%	50%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MPTB030				
Module Name:		Applied Physiotherapy I				
Content:		A course of Physiotherapy principles applied in specific clinical areas, consisting of approximately 500 hours of clinical instruction and practice. Also includes 60 hours of case presentations and discussions. Includes practice in all aspects of Surgery and Burns, Pulmonology, Paediatrics, Orthopaedics, Neurology and Community Physiotherapy.				
Learning Outcomes:		<ul style="list-style-type: none"> • Demonstrate the ability to determine, confirm the diagnosis of ill-health, disability and dysfunction • Demonstrate the ability to extract information from the relevant sources, to evaluate the patient and implement effective physiotherapy management under supervision 				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NOF Level		CESM Code (3rd Order) (Six Numbers)
		48		7		091406
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		0	12	0	0	0
Pre-requisite modules for this module:		MPTA020; MANB020; MPIA020				
Co-requisites modules for module:		None				
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> • Apply theoretical knowledge into clinical practice. • Communicate appropriately with patients, hospital or institutional personnel • Assess a patient adequately • Apply the principles of evaluation at all levels of health care • Identify the main functional problems of the patient • Determine the short term and long term goals of a patient • Apply basic principles of treatment at all levels of health care • Demonstrate knowledge of the referral system in a comprehensive health care system. 				
Assessment method		Case Presentations Skills examination Continuous professional evaluation Clinical examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			

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

Module Code: (4 alphabetic & 3 numeric)		MPTF030				
Module Name:		Principles of Physiotherapy III				
Content:		A course of physiotherapy principles including those in: sports medicine; respiratory therapy; adult and paediatric neurology; burns, PVD, amputations, Orthopaedics, rheumatology, OMT and community.				
Learning Outcomes:		<ul style="list-style-type: none"> • To demonstrate adequate knowledge and understanding of various conditions • To apply knowledge of conditions in the physiotherapy management of paper patients • To apply physiotherapy techniques, modalities and skills on a paper patient in various settings 				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
		44		7		
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		12	9	0	0	0
Pre-requisite modules for this module:		MPTA020				
Co-requisites modules for module:		None				
Assessment criteria		<p>A student is able to:</p> <ul style="list-style-type: none"> • Critically evaluate the patient's problems (paper patient), plan and formulate a realistic treatment program without endangering the patient • Discuss and apply the principles of physiotherapy in the management of relevant conditions • Identify precautions to be followed when managing relevant conditions • Identify and list patient's problems in a priority sequence • Explain complications that may arise in various conditions 				
Assessment method		Tests and examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

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

Module Code: (4 alphabetic & 3 numeric)	MPTA030			
Module Name:	Administration			
Content:	All aspects of the principles of management of a Physiotherapy service (private or governmental)			
Learning Outcomes:	<p>Demonstrate the ability to manage a clinical practice or a health care team in either public or private sector</p> <p>Demonstrate knowledge of management and the administration of financial resources</p> <p>Demonstrate the knowledge and skill to administer physical and human resources</p>			
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	NQF Level		CESM Code (3 rd Order) (Six Numbers)
	4	8		091406
Delivery Information:	Campus	Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU	Full Time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars
	1	0	0	0
Pre-requisite modules for this module:	None			
Co-requisites modules for module:	None			
Assessment criteria	<p>Student must be able to discuss the factors influencing the running of a practice</p> <p>Student must be able to identify, describe explain and discuss the influences of ethics and legal principles in administering and managing a physiotherapy practice or a health care team</p> <p>Student must be able to investigate, identify and write up working contract for employees</p> <p>Student must be able to write up: a financial request , plan for evaluation and maintenance of quality and information necessary for keeping records</p>			

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

Module Code: (4 alphabetic & 3 numeric)		MPTA040				
Module Name:		Applied Physiotherapy II				
Content:		A course of Physiotherapy principles applied in specific clinical areas, consisting of a minimum of 1000 hours of clinical instruction and practice. Includes practice in all aspects of surgery, including Cardio-Thoracic Surgery and Plastic Surgery, Neurology, Paediatrics, Intensive Care, Orthopaedics, outpatients and Community Physiotherapy, as contained in the clinical workbook. An elective period of 2 weeks is spent away, in a hospital of the student's choice provided that there is a qualified physiotherapist in that hospital.				
Learning Outcomes:		<p>Demonstrate the ability to determine, confirm and review diagnosis of ill-health, disability or dysfunction</p> <p>Demonstrate the ability to plan and implement effective and efficient comprehensive physiotherapy management at all level of care</p> <p>Demonstrate the ability to provide health promotion, disease/injury prevention and disability awareness programs to individuals, families and groups</p>				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
		100		8		
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		0	20	0	0	0
Pre-requisite modules for this module:		MPTB030				

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

Module Code: (4 alphabetic & 3 numeric)	MPTC040		
Module Name:	Principles of Physiotherapy IV		
Content:	A course of physiotherapy principles with respect to: Physiotherapy assessment and treatment of orthopaedic conditions; Adult and Paediatric Neurology II, Cardio Thoracic conditions; Community Physiotherapy; OMT II and Intensive Care.		
Learning Outcomes:	<p>Demonstrate the ability to synthesize and apply the scientific knowledge of physiotherapy principles in the management of various conditions in different scenarios.</p> <p>Demonstrate the ability to integrate knowledge of scientific concepts, principles of health and disability, structure and function of the body structures, clinical sciences and dysfunction</p>		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	NQF Level	CESM Code (3 rd Order) (Six Numbers)
	12	8	091406
Delivery Information:	Campus	Full/Part Time	Period

				(Year/1 st /2 nd Sem)	
		SMU	Full time	Y	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	0	0	0	0
Pre-requisite modules for this module:	MPTF030				
Co-requisites modules for module:	None				
Assessment criteria	<p>Students will be provided with scenarios on paper and will be assessed on their ability to:</p> <ul style="list-style-type: none"> Motivate/Argue/Justify for diagnoses of various conditions Describe the patho-physiology and clinical presentation of various conditions Differentiate/Compare and contrast conditions that are closely related Discuss the evidence-based comprehensive physiotherapy management of patients presenting with various conditions Prescribe/Design and document a rehabilitation program <p>Explain complications that can arise in various conditions</p>				
Assessment method	Written tests and examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Theory		
	Practical (duration)	3hrs	3hrs		
	% contribution to Summative Assessment Mark	50%	50%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MPTR040
Module Name:	Undergraduate Research Project
Content:	<p>After completion of research design module, I, students attend departmental research workshops conducted by the research coordinator on identifying a research topic as well as how to develop a research proposal. Each student shall select a research topic from the following fields of study: Respiratory, Neurological Rehabilitation, Community and Orthopaedics. The topic gets peer reviewed and accepted by the department. The proposals will be submitted to the Research ethics committee (SREC) for approval by the University, students will be allowed to execute their research projects thereafter.</p>
Learning Outcomes:	<p>Student should be able to:</p> <ul style="list-style-type: none"> Reflect a critical review of literature

		<ul style="list-style-type: none"> Apply research methodology to a study Conduct data collection and analyse the results Write the final dissertation document. 			
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		NQF Level		CESM Code (3 rd Order) (Six Numbers)
	12		8		091406
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	0	0	0	1	0
Pre-requisite modules for this module:	MRCA030				
Co-requisites modules for module:	None				
Assessment criteria	Student must be able to: write up a research protocol Reflect a critical review of literature. Demonstrate acceptable data collection and analyzing skills Demonstrate basic interpretation and reporting skills. Demonstrate produce and present a scientific report.				
Assessment method	Formative assessment: Protocol document & Protocol presentation Summative Assessment: Research report writing & Final research presentation				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Presentation		
	Practical (duration)	N/A	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	50%	50%		

SHC B4 Bachelor of Speech Language Pathology and Audiology DEGREE PROGRAMME (BSA01)

SHC B4.1 SELECTION AND ADMISSION REQUIREMENTS

SHS B4.1.1 Selection

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

SHC B4.1.2 Admission

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

SHC B4.2 National Senior Certificate (NSC) applicants

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

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

SHC B4.3 REGISTRATION AND CLINICAL REQUIREMENTS

SHC B4.3.1 Registration with the Health Professions Council of South Africa (HPCSA)

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

SHC B4.3.2 Clinical requirements

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

Audiology: 400 hours
Speech-Language Pathology: 400 hours

SHC B4.3.3 Community service

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

SHC B4.4 ASSESSMENT

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

SHC B4.4.1 Contribution of continuous and summative assessment to the final mark

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

SHCS B4.4.2 Supplementary examinations

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

SHC B4.4.3 Sick continuous assessment

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

SHC B4.5 REQUIREMENTS FOR PROGRESSION TO NEXT LEVEL OF STUDY

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

SHC B4.6 GRANTING OF DEGREE

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

SHC B4.6.1 Awarding of the degree with distinction

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

SHC B4.6.2 Failure of final year

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

SHC B4.6 Curriculum Information

CURRICULUM INFORMATION			
School:	Health Care Sciences	Health Sciences	
Qualification Name:	Bachelor of Speech Language Pathology and Audiology	Qualification Code:	BSA01
Campus:	SMU	Last Revision date:	2013
Total SAQA Credits for Qualification:	512	Is this a fixed Curriculum:	Yes

PERIOD OF STUDY / YEAR LEVEL 1				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 3 year modules are COMPULSORY				
MANC010	Y	N	12	1.56
MEHS010	Y	N	12	0.094
MCSL010	Y	Y	8	0.031
Total Credits for Year Modules			32	0.256

PERIOD OF STUDY / YEAR LEVEL 1				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 semester modules are COMPULSORY				
MLNG012	S2	N	8	0.031
MAUA012	S2	Y	8	0.063
MAUB012	S2	Y	4	0.031
MSLA012	S2	Y	8	0.063

1 st Semester				
The following 5 semester modules are COMPULSORY				
MLNG01 1	S1	N	8	0.063
MAUA01 1	S1	Y	8	0.063
MAUB01 1	S1	Y	8	0.063
MSLA01 1	S1	Y	12	0.094
MPCL01 1	S1	Y	12	0.094
Total credits for 1 st semester modules			48	0.375
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1				
PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 year modules are COMPULSORY				
MPIB020	Y	N	12	0.094
MAUA020	Y	Y	16	0.125
MSLA020	Y	Y	16	0.125
Total Credits for Year Modules			44	0.344
1 st Semester				
The following 6 modules are COMPULSORY				
MPSA021	S1	N	20	0.156
MAUA021	S1	Y	4	0.031
MAUB021	S1	Y	4	0.031
MSLA021	S1	N	4	0.031
MSLB021	S1	Y	8	0.063
MSLC021	S1	Y	4	0.031
Total credits for Semester 1 modules			44	0.343
PERIOD OF STUDY / YEAR LEVEL 2				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 7 semester modules are COMPULSORY				
MSLA022	S2	N	4	0.031
MAUA022	S2	Y	4	0.031
MAUB022	S2	Y	4	0.031
MSLC022	S2	Y	4	0.031
MSLD022	S2	Y	4	0.031
MPSA022	S2	N	20	0.156
MSLA022	S2	N	4	0.031
Total credits for Semester 2 modules			44	0.342
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 3				
Year				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 year modules are COMPULSORY				
MAUA030	Y	Y	16	0.125
MSLA030	Y	Y	16	0.125
MNAA030	Y	N	8	0.063
Total Credits for Year Modules			40	0.313
1 st Semester				
The following 6 semester modules are COMPULSORY				
MAUA031	S1	Y	8	0.063
MAUB031	S1	Y	4	0.032
MSLA031	S1	Y	4	0.032
MSLB031	S1	Y	4	0.032
MSLC031	S1	Y	4	0.032
MPSB031	S1	Y	20	0.156
Total credits for Semester 1 modules			44	0.347

PERIOD OF STUDY / YEAR LEVEL 3				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 semester modules are COMPULSORY				
MAUC032	S2	Y	4	0.032
MSLA032	S2	Y	4	0.032
MSLB032	S2	Y	4	0.032
MAUA032	S2	Y	4	0.032
MAUB032	S2	Y	4	0.032
MPSB032	S2	Y	24	0.187
Total credits for Semester 2 modules			44	0.347

TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1

PERIOD OF STUDY / YEAR LEVEL 4				
Year				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 year modules are COMPULSORY				
MSLA040	Y	N	12	0.094
MAUA040	Y	Y	32	0.250
Total Credits for Year Modules			44	0.343
1 st Semester				
The following 4 semester modules are COMPULSORY				
MSLA041	S1	Y	8	0.156
MAUA041	S1	Y	4	0.031
MSLB041	S1	Y	12	0.094
MAUB041	S1	Y	8	0.063
Total Credits for Semester 1 Modules			32	0.343

PERIOD OF STUDY / YEAR LEVEL 4				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 5 semester modules are COMPULSORY				
MAUA042	S2	Y	4	0.031
MAUB042	S2	Y	4	0.031
MAUC042	S2	Y	4	0.031
MSLB042	S2	Y	20	0.063
MSLA042	Y	Y	20	0.156
Total credits for Semester 2 modules			52	0.3127

TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1

Module Code: (4 alphabetic & 3 numeric)		MAUA011				
Module Name:		Introduction to Audiology				
Module Content:		<ul style="list-style-type: none"> • Introduction and orientation • Anatomy and physiology of the auditory system: The external ear <ul style="list-style-type: none"> - The middle ear - The inner ear - The central auditory pathways • The acoustics of sound - physical characteristics and measurement of acoustic stimuli • Infection control 				
Learning Outcomes:		The student will demonstrate a fundamental knowledge of: <ul style="list-style-type: none"> • The anatomy and physiology of the auditory system; principles of acoustics of sound as well as the importance of infection control strategies and precautions within any health care setting in the South African context. 				
Module Information:		SAQA Credits		NOF Level	CESM Code (3 rd Order)	
		8		5	090202	
Delivery Information:		Campus		Full/Part Time	Period (1 st /2 nd Sem)	
		SMU		Full time	S1	
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	0	0	0	0
Pre-requisite modules for this module:		N/A				
Co-requisites modules for module:		MANC010; MAUB011, MCSL010, MEHS010, MPCL011, MLNG011, MSLA011				
Assessment Criteria:		Anatomy of the auditory system: <ul style="list-style-type: none"> • Describe normal ear functioning in terms of anatomy and physiology of the hearing mechanism • Illustrate the anatomy of the external, middle and inner ear and the central auditory pathways in detail • Apply and discuss the principles of acoustics of sound • Defend the importance of infection control to Audiologists in the South African context 				
Assessment Methods:		Continuous assessment: Multi-source Assignment (peer and self-assessment) Written tests (multiple choice and prepared) Summative assessment: Semester test Examination (written)				
Mark Structure		Min Formative Assessment mark for exam admission (%)			40%	
		Final mark =		% Formative Assess Mark	60%	
				% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)			50%	
		Paper 1	Paper 2	Paper 3	Paper 4	

Summative Assessment Paper:	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	2 hours			
	Sub minimum	40			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUB011				
Module Name:	Basic Test Battery				
Module Content:	<ul style="list-style-type: none"> • The measurement of normal hearing • Development of hearing tests • Case histories and interviews • Otoscopic examination • Pure tone audiometry • Speech audiometry • Immittance measurements (Tympanometry) • Report writing 				
Learning Outcomes:	To show basic knowledge and understanding of the terminology, concepts and principles associated with the basic audiological test battery in order to assess a client as well as identify and diagnose hearing disorders for individual case management				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		5		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:					
Co-requisites modules for module:	MANC010; MAUA011,MC SL010, MEHS010,MPCL011,MLNG011,MSLA011				
Assessment Criteria:	<ul style="list-style-type: none"> • Motivate the value of a comprehensive case history & interview and otoscopic examination • Apply and discuss the clinical protocol to obtain basic pure tone air and bone conduction as well as speech audiometry • Explain and defend the importance of using a comprehensive test battery as well as the use of the cross check principle • Present the results, findings and recommendations in a clear, concise and reader-specific, written format (report) 				
Assessment Methods:	Continuous assessment: Multi-source Assignment (peer and self-assessment) Written tests (multiple choice and prepared) Summative assessment: Semester test Examination (written)				
Mark Structure	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%

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

Module Code: (4 alphabetic & 3 numeric)		MAUA012				
Module Name:		Auditory pathology and audiometric findings				
Module Content:		<p>Topics for discussion include anatomy, physiology, symptomatology, disease process, site of lesion, impact on auditory function and management. Definitions, etiologies, and classifications of these pathologies will be discussed. Demonstrations of the diagnostic techniques to assess the client will be provided.</p> <p>Module themes: CLASSIFICATION SYSTEMS:</p> <ul style="list-style-type: none"> - Site of lesion - Age of onset - Effect on auditory system - Cause - Time course <p>VARIOUS PATHOLOGIES</p> <ul style="list-style-type: none"> - Ppsychoacoustic and the effects of chemical and pharmacological agents on the auditory and vestibular systems - Cerumen management - Outer ear: Pinna - Outer ear: external auditory meatus - Middle ear: Tympanic membrane - Middle ear: Cavity & structures - Inner ear (Cochlea) - NVIII & CANS - Tinnitus - Hyperacusis - HIV in audiology - Diabetes and hearing loss 				
Learning Outcomes:		The student will demonstrate a fundamental knowledge of the terms, concepts and principles associated with pathology of the auditory system including the outer, middle and inner ear, as well as signs, symptoms, typical audiogram configuration and the management thereof.				
Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		8		5		090202
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Full time		S1
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning

		6	0	0	1	0
Pre-requisite modules for this module:						
Co-requisites modules for module:		MANC010 , MCSL010, MEHS010, MSLB012, MAUB012, MSLA012, MPCL012, MLNG012				
Assessment Criteria:		<p>The student is able to:</p> <ul style="list-style-type: none"> Identify and interpret hereditary causes of hearing disorders including the most commonly occurring syndromes affecting hearing, assist in the prevention and identification of auditory pathology, gather, analyse and synthesise information efficiently, appreciate of the scope and boundaries of each profession. Describe and explain pathologies of the ear and the impact on the auditory function, perform the basic audiological test battery, identify the pathology involved and make appropriate recommendations; display presentation skills using appropriate technological skills, as well as solve problems by using logical and critical thinking Reflect on diagnostic results, draw conclusions and discuss individual case management; communicate effectively with other professionals and the client (written/oral), act as agents of change by educating clients regarding hear care and professionalism. Identify and diagnose auditory pathology when conducting the basic audiological test battery applying the correct protocol, critically reflect on diagnostic results using critical thinking and motivate collaboration with other professionals. 				
Assessment Methods:		<p>Continuous assessment: Multi-source Assignment (peer and self-assessment) Written tests (multiple choice, quizzes and prepared) Assignments Class presentations</p> <p>Summative assessment: Semester test Examination (written)</p>				
Mark Structure:		Min Formative Assessment mark for exam admission (%)				40%
		Final mark =	% Formative Assess Mark			60%
			% Summative Assess Mark			40%
		Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
	Duration	2 hours				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MAUB012
Module Name:	Clinical Audiology: Self-Testing
Module Content:	<ul style="list-style-type: none"> Pure tone testing Immittance measurements Speech testing

Learning Outcomes:	By the end of the module the learners should be able to apply theory in practice through a hands-on approach in hearing assessment using the basic test battery approach.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		5		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	0	0	0	3
Pre-requisite modules for this module:	MAUB011				
Co-requisites modules for module:	MANC010 , MCSL010, MEHS010, MSLB012, MAUB012, MSLA012, MPCL012, MLNG012				
Assessment Criteria:	<p>The student is able to:</p> <ul style="list-style-type: none"> • Conduct the basic test battery using the correct protocol; • Communicate effectively with clients and other professionals, • Adhere to code of ethics and professional behaviour; • Make clinical & diagnostic decisions and show openness to criticism to learn and improve clinical skill. 				
Assessment Methods:	<p>Continuous: Multi-source Assignment (peer and self-assessment) Report Clinical Skill Observation</p> <p>Summative: Portfolio</p>				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Clinical assessment	Choose an item.	Choose an item.	Choose an item.
	Duration	Formative			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA011
Module Name:	Typical Human Development
Module Content:	<p>Theory component -Normal Development Introduction to development Prenatal development Peri-natal development Postnatal development: The Child Communication development across the lifespan</p>

	Clinical component Clinical observation of postnatal development				
Learning Outcomes:	<p>Demonstrate detailed knowledge and understanding of:</p> <p>Introduction to Theoretical Principles-Normal Development: After this section of the module you will be able to establish a fundamental knowledge base in order to discuss normal development in human communication, and will understand the development of normal processes of communication and compare it with variations in communication patterns.</p> <p>Clinical Speech-Language Pathology: Normal Development After the theoretical section of the module you will be provided with the opportunity to observe the implementation of theoretical principles regarding normal development with regard to communication-, motor-, social- and cognitive development. You will observe service delivery in the South African health care system with the Speech-Language Pathologist and the Audiologist as a member of the health care team.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	12		5		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		0	0	3 h per week
Pre-requisite modules for this module:					
Co-requisites modules for module:	MANC010 , MCSL010, MEHS010,MAUA011, MAUB011, MPCL011, MLNG011				
Assessment Criteria:	<ul style="list-style-type: none"> • Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues. • Discuss motor, cognitive, emotional and social, neuro-linguistic, auditory, play, meta-linguistic development. • Discuss communication development in terms of speech development and language development (expressive and receptive). • Explain the role of the Speech-Language Pathologist and the Audiologist and discuss the various communication pathologies which can be the cause of communication breakdowns. • Portray a sensitivity for individual differences and multicultural issues in clients 				
Assessment Methods:	<p>Continuous: Prepared class test Team assignment (birth history interview) Normal Development observation report Normal Development File Quizzes</p> <p>Summative: Semester Test Examination Observation report</p>				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
	Paper 1	Paper 2	Paper 3	Paper 4	

Summative Assessment Paper:	Theory / Practical	Theory	Theory	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA012				
Module Name:	Health Care Delivery in South Africa				
Module Content:	<ul style="list-style-type: none"> - Multilingualism in the South African context - Multiculturalism - Challenges and issues to consider when dealing with clients from diverse linguistic and cultural backgrounds - An introduction to Community Based Rehabilitation - Health Promotion - A team approach and collaboration between team players - Traditional Medicine 				
Learning Outcomes:	<p>At the end of this module students will be:</p> <ul style="list-style-type: none"> • Sensitized and empowered to consider multilingualism and multiculturalism in service delivery and to act as change agent in community based programmes. • Demonstrate fundamental knowledge and understanding of multicultural considerations when dealing with clients from diverse backgrounds, the nature of working with an interpreter and the development of cultural competence 				
Module Information:	SAQA Credits		NOF Level		CESM Code (3 rd Order)
	8		5		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	MANC010 , MCSL010, MEHS010,MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment Criteria:	<p>The student is able to:</p> <p>Discuss the challenges presented by multilingualism in the South African context as well as the core concepts, related to service delivery in multicultural contexts, and apply of principles of intervention in communication pathology within diver's contexts.</p> <p>Discuss Community Based Rehabilitation, enhancing the quality of life for people with disabilities and their significant others by meeting basic needs and ensuring inclusion in a multi-sectorial approach to rehabilitation.</p> <p>Explain the principles that underlie strategies for health promotion, and for working effectively in a team, (group, organization and, community).</p>				
Assessment Methods:	<p>Formative:</p> <ul style="list-style-type: none"> • Quiz • Test • Assignments 				

		<ul style="list-style-type: none"> Class test Summative: <ul style="list-style-type: none"> Examination 			
Marks Structure:	Min Formative Assessment mark for exam admission (%)		40%		
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.		
	Duration	2 hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)		MSLB012				
Module Name:		Speech Sound Disorders				
Module Content:		<ul style="list-style-type: none"> Description of articulation and phonological disorders Etiological factors associated with speech disorders Principles and procedures underlying the assessment and diagnosis of articulation and developmental phonological processes Intervention of articulation- and developmental phonological disorders 				
Learning Outcomes:		<ul style="list-style-type: none"> At the end of this module students will show fundamental knowledge and understanding of identification, assessment and intervention of articulation and developmental phonological disorders. 				
Module Information:		SAQA Credits		NOF Level	CESM Code (3 rd Order)	
		8		5	090203	
Delivery Information:		Campus		Full/Part Time	Period (1 st /2 nd Sem)	
		SMU		Full time	S2	
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	0	0	0	0
Pre-requisite modules for this module:		MSLA011, MSLA012				
Co-requisites modules for module:		MANC010 , MCSL010, MEHS010, MSLA012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment Criteria:		<p>Discuss the nature and aetiology of articulation and developmental phonological disorders, as well as develop a sense of self learning by using literature for problem solving</p> <p>Identify, select and apply the fundamental principles and procedures underlying various assessment practices for articulation and developmental phonological disorders</p>				

	Apply fundamental knowledge and understanding of the principles underlying various intervention strategies for articulation and phonological disorders, plan appropriate intervention programs according to best practices.				
Assessment Methods:	Formative: Quiz Test Assignments Summative: Examination				
Marks Structure:	Min Formative Assessment mark for exam admission (%)			40%	
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.		
	Duration	3 hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MCSL010				
Module Name:	Clinical Principles of Communication Disorders				
Module Content:	<ul style="list-style-type: none"> • Introduction and ethics • Infection control and skills required for course • Introduction and Communication defined. • Communication Disorders • Preparation for clinical work • SLTs working in schools 				
Learning Outcomes:	SO1: Demonstrate fundamental knowledge and understanding of the core concepts related to communication pathology and its intervention, and team work in the assessment and management of communication difficulties with specific focus on the role of the speech language pathologist and audiologist in various work environments (including schools). SO2: Demonstrate a fundamental knowledge and understanding of proper administration and organization in the therapeutic process. SO3: Show the access, process and manage information in the assessment process.				
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)		
	8	5	090203		
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)		
	SMU	Full time	Y		
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning

		2		0	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		MANC010 , MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment Criteria:		<ul style="list-style-type: none"> • Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues. • Discuss motor, cognitive, emotional and social, neuro-linguistic, auditory, play, meta-linguistic development. • Discuss communication development in terms of speech development and language development (expressive and receptive). • Explain the role of the Speech-Language Pathologist and the Audiologist and discuss the various communication pathologies which can be the cause of communication breakdowns. • Portray a sensitivity for individual differences and multicultural issues in clients 				
Assessment Methods:		Continuous: Prepared class test Team assignment (birth history interview) Normal Development observation report Normal Development File Quizzes Summative: Semester Test Examination				
Marks Structure:		Min Formative Assessment mark for exam admission (%)				40%
		Final mark =	% Formative Assess Mark			60%
			% Summative Assess Mark			40%
		Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory		Choose an item.	Choose an item.	
	Duration	Continuous				
	Sub minimum	40				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MLNG011
Module Name:	Phonetics and Phonology
Module Content:	Studying Sound and the Role of the Speech Organs The Phonetic Classification of Consonants Voicing and Airstream Mechanisms Obstruents and Sonorants in South African Languages The Phonetic Classification of Vowels Glides and Diphthongs
Learning Outcomes:	To demonstrate fundamental knowledge and understanding of: <ul style="list-style-type: none"> - phonetics and phonology with emphasis on transcription of normal and disordered sound production - Phonetics and phonology in South African languages and the relevance for SLTs,

	- Main linguistic issues that are to be taken into account in the local context, showing cultural awareness.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		5		110101
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	0	0	0	0
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MSLA011				
Assessment Criteria:	<ul style="list-style-type: none"> Identify and name and explain the functions of all the speech organs during articulation Demonstrate detailed knowledge of the different places and manners of articulation Show and understanding of the dimensions of vowel classification, utilize the vowel chart in the description of vowels, and develop an appreciation for the benefits of group work Select and use appropriate methods and procedures in the analyses of speech and show an understanding culture and diversity within professional context. 				
Assessment methods:	Formative: Written exercises (quizzes, assignments, test) Summative: Examination, class test				
Marks Structure::	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	2 hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MLNG012
Module Name:	Linguistics: Grammatical Concepts
Module Content:	Introduction to Grammar Lexical and Phrasal Categories Nouns and Noun Phrases Verbs and Verb Phrases Clauses and Sentences
Learning Outcomes:	Students will be able to demonstrate fundamental knowledge of the term 'grammar', differentiate between an orthographic word and a lexeme as well as differentiate

	between clauses and sentences and draw a tree diagram, indicating the parts of speech in given sentences.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		5		110101
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	0	0	0	0
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	MANC010, MCSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MPCL012				
Assessment Criteria:	<p>The student is able to:</p> <ul style="list-style-type: none"> - Explain grammatical concepts. - Show an understanding of the different schools of thought and forms of knowledge in linguistics - Use of appropriate methods and procedures in the analyses of? language - Show an understanding culture and diversity within professional context. 				
Assessment methods:	Formative: Written exercises (quizzes, assignments, test) Summative: Examination, class test				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Theory	Theory	Theory
	Duration	2 hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

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

		12	5	1801	
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)	
		SMU	Full time	S1	
Periods per week: = 34 weeks	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5x40 min	None	None	None	None
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MILNG011, MSLA011				
Assessment Criteria	<p>Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies.</p> <p>Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes.</p> <p>Students must be able to explain the link between mind and body interaction.</p> <p>Students must be able to explain the role of social interaction and apply it to their specific field.</p> <p>Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field.</p>				
Assessment Methods	Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark = % Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MPCL012
Module Name:	Research, Interpersonal Skills and Social Psychology
Content:	Interpersonal Skills Social Psychology Introduction to Research Cognitive Processes (Human memory, perception & Sensation)

Learning Outcomes		Students must have a basic understanding of cognitive processes. Students must understand the role of social interaction and link it to their specific field. Students must know and understand the basic principles of interpersonal skills and research.			
Module Information:		SAQA Credits	NOF Level	CESM Code (3 rd Order)	
		12	5	180101	
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)	
		SMU	Full Time	S 2	
Periods per week:		Classes	Practicals	Tutorial	Seminars
		5	0	2	0
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		MANC010, MCSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MLNG012			
Assessment Criteria		Students must be able to apply a basic understanding of cognitive processes. Students must be able to explain the role of social interaction and apply it to their specific field. Students must be able to describe and explain the basic principles of interpersonal skills as well as research and be able to apply it to their specific field.			
Assessment Methods		Examinations, Tests and Assignments			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MANC010
Module Name:		Anatomy for Speech-Language Pathology and Audiology
Module Content:		Introduction to Anatomy, gross anatomy of the Thorax & back, upper limb, Head, & Neck, Central nervous system; and embryology and histology
Learning Outcomes:		Students will: <ul style="list-style-type: none"> Identify basic structures in the brain, head & neck, thorax & back and upper limb Name components of the vocal apparatus and the auditory system

	<ul style="list-style-type: none"> • Discuss clinical disorders associated with each component of the vocal apparatus and auditory system • Describe the nerve and blood supply of the head & neck, thorax & back and upper limb • Describe the embryology of the head, face and various components of the auditory system and vocal apparatus • Relate presented clinical disorders of the speech apparatus and auditory system to embryology <p>Outline the histology of various structures in the head, neck and thorax</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	12		5		130402
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		Year
Periods per Week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	7	1 (2hours)		0	0
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	MANC010 , MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment Criteria:	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the anatomical position and different planes and sections of the human body • Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure • classify different joints and bones • Differentiate and understand different types of muscles and attachment of muscles, histologically as well as macroscopic • Differentiate between the central nervous system and peripheral nervous system and know their components respectively • Describe the basic anatomy of the thorax and its contents • Describe the basic anatomy of the back • Discuss the basic anatomy of the upper limb • Describe the skeleton of the face and cranium • Describe each group of muscles in the head and neck and explain their role in speech • Describe the components of the vocal apparatus • Describe and discuss the nerve supply and blood supply of the vocal tract • Describe the anatomy of the ear and explain its various functional units • Describe the basic anatomy of the brain and the branches of the cranial nerves supplying components of the vocal apparatus • Discuss the embryology of the head, face, ear and tongue • Discuss the specific embryological origin of the components of the vocal apparatus and their related embryological disorders • Explain the basic histology of head and neck 				
Assessment Methods:	Six main tests each consisting of theory, practical (spotter) and computer tests				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%

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

Module Code: (4 alphabetic & 3 numeric)	MEHS010				
Module Name:	English for Health Sciences				
Content:	<ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Academic/Scientific Writing - basic and intermediate • Formal Oral Communication/Discourse and Presentation • Listening 				
Learning Outcomes:	<p>On successful completion the student will be able to:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate <ul style="list-style-type: none"> - Read efficiently with insight - Identify main ideas and supporting statements - Condense information into notes - Draw information from graphs and tables - Encode meaning using principles of word formation and scientific terminology • Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> - Present information in acceptable formats - In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources • Oral Communication and Presentation <ul style="list-style-type: none"> - Discuss in pairs, small groups and class - Make formal presentations with the help of PowerPoint slides - Demonstrate awareness of different types of Speech Acts within a formal environment, and employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening <ul style="list-style-type: none"> - Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order) (Six Numbers)
	12		5		110104
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full Time		Y
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	MANC010 , MCSSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				

Assessment Criteria:		<p>Students are assessed for the learning/competence of the following knowledge and skills components:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate <ul style="list-style-type: none"> - Understand and draw information stated explicitly and implicitly - Identify the main ideas of a given text - Present information precisely in tables and graphs - Paraphrase author's statements - Summarise a long text into essentials • Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> - Construct acceptable sentences - Generate well-structured, coherent paragraphs - Select, organize and present information in accordance with scientific writing conventions - Master basic grammar, punctuation and spelling • Oral Communication and Presentation <ul style="list-style-type: none"> - Participate in group and class discussions - Use PowerPoint effectively to present an academic topic - Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening <ul style="list-style-type: none"> - Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture 				
Assessment methods		<p>The primary purpose of assessment is to gauge whether the desired and planned learning has occurred. In continuous assessment, in cases of problematic areas, additional support will be provided to address areas of concern:</p> <ul style="list-style-type: none"> • Formative Assessment – 4 tasks • Continuous Assessment (CA) – 3 tasks • Final or Summative Assessment. <p>Assessments may include: Reading Comprehension; Language use in context (Cloze); Paraphrase; Sentence and Paragraph construction, Academic/Scientific text-types and essay; Summary; Note making; Graphic presentation of information; various forms of assessment (by means of tasks) decided by the individual lecturer; Connectives and Discourse Markers; Punctuation; Formal Style and Appropriate Register; Principles of Word Formation (general academic vocabulary and scientific terminology).</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	N/A	N/A	N/A	
	Duration	3hrs				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	MAUA021				
Module Name:	Industrial Audiology				
Module Content:	Definition of Noise Effects of Noise on the Human Being Effects of Noise on Hearing Damage Risk Criteria Noise Surveys Noise Control Hearing Conservation Programs Audiometry (Baseline, Screening, Diagnostic, Exit) Compensation Noise Induced Hearing Loss Permanent Disablement & Percentage Hearing Loss South African Legislation and Regulations				
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate sound knowledge of the industrial audiology screening test battery in terms of identification • Demonstrate sound knowledge of the industrial audiology in terms of intervention • Demonstrate sound knowledge of the industrial audiology prevention as well as insight into the importance of hearing conservation programs. This includes a sound understanding of key terms, rules, concepts, established principles and theories and how it relates to other areas of Audiology 				
Module Information:	SAQA Credits		NQF Level	CESM Code (3 rd Order)	
	4		6	090202	
Delivery Information:	Campus		Full/Part Time	Period (1 st /2 nd Sem)	
	SMU		Full time	S1	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	2	0
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUB021 MSLA021, MSLB021				
Assessment Criteria:	<ul style="list-style-type: none"> • Describe the scope of practise of the industrial audiologist and display willingness to network with other health professionals, identify learning needs and take initiative to address these needs, present information using basic information technology • Explain the purpose of noise surveys as well as design and conduct it, solve well-defined but unfamiliar problems using correct procedures and appropriate evidence with the use literature become life-long learners. • Describe the audiometric test protocol and interpret according to SANS regulations displaying logical and critical thinking in the industrial work environment • Describe and motivate the use of hearing conservation programs and develop one for a South African industry, present information using basic information technology and act as agents of change 				
Assessment Methods:	Continuous: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Quizzes, worksheets Multi-source assessment (peer and self-assessment)				

	Case study simulations. Summative: Semester Test Examination Portfolio				
Marks Structure:	Min Formative Assessment mark for exam admission (%)			40%	
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	2 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUB021				
Module Name:	Differential Diagnosis in Audiology				
Module Content:	Site of lesion tests Tests for cochlear function Tests for retrocochlear function Functional hearing tests Objective tests for hearing sensitivity				
Learning Outcomes:	<ul style="list-style-type: none"> Demonstrate sound knowledge in terms of key term, concepts, principles and theories in relation to diagnostic site-of-lesion tests needed for diagnostic evaluation and diagnosis of hearing disorders as well as an understanding of how this relates to other areas of Audiology 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		6		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	2	0
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021				
Assessment Criteria:	Show knowledge and understanding in terms of the: <ul style="list-style-type: none"> Analysis and synthesis of the clinical application of audiological site-of-lesion tests pertaining to specific cases, and develop an appreciation for the role of the audiologist in the diagnosis of pathology Selection and application of appropriate diagnostic tests to be used as part of the test battery, perform site-of-lesion and functional hearing tests as well as 				

	objective measurements (including OAEs); and communicate information reliably and coherently using academic/professional discourse conventions and formats appropriately.				
	<ul style="list-style-type: none"> Management of clients with tinnitus and hyperacusis. 				
Assessment Methods:	Continuous: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Quizzes, worksheets Multi-source assessment (peer and self-assessment) Case study simulations. Summative: Semester Test Examination Portfolio				
Marks Structure:	Min Formative Assessment mark for exam admission (%)			40%	
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	2 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUA022				
Module Name:	Identification and Paediatric Audiology				
Module Content:	<ul style="list-style-type: none"> Introduction: Hearing & hearing loss in children Behavioural testing of children Identifying hearing loss in the schools Management of children with hearing impairment: 				
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> The appropriate test protocol to obtain reliable audiological results in this population, as well as case management. Key terms, rules, concepts, established principles and theories. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		6		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	2	

Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
Assessment Criteria:		<ul style="list-style-type: none"> • Discuss the appropriate audiometric protocols to obtain hearing thresholds in the paediatric/neonatal population as well as the factors that influence hearing in children, • Develop culturally appropriate management plans for clients by solving well-defined but unfamiliar problems using correct procedures and appropriate evidence • Identify learning needs and take initiative to address these needs 				
Assessment Methods:		Continuous: Multi-source assessment (peer and self-assessment), Prepared class test & quizzes Team assignment Case study simulations Class presentations Summative: Semester Test Examination Portfolio				
Marks Structure:		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
	Duration	2 Hours				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MAUB022		
Module Name:	Educational Audiology		
Module Content:	<ul style="list-style-type: none"> • The educational system in South Africa • The educational audiologist • The roles and responsibilities of the educational audiologist • The individual with a hearing loss in an educational environment • Ethics and the educational audiologist 		
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • Service delivery to school-age population, including screening, consultation with school personnel and families • Developing individualized intervention program • Role of the educational audiologist 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	4	6	090202

Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)		
		SMU		Full time		S2		
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning		
		6	0	0	2			
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012						
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLB022						
Assessment Criteria:		<p>Demonstrate detailed knowledge and understanding of the following aspects related to Educational Audiology:</p> <ul style="list-style-type: none"> Identify and discuss challenges, problems and solutions related to the South African educational system Describe the role of the audiologist in the process of evaluation and rehabilitation of the individual with a hearing impairment. Describe the factors, educational goals and needs which affect the educational status of the individual with a hearing loss. Critically discuss the scope of practice and code of ethics pertaining to educational audiology. 						
Assessment Methods:		<p>Continuous: Multi-source assessment (peer and self-assessment), Prepared class test & quizzes Team assignment Case study simulations Class presentations</p> <p>Summative: Semester Test Examination Portfolio</p>						
Marks Structure:		Min Formative Assessment mark for exam admission (%)				40%		
		Final mark =		% Formative Assess Mark		60%		
				% Summative Assess Mark		40%		
		Min Final Assessment mark to pass (%)				50%		
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4		
		Theory / Practical		Theory	Choose an item.	Choose an item.	Choose an item.	
		Duration		2 Hours				
		Sub minimum		40%				
		% Distribution (if more than one "Paper")		100%				

Module Code: (4 alphabetic & 3 numeric)	MAUA020
Module Name:	Industrial Audiology and Diagnostic Audiology
Module Content:	Industrial Audiology <ul style="list-style-type: none"> Identification Prevention Assessment

	<ul style="list-style-type: none"> • Intervention • Counselling of Worker in the industrial setting Diagnostic Audiology <ul style="list-style-type: none"> • Case history • Pure tone audiometry • Immittance measurements • Speech audiometry • Formulation of diagnosis and recommendations • Feedback to client • Report writing 				
Learning Outcomes:	<p>Apply theoretical knowledge in practice by providing practical (hands-on) experience:</p> <ul style="list-style-type: none"> • To apply theoretic knowledge in practice by providing students with on-hands experience to conduct industrial audiological screening, develop, motivate and implement a hearing conservation program, provide information, training and create awareness of the prevention of hearing disorders, provide an appropriate intervention and make referrals if required. • To apply theoretic concepts relating to assessment of hearing in practice through hands-on experience for conducting the basic test battery, including otoscopy, tympanometry, acoustic reflexes, pure tone audiometry (air and bone conduction, masking), speech audiometry (speech reception threshold, speech discrimination and masking). 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	16		6		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0		1	0	3
Pre-requisite modules for this module:	MANC010, MEHS010, MCSSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012;				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021 MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022				
Assessment Criteria:	<p>Student is able to</p> <ul style="list-style-type: none"> • Conduct an age- and case-appropriate interview through the selection of appropriate questions from a case history form, as well as display ethical and professional skills and a sensitivity to cultural diversity, demonstrating task management, contingency management, job environment and transfer skills. • Conduct a protocol of an otoscopic examination and immittance measurements (tympanometry and acoustic reflexes) ; solve well-defined but unfamiliar problems using correct procedures and appropriate evidence through critical analysis and synthesis of information and communicate information reliably and coherently using academic/professional discourse conventions and formats appropriately, demonstrating task management, contingency management, job environment and transfer skills • Conduct a protocol during pure tone screening; solve well-defined but unfamiliar problems using correct procedures and appropriate evidence; present and communicate information reliably and coherently using academic/professional discourse conventions and formats appropriately, as well as participate actively and show openness to criticism to learn and improve clinical skill 				

	<ul style="list-style-type: none"> Develop, motivate and implement a hearing conservation program in consultation with stakeholders through critical problem solving using literature and acting as agents of change. Conduct an age- and case-appropriate interview through the selection of appropriate questions from a case history form, display well-developed information retrieval skills together with the ability to critically analyze and synthesize information. Conduct and apply age- and case-appropriate protocol during the conduction of the basic audiometric test battery, critically analyze and synthesize information and interpret accurately. Conduct and apply age- and case-appropriate procedures during the determination of UCL and MCL displaying logical and critical thinking; as well as engaged participation during discussion of results. Summarize audiometric results and explain it in a well-structured comprehensible manner during feedback to the client, the parents, caregivers and/or significant others, through the critical analysis and synthesis of information as well as encouraging a multidisciplinary team approach. 				
Assessment Methods:	Continuous: Multi-source Assignment (peer and self-assessment) Report Clinical Skill Observation Summative: Oral Examination Portfolio				
Marks Structure:	Min Formative Assessment mark for exam admission (%)	40%			
	Final mark =	% Formative Assess Mark	60%		
		% Summative Assess Mark	40%		
	Min Final Assessment mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Oral	Practical	Choose an item.	Choose an item.
	Duration	1 hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLB021
Module Name:	Child Language Disorders
Module Content:	Child Language Disorders What is Language? Language Development Language Disorders Assessment for Language Disorders Intervention for Language Disorders Multicultural issues in Language Disorders
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> The models of language development; as well as the nature, causes, assessment and intervention of language disorders in children. Language development of children in the linguistic phases through preschool and school age years. Information will address the etiology,

	<p>symptomatology, the role of adult models, terminology, assessment and intervention of language disorders.</p> <ul style="list-style-type: none"> The functions of the SLP in terms of childhood language disorders and the role of the SLP when working with other professionals in various professional teams as well as the multi-cultural issues associated with Language disorders. Students learn the clinical reasoning and other skills necessary for identification, assessment and differential diagnosis of paediatric language disorders. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		6		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021 MSLA021,				
Assessment Criteria:	<p>Demonstrate detailed knowledge and understanding of the following aspects related to Child Language Disorders:</p> <ul style="list-style-type: none"> Discuss the core concepts related to child language disorders, prerequisites for language acquisition, as based on normal development and function as active member within a team. Discuss the nature of child language disorders and teamwork Communicate effectively by compiling a report based on assessment results. Make decisions and act in a professional and ethical manner using 				
Assessment Methods:	<p>Continuous: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Quizzes, worksheets Multi-source assessment (peer and self-assessment) Case study simulations.</p> <p>Summative: Semester Test Examination Portfolio</p>				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory		Choose an item.	Choose an item.
	Duration	2 Hours			
	Sub minimum	40%			

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

Module Code: (4 alphabetic & 3 numeric)		MSLC021				
Module Name:		Voice and Laryngectomy				
Module Content:		<p>Voice and Laryngectomy:</p> <ul style="list-style-type: none"> • Introduction to and terminology associated with voice disorders, normal and abnormal voice, the biology of the voice mechanism and the emotional function of the larynx • Origins and Etiologies of Voice Disorders (organic voice disorders, functional voice disorders, psychogenic voice disorders) • Assessment of voice disorders • Psychological management of the voice client and the prevention of voice disorders • Therapy, consultation and counseling of clients with voice disorders • Laryngectomy: Background and introduction, surgery, dysphagia post laryngectomy, oesophageal voice 				
Learning Outcomes:		<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • Anatomy and biology of the larynx in relation to normal voice functioning versus voice pathology. • Identification, assessment, intervention and management of clients with voice problems (including laryngectomy) in a culturally sensitive and ethical manner. 				
Module Information:		SAQA Credits		NOF Level		CESM Code (3rd Order)
		4		6		090203
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Full time		S2
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	0	0	0	0
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
Assessment Criteria:		<p>Demonstrate detailed knowledge and understanding of the following aspects related to Voice and Laryngectomy Disorders:</p> <ul style="list-style-type: none"> • Discuss the voice mechanism and functioning of voice, as well as causes of voice problems (including cancer). • Demonstrate understanding and detailed knowledge in terms of the prevention of voice problems. • Demonstrate understanding and detailed knowledge with regard to the assessment of voice problems based on a theoretical understanding of normal and pathological voice functioning (including issues related to laryngectomy). • Intervention and management of individual clients with voice problems by making sound theoretical judgments based on evidence related to real world practice, as well as apply principles of ethics and professionalism • Intervention and management of clients undergoing a laryngectomy. 				
Assessment Methods:		<p>Formative: Multi-source assessment (peer and self-assessment),</p>				

		Prepared class test Team assignment Quizzes, worksheets Multi-source assessment (peer and self-assessment) Case study simulations. Summative: Semester Test Examination Portfolio			
Marks Structure:	Min Formative Assessment mark for exam admission (%)		40%		
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory		Choose an item.	Choose an item.
	Duration	2 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLC022		
Module Name:	Language Learning Disabilities		
Module Content:	<u>Language Learning Disabilities</u> <ul style="list-style-type: none"> Language, reading and learning in schools: What the SLPA needs to know: <i>An Overview of LD</i> Assessment of language for learning Intervention at "the-language-for-learning" period: Auditory Processing, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Central Auditory Processing Disorder 		
Learning Outcomes:	To demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> The theory underlying language (for) learning disabilities as it is associated with physical, psychological and social aetiologies; problems associated with language development, auditory perceptual/processing disorders, cognitive disorders, remedial practice in reading and writing problems including emergent literacy, as well as barriers to learning of culturally and linguistically diverse learners and young adult learners. The importance of collaboration and teamwork among professionals, which includes the development of the Individual Educational Plan (IEP)/ support plans in schools. Assessment and treatment of persons with these disorders effectively within the range of the South African context, as well as to communicate effectively regarding these disorders with patients, families and professionals. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	4	6	090203
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)

		SMU		Full time		S2
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6		0		
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MSLA022, MAUA022, MSLB022, MSLD022, MAUB22, MPSA022,				
Assessment Criteria:		<ul style="list-style-type: none"> Discuss the core concepts related to the importance of language development for learning Discuss the nature of Language Learning Disabilities Develop an assessment plan of LLD and associated disorders e.g. ADHD. Develop a management plan of LLD/L4L by selecting appropriate approaches to intervention and the contribution of team members in the intervention of learners with LLD/ L4L Demonstrate an ability to make decisions and act in a professional and ethical manner using Describe speech-language pathology services across linguistic and cultural backgrounds, demonstrating cultural and aesthetical sensitivity across a range of social contexts. 				
Assessment Methods:		Continuous: Multi-source assessment (peer and self-assessment), Class test Team assignment Quizzes, worksheets Multi-source assessment (peer and self-assessment) Case study simulations. Oral presentation Summative: Semester Test Examination Portfolio				
Marks Structure:		Min Formative Assessment mark for exam admission (%)				40%
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3		
	Theory / Practical	Theory				
	Duration	2 hours				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MSLD022
Module Name:	Craniofacial Anomalies

Module Content:	<u>Craniofacial Anomalies</u> <ul style="list-style-type: none"> • Prenatal Development of Importance to Communication Development • Postnatal Development • Introduction to Craniofacial Disorders • Cleft Lip and Palate • Other Craniofacial Abnormalities • Velopharyngeal Insufficiency • Assessment and Diagnosis of Craniofacial Disorders • Intervention of Craniofacial Disorders 				
Learning Outcomes:	<ul style="list-style-type: none"> • To demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • prenatal and postnatal development related to communication development. • genetic concepts and major syndromes related to craniofacial disorders, • Cleft lip and palate as well as other cranio-facial disorders with associated velo-pharyngeal mechanism and its role in communication as related to craniofacial disorders. • Assessment and diagnosis of communication disorders associated with cleft lip and palate • Intervention and related management of craniofacial disorders, 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		6		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		0		0
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MSLA022, MSLB022, MAUA022, MSLC022, MAUB22, MPSA022,				
Assessment Criteria:	<ul style="list-style-type: none"> • Discuss embryological development specific to the development of the head and neck structures. • Description of craniofacial anomalies in regard to genetic concepts, related craniofacial disorders, and the velopharyngeal mechanism. • Explain assessment of the client through integration with teamwork and clinical procedures. • Discuss the management of craniofacial anomalies based on decisions and behaviour which is professional and ethical. 				
Assessment Methods:	Continuous: Multi-source assessment (peer and self-assessment), Test Team assignment Quizzes, worksheets Oral presentation Summative: Examination Portfolio				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%

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

Module Code: (4 alphabetic & 3 numeric)		MSLA020			
Module Name:		Clinical Speech-Language Pathology			
Module Content:		<ul style="list-style-type: none"> The administrative process in SLP&A Screening, Assessment, Diagnosis and Intervention of clients with Articulation Disorders, Phonological Developmental Delays, Childhood Language Disorders and Language Learning Disorders Tests and assessment methods in the Department Speech Language Pathology and Audiology: Conducting and scoring or relevant assessment instruments Working knowledge of appropriate therapy programmes in the Department Speech Language Pathology and Audiology Teamwork Guidelines for assessing and intervention of linguistically diverse populations in clinical practice Report writing in communication disorders Referencing appropriate sources of information in research Ethical considerations 			
Learning Outcomes:		To identify, assess, diagnose, manage, consult and treat clients with: <ul style="list-style-type: none"> Articulation Disorders, Phonological Developmental Delays Childhood Language Disorders Language Learning Disorders 			
Module Information:		SAQA Credits		NOF Level	CESM Code (3 rd Order)
		16		6	090203
Delivery Information:		Campus		Full/Part Time	Period (1 st /2 nd Sem)
		SMU		Full time	Y
Periods per Week:		Classes	Practicals	Tutorial	Seminars
				0	0
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012;			
Co-requisites modules for module:		MPIB020, MAUA 020, MPSA021, MAUA021, MAUB021 MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022			
Assessment Criteria:		Student is clinically competence in: <ul style="list-style-type: none"> Identification of clients with articulation, phonological process and language disorders 			

	<ul style="list-style-type: none"> Assessment of clients with articulation, phonological process and language disorders Report writing (which requires the integration of information, communication competence, as well as technological skills) Intervention and management, as well as consultation of clients with articulation, phonological process and language disorders <p>All of the above should be dealt with in an ethical and culturally sensitive manner.</p>				
Assessment Methods:	<p>Continuous Technique: Structured direct observation, Multi-source assessment (self-assessment) global rating with comments & written report, feedback. Method: Assessment of report, planning, portfolio</p> <p>Summative Oral exam</p>				
Marks Structure:	Min Formative Assessment mark for exam admission (%)	40%			
	Final mark =	% Formative Assess Mark	60%		
		% Summative Assess Mark	40%		
	Min Final Assessment mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Oral exam			
	Duration	1 hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA021		
Module Name:	Psycholinguistics: Basic Concepts		
Module Content:	<p>Study Unit 1: General Themes and Concepts Study Unit 2: Linguistic Categorization Study Unit 3: Psychological Mechanisms Study Unit 4: Language Comprehension Study Unit 5: Sentence Comprehension and Memory Study Unit 6: Discourse Comprehension and Memory Study Unit 7: The Production Of Speech and Language And Conversational Interaction</p>		
Learning Outcomes:	<ul style="list-style-type: none"> Students will be able to demonstrate detailed knowledge and understanding of the theoretical aspects of language, its nature, structure, varieties and development. Students will be empowered to perform language sampling and analysis in terms of syntax, phonology, pragmatics and semantics for both normal and disordered speech. 		
Module Information:	SAQA Credits	NOF Level	CESM Code (3 rd Order)
	4	6	110101

Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	0	0	0
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MP5A021, MAUA021, MAUB021, MSLB021,				
Assessment Criteria:	<ul style="list-style-type: none"> Describe the branch of psycholinguistics and explore the application of psycholinguistics to clinical work in communication disorders, Critically evaluate the link between psycholinguistics and SLPA Discuss the importance of categorization as a cognitive process, by using a psycholinguistic framework to assess and treat communication problems, Describe the various Psychological mechanisms, write individualize treatment plans for individuals whose problems might have similar <u>linguistic descriptions</u> but which are due to different underlying processing problems, as well as reflect on and develop respect and appreciation for the diversity in children 				
Assessment Methods:	Formative: Written exercises Summative: Class test Examination				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	2 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA022

Module Name:	Psycholinguistics: Language Acquisition				
Module Content:	<ul style="list-style-type: none"> - Language and The Brain - Ways of Studying Language Acquisition - Pre-Linguistic and Linguistic Phases in Language Acquisition - Words and Sentences - Language Input and Individual Differences in Language Development - Language Disability 				
Learning Outcomes:	<ul style="list-style-type: none"> - Students will be able to show detailed knowledge of the theoretical aspects of language, its nature, structure, varieties and development. - Students will be empowered to perform language sampling and analysis in terms of syntax, phonology, pragmatics and semantics for both normal and disordered speech. 				
Module Information:	SAQA Credits		NOF Level		CESM Code (3rd Order)
	4		6		110101
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	0	0	0
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MSLD022, MSLB022, MAUA022, MSLC022, MAUB22, MPSA022,				
Assessment Criteria:	<ul style="list-style-type: none"> • Identify and explain the structure of speech, identify the relationship between phases of speech processing development and phases of literacy development, and display an awareness and deeper sense of appreciation for the importance of studying psycholinguistics by doing independent research on the contribution it has made to the field SLPA • Identify and explain the structure of speech, identify the relationship between phases of speech processing development and phases of literacy development, and display an awareness and deeper sense of appreciation for the importance of studying psycholinguistics by doing independent research on the contribution it has made to the field SLPA • Show a sound understanding of sentence comprehension, discourse comprehension and memory by describing it and utilise the event model to analyze comprehension. • Discuss the production of speech and language and conversational interaction, • Identify the stage at which speech errors in a given case history are made by using Fromkin's model of production and prepare a case presentation within a group based on research 				
Assessment Methods:	Formative: Written exercises Summative: Class test Examination				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%

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

Module Code: (4 alphabetic & 3 numeric)	MPIB020				
Module Name:	PHYSIOLOGY FOR SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY				
Content:	GENERAL PHYSIOLOGY Membrane physiology and excitable tissues, nervous system and the special sense. The neurology of speech, language and hearing. Physiology of respiration.				
Learning Outcomes	<ul style="list-style-type: none"> The student will be able to demonstrate an understanding of the contribution of the body systems to the functions of the body associated with speech and language. The student will be able to demonstrate competency to measure selected physiological phenomena The student will display the ability to analyse problems of a physiological nature in the context of speech and language. 				
Module Information:	SAQA Credits		NQF Level	CESM Code (3 rd Order) (Six Numbers)	
	12		6	130801	
Delivery Information:	Campus		Full/Part Time	Period (Year/1 st /2 nd Sem)	
	SMU		Full time	Y	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	0.3	0	0	
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012;				
Co-requisites modules for module:	MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022				
ASSESSMENT					
Assessment Criteria	Discuss and explain the following: <ul style="list-style-type: none"> Membrane physiology and excitable tissues. Nervous system and the special sense. The neurology of speech, language and hearing. Physiology of respiration. 				
Assessment Methods	<ul style="list-style-type: none"> Formative assessment methods include observation methods, oral questions, practical exercises and demonstrations, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. 				

		<ul style="list-style-type: none"> The summative assessment method consists of an end of year written examination paper. Summative assessment contributes 40 towards the final mark. 				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical		Theory	N/A	N/A	N/A
	Duration		2 hrs	N/A	N/A	N/A
	% contribution to Summative Assessment Mark		100%	N/A	N/A	N/A
	Sub minimum		40%	N/A	N/A	N/A
Module Code: (4 alphabetic & 3 numeric)		MPSA021				
Module Name:		Research, Assessment and Developmental Psychology				
Content:		Research Methods Psychological Assessment Developmental Psychology (Child)				
Learning outcomes		At the end of the module the student will: <ul style="list-style-type: none"> - Know, understand and apply the basic principles in social research - Know and understand the basic aspects of assessment across cultures and the different steps in social research - Know, understand and integrate the basic concepts and theories in child development - Know and integrate the ethical principles applicable in research, assessment, child development. 				
Module Information:		SAQA Credits		NOF Level	CESM Code (3 rd Order)	
		20		6	180101	
Delivery Information:		Campus		Full/Part Time	Period (1 st /2 nd Sem)	
		SMU		Full time	S1	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5	1	2	0	2 Hour
Pre-requisite modules for this module:		MPCL011				
Co-requisites modules for module:		None				
Assessment criteria		At the end of the module you will: <ul style="list-style-type: none"> - Name, describe and apply the basic principles in social research - State and explain the basic aspects of assessment across cultures and the different steps in social research - List, describe and apply the basic concepts and theories in child development 				

	- List, describe and integrate the ethical principles applicable in research, assessment, child development.		
Assessment methods	Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.		
Mark Structure:			
	Minimum Form Assessment Mark for exam admission (%)	40%	
Final mark =	% Formative Assessment Mark	60%	
	% Summative Assessment Mark	40%	
Minimum final mark to pass (%)		50%	
Summative Assessment Paper:			
	Paper 1	Paper 2	Paper 3
Theory / Practical	Theory		
Duration	3 Hours		
% contribution to Summative Assessment Mark	100%		
Sub minimum	40%		

Module Code: (4 alphabetic & 3 numeric)	MPSA022				
Module Name:	Personality, Medical and Social Psychology				
Content:	Social Psychology Personality Theories Medical Psychology				
Learning outcomes	At the end of the module the student will: - Understand and apply the concepts applicable in social psychology. - Know and understand the different personality theories - Know and comprehend the position of medical psychology in within the discipline of psychology - Know and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.				
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)		
	20	6	180101		
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)		
	SMU	Full time	S2		
	SMU	Full	2		
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	1	2	0	2 Hour
Pre-requisite modules for this module:	MPSA021				
Co-requisites modules for module:	None				

ASSESSMENT	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.
Assessment criteria	At the end of the module you will: <ul style="list-style-type: none"> - Name, describe and apply the basic principles in social research - State and explain the basic aspects of assessment across cultures and the different steps in social research - List, describe and apply the basic concepts and theories in child development - Explain and apply different concepts applicable in social psychology. - Name and describe the different personality theories - Recognize and explain the position of medical psychology within the discipline of psychology - List, describe and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.
Assessment methods	Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.

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

Module Code: (4 alphabetic & 3 numeric)		MAUA031
Module Name:		Electrophysiology
Module Content:		Electrophysiology: <ul style="list-style-type: none"> • Introduction and Background to auditory evoked potentials • AEPs versus behavioural test measurements • Classification of AEP's • Auditory Brainstem Response • Steady-State responses (ASSR/SSR/SSEP) • Auditory middle-latency response (AMLR) • Auditory late-latency response • Auditory neuropathy • Oto-acoustic emissions • Vestibular audiology

	<ul style="list-style-type: none"> Electro-cochleography 				
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> Terms, rules, concepts, principles and theories related to electrophysiological tests as part of the test battery. A comprehensive theoretical understanding of the population where testing is necessary. Application of various tests within the battery to various age groups and pathologies. The importance of strategic planning and marketing within the audiological practice. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		7		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022,				
Co-requisites modules for module:	MAUA030, MSLA030, MNA030, MAUB031,MSLA031, MSLB031, MSLC031, MPSB031				
ASSESSMENT:					
Assessment Criteria:	<ul style="list-style-type: none"> Use a well-rounded and systematic knowledge base to be an effective team member related to electrophysiology and to communicate information and opinions in a well-structured argument exercising task management skills. Implement the appropriate clinical electrophysiological protocols while interacting effectively in a learning group and also act as Agents of change by including these tests in practice to provide more accurate diagnosis and reducing client anxiety Manage real life represented cases using evidence based solutions and theory-driven arguments exercising task management as well as contingency management skills while reacting in a controlled and consistent manner. Critically discuss various client centered intervention approaches emphasizing the importance of respect for various cultures, present and communicate information and own ideas in well-structured arguments and display the ability to map new knowledge onto a given body of theory exercising transfer skills as well as task management skills. 				
Assessment Methods:	Formative: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Case study simulations Class presentations Short answer quizzes (written exercises) Self-study questions (written exercises) Portfolio Semester Test Summative: Examination				
Marks Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%

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

Module Code: (4 alphabetic & 3 numeric)		MAUB031				
Module Name:		Hearing aids and assistive devices				
Module Content:		Fitting Hearing aids and Assistive Listening Devices: <ul style="list-style-type: none"> • Basic terminology and technology of hearing aids • Hearing aid components and function of each • Signal processing • Hearing aid features • Selection and type of hearing aids • Fitting of hearing aids • Earmoulds and acoustical parameters • Fitting rationales • Recent advances in hearing aid fitting • Hearing aid fitting verification and speech mapping • Insertion and functional gain • Troubleshooting and hearing aid maintenance • Assistive listening devices • Counseling and the need for aural rehabilitation 				
Learning Outcomes:		Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • The hearing aids and assistive listening devices, including hearing aid technology and terminology, signal processing strategies, hearing aid selection, fitting, verification and validation, counselling and aural rehabilitation. 				
Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)
		4		7		090202
Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)
		SMU		Full time		S2
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	0	0	0	0
Pre-requisite modules for this module:		MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				
Co-requisites modules for module:		MAUA030, MSLA030, MNA030, MAUA031, MSLA031, MSLB031, MSLC031, MPSB031				
Assessment Criteria:		Students are able to do the following aspects related to Fitting Hearing aids and Assistive Listening Devices:				

		<ul style="list-style-type: none"> • Compare and motivate the various signal processing strategies as well as the effect these have on hearing aid selection and fittings for a particular population group • Argue the importance of various verification procedures applied in hearing aid fittings • Justify whether a hearing aid requires troubleshooting and if so to be able to predict and recognise the problem • Explain hearing aid care and maintenance and motivate the need for assistive listening devices 			
Assessment Methods:		<p>Continuous assessment: Multi-source Assignment (peer and self-assessment) Written tests (multiple choice, quizzes and prepared) Assessment by lecturer (global rating with comments) Team assignment Case study simulations Class presentations</p> <p>Summative assessment: Semester test Assignments Examination Assessment by lecturer (direct observation) Portfolio</p>			
Mark Structure::	Min Formative Assessment mark for exam admission (%)		40%		
	Final mark =	% Formative Assess Mark	60%		
		% Summative Assess Mark	40%		
	Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUA032
Module Name:	Aural Rehabilitation
Module Content:	Aural Rehabilitation: <ul style="list-style-type: none"> • Definitions, models and need for AR • Process of AR, development of auditory skills, speech and language • Educational Management and assistive devices Paediatric Aural Rehabilitation <ul style="list-style-type: none"> • Developmental problems of children with untreated HL • Benefits of AR and early intervention Adult & Geriatric Aural Rehabilitation <ul style="list-style-type: none"> • Differences between adult and paediatric AR • Assessment and intervention • Counselling • Family rehabilitation

Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • Aural rehabilitation for various populations with hearing loss. • This includes understanding of theoretical components as well as application of aural rehabilitation intervention principles and practices. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		7		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022,				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUC032, MSLA032, MSLB032, MAUB032, MPSB032				
Assessment Criteria:	Demonstrate detailed knowledge and understanding of the following aspects related to Aural Rehabilitation: <ul style="list-style-type: none"> • Describe the various approaches to paediatric, adult and geriatric aural habilitation and rehabilitation, and display ability to map new knowledge onto a given body of theory; through logical thinking. • Discuss the importance of consulting with professionals, demonstrate the ability to fulfill the role of the audiologist as part of the multidisciplinary team as well as present and communicate information and own ideas and opinions in well-structured arguments. • Categorise management and intervention options for people with hearing loss to aid them in communication and develop culturally appropriate individualised intervention plans with the relevant management strategies. • Discuss theoretical underpinnings to counseling, assess the clients counselling needs through a variety of methods and utilize their existing support system through creative thinking and problem solving. 				
Assessment Methods:	Formative assessment: Multi-source Assignment (peer and self-assessment) Written tests (multiple choice, quizzes and prepared) Assessment by lecturer (global rating with comments) Team assignment Case study simulations Class presentations Summative assessment: Semester test Assignments Examination Assessment by lecturer (direct observation) Portfolio				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
	Paper 1	Paper 2	Paper 3	Paper 4	

Summative Assessment Paper:	Theory / Practical	Theory			
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUB032				
Module Name:	Central Auditory Processing Disorders				
Module Content:	<ul style="list-style-type: none"> Central) auditory processing, including introduction to (Central) auditory processing, nature of (Central) auditory processing disorders and the neuro-anatomy of the central auditory mechanism Assessment of (C)APD, including screening of (C)APD, diagnostic (C)APD tests, types and subgroups of (C)APD Management of (C)APD, including multidisciplinary approach, components of (C)APD management and (C)APD in South Africa 				
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> Concepts relating to (central) auditory processing, the nature of (central) auditory processing disorders, Causes, identification, assessment and management thereof Application of terms, rules, concepts, principles and theories. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3 rd Order)	
	4	7		090202	
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022,				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032				
Assessment Criteria:	<ul style="list-style-type: none"> Concepts, causes, nature of (C)APD and neuro-anatomy to be discussed. Identification and assessment of (C)APD to be discussed critically. (C)APD to be classified in terms of profiles and sub-profiles. (C)APD, its causes, related problems and management to other professionals and parents to be explained. 				
Assessment Methods:	Formative: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Case study simulations Class presentations Short answer quizzes (written exercises) Self-study questions (written exercises) Summative: Semester Test Examination				

		Portfolio				
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 Hours				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MAUA030
Module Name:	Clinical Audiology
Module Content:	<p>Electrophysiology & Vestibular Audiology:</p> <ul style="list-style-type: none"> • Diagnostic electrophysiological (ABR/ASSR/OAE) assessments • Vestibular assessments (including VNG and bedside evaluations). • Provide vestibular therapy • Formulate diagnosis • Feedback to client regarding results and further intervention required • Report writing <p>Neonatal Screening:</p> <ul style="list-style-type: none"> • Identification of hearing loss • Prevention of hearing loss • Assessment of hearing loss • Intervention of hearing loss • Counseling of care-givers <p>Diagnostic Audiology:</p> <ul style="list-style-type: none"> • Case history • Interview • Otoscopic Examination • Immittance measurements – tympanometry and acoustic reflexes • Pure tone audiometry (air, bone and masking) • Speech audiometry • Feedback and referrals
Learning Outcomes:	<p>Show clinical competence by providing practical (hands-on) experience with electrophysiology and vestibular audiology, neonatal screening and diagnostic audiology</p> <p>Specific outcomes in each of these competencies are as follows:</p> <p>Electrophysiology & Vestibular Audiology:</p> <ul style="list-style-type: none"> • To conduct specifically auditory brainstem and vestibular assessment, • provide feedback, • Identify appropriate intervention and make referrals if required. <p>Neonatal Screening:</p> <ul style="list-style-type: none"> • To conduct early identification of hearing disorders in a primary health care and hospital setting using an interdisciplinary approach

	Diagnostic Audiology: <ul style="list-style-type: none"> Apply the basic clinical diagnostic Audiology test battery in practice and through hearing assessment simulation (Otis) by providing them with hands-on experience to conduct basic clinical diagnostic audiological assessment, provide feedback, appropriate intervention and make referrals if required. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		7		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0			0	8
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022,				
Co-requisites modules for module:	MSLA030, MNAA030, MAUA031, MSLA031, MSLB031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032,				
Assessment Criteria:	<p>In electrophysiology the student will be required to:</p> <ul style="list-style-type: none"> Select the appropriate test protocol and independently assess and manage the client accordingly; Communicate effectively with clients Collaborate with other professionals by communicating information in well-structured arguments Deal with unfamiliar concrete and abstract problems and issues using evidence-based and theory driven solutions <p>In terms of neonatal screening, the student should be able to:</p> <ul style="list-style-type: none"> Demonstrate integrated knowledge through performing neonatal screening; Identify relevant information from case history, Communicate effectively with caregivers; deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments; Encourage a multidisciplinary approach and act as agents of change Demonstrate task management, contingency management, job environment and transfer of skills. <p>For diagnostic audiology the student should be able to:</p> <ul style="list-style-type: none"> Conduct an age- and case-appropriate interview through the selection of appropriate questions from a case history form, display well-developed information retrieval skills together with the ability to critically analyze and synthesize information with results obtained from previous evaluations Conduct and apply age- and case-appropriate protocol during the conduction of the basic audiometric test battery (otoscopic examination, immittance measurements, pure tone and speech audiometry) as well as critically analyze, evaluate, interpret and predict results Summarize audiometric results and explain it in a well-structured comprehensible professional manner during feedback to the client, the parents, caregivers and/or significant others as well as through the critical analysis and synthesis of information in writing as well as encouraging a multidisciplinary team approach to the intervention of the client 				

Assessment Methods:		Continuous: Multi-source Assignment (peer and self-assessment) Presentations Assignment Report (30%) Clinical Skill Observation (70%) Summative: Oral Examination Portfolio				
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Oral	Portfolio			
	Duration	1 Hour				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)		MAUC032					
Module Name:		Clinical Speech-Language Pathology and Audiology – Hospital Practice					
Module Content:		Hospital Practice: Speech, language and hearing health care services in a hospital setting					
Learning Outcomes:		To empower the student to apply theoretical knowledge: Hospital Practice: Students will have clinical competence in the provision of speech, language and hearing services in the hospital setting.					
Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)	
		4		7		090204	
Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)	
		SMU		Full time		S2	
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		0		0	0	2	
Pre-requisite modules for this module:		MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022,					
Co-requisites modules for module:		MAUA030, MSLA030, MNAA030, MAUB032, MSLA032, MSLB032, MAUA032, MPSB032					
Assessment Criteria:		Hospital Practice: <ul style="list-style-type: none"> A comprehensive description of diagnostic and vestibular testing in audiology to be provided 					

		<ul style="list-style-type: none"> Hearing aid fittings in the management of clients with a hearing loss to be discussed Video-fluoroscopic procedures used to diagnose various forms of dysphagia in clients to be comprehensively described The management of patients with traumatic brain injury or stroke, specifically evaluation and management of the patient's feeding and communication skills to be described Different types of cerebral palsy and describe the strategies used in the treatment thereof to be identified Perinatal conditions of high risk infants to be identified and described, the medical treatment and developmental care procedures observed in the NICU to be described, neonatal behaviour to be interpreted and early communication intervention (ECI) strategies appropriate for each individual case to be discussed 			
Assessment Methods:		Continuous assessment: Multi-source Assignment (peer and self-assessment) Assessment by outside clinical supervisor (global rating with comments) Presentations Assignment Summative assessment: Written Assignment Examination Portfolio Reports			
Mark Structure:	Min Formative Assessment mark for exam admission (%)		40%		
	Final mark =	% Formative Assess Mark	60%		
		% Summative Assess Mark	40%		
	Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Oral			
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA031
Module Name:	Disorders of Fluency
Module Content:	Disorders of Fluency: <ul style="list-style-type: none"> Theories and definition of stuttering Onset, development and symptoms Assessment Intervention Cluttering and other disorders of fluency
Learning Outcomes:	<ul style="list-style-type: none"> At the end of the module students will be able to show detailed knowledge and understanding of identification, assessment and treatment of clients (children and adults) with fluency disorders. Understand and implement current theories and management approaches used with individuals representing the major cultural groups in South Africa, who display stuttering or related fluency

	disorders. This multicultural approach includes both didactic and practical components.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		7		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	MSLB021, MSLC022, MSLD022, MSLB022,				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLB031, MSLC031, MPSB031				
Assessment Criteria:	<ul style="list-style-type: none"> Discuss the onset and development of the disorders of fluency, and demonstrate the understanding of the various disorders, Portray a coherent and critical understanding of the rationale for the conducting of accurate measurement and precise assessment, conduct accurate measurements and apply correct decision making in the assessment in order to make an accurate and comprehensive differential diagnosis, communicate assessment information effectively to parents, caregivers, adult clients and significant others Explain the need for an accurate, effective and efficient intervention program, identify an appropriate approach, put the approach into practice, manage the client and the problem efficiently and monitor progress, as well as demonstrate an understanding that the intervention process includes remediation of many other aspects, such as emotional wellbeing and attitudes and not working solely on speech behaviours. Demonstrate the ability to effectively communicate and work within a team. 				
Assessment Methods:	Formative: Multi-source assessment (peer and self -assessment) Prepared class test Team assignment Quizzes, worksheets Case study simulations Semester Test Summative: Examination				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1		Paper 3	Paper 4
	Theory / Practical	Theory		Choose an item.	Choose an item.
	Duration	2 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLB031				
Module Name:	Dysphagia				
Module Content:	Dysphagia (Paediatric and Adult): <ul style="list-style-type: none"> • Normal anatomy, physiology and embryology • Procedures for assessment of swallowing; Disorders of swallowing, NICU assessment, identification of stress signals and breast feeding • Airways and their management; Non-oral feeding; Clinical bedside examination • Management of swallowing disorders • Dysphagia in oral and laryngeal cancer clients • Swallowing disorders caused by neurologic lesions: Dysphagia in CVA clients; Dysphagia in head trauma, spinal cord injury and neurosurgical procedures • Dysphagia in progressive neurologic disease • Medical management, ethics and the interdisciplinary team 				
Learning Outcomes:	At the end of the module students will be able to: <ul style="list-style-type: none"> • Understand the causes of dysphagia and the resultant symptoms, • Assess and treat dysphagia effectively in the clinical practice using a well-rounded and systematic knowledge base. • Plan and implement intervention and provide counseling to parents, caregivers, adult clients and significant others with regard to dysphagia 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		7		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S1
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	MPCL012, MANC010, MSLD022, MSLB022,				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLA031, MSLC031, MPSB031				
ASSESSMENT:					
Assessment Criteria:	<ul style="list-style-type: none"> • Describe the anatomical structures, physiology of swallow and the neurology of the swallowing process according to the four swallowing phases (oral preparatory phase, voluntary oral phase, pharyngeal phase, esophageal phase). • Discuss the causes of dysphagia • Explain and demonstrate the principles and procedures of the clinical examination of swallowing including various instrumental procedures and their specific advantages and limitations. • Develop an intervention plan based on the clinical and/or instrumental assessment results. • Counsel clients, families and caregivers regarding dietary adjustments and swallowing issues as well as being able to work in a team. 				
Assessment Methods:	Formative: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment				

	Quizzes, worksheets Multi-source assessment (peer and self-assessment) Case study simulations. Summative: Semester Test Examination				
Mark Structure:	Min Formative Assessment mark for exam admission (%)			40%	
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100			

Module Code: (4 alphabetic & 3 numeric)		MSLC031				
Module Name:		Neuro-Motor Speech Disorders				
Module Content:		Neuro-Motor Speech disorders: <ul style="list-style-type: none"> • Introduction to neuro-motor speech disorders: Dysarthria and Apraxia • Normal neuro-motor control of speech production • Neurological substrates of motor speech disorders • Characteristics of neuro-motor speech disorders: Resulting from brain damage and relation to specific lesion sites • Assessment of neuro-motor speech disorders • Diagnosis of neuro-motor speech disorders • Intervention of neuro-motor speech disorders 				
Learning Outcomes:		At the end of the module students will be able to: <ul style="list-style-type: none"> • Show knowledge and understanding of how to assess and treat neuro-motor speech disorders effectively in the clinical practice and provide support to clients and significant others using a well-rounded and systematic knowledge base. • Show knowledge and understanding of the causes of dysarthria and apraxia, the resultant symptoms, as well as the various approaches to assessment and intervention thereof within a multidisciplinary team. 				
Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)
		4		7		090203
Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)
		SMU		Full time		S1
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	0	0	0	0

Pre-requisite modules for this module:		MSLB021, MSLB022, MSLC022, MSLD022				
Co-requisites modules for module:		MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLA031, MSLB031, MPSB031				
Assessment Criteria:		<ul style="list-style-type: none"> • Explain the four phases of speech production: Linguistic-symbolic planning, motor planning, motor programming and motor execution and relate aphasia, apraxia of speech and dysarthria respectively. • Demonstrate knowledge of the various aspects that needs to be assessed in dysarthria and apraxia. • Describe the intervention of dysarthria (various types) and apraxia. • Counsel clients, families and caregivers with regard to motor speech disorders as well as being able to work in a team. 				
Assessment Methods:		Formative Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Quizzes, worksheets Multi-source assessment (peer and self-assessment) Case study simulations Semester Test Summative: Examination				
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 Hours				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MSLA032
Module Name:	Adult Language Disorders
Module Content:	Adult Language Disorders (ALD) <ul style="list-style-type: none"> • Aphasia • Right Hemisphere Syndrome/ damage • Dementia • Traumatic Brain Injury (TBI)
Learning Outcomes:	To show knowledge and understanding of: <ul style="list-style-type: none"> • Neuropathology resulting in aphasia, right hemisphere damage, traumatic brain injury (TBI) and dementia in adults based on prior knowledge of neurology and communication disorders • The potential cognitive, social and communicative consequences resulting from neurogenic communication disorders • Assessment of clients with neurogenic communication disorders according to best practices

	<ul style="list-style-type: none"> Planning and management of intervention of neurogenic communication disorders based on literature 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		7		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		0		
Pre-requisite modules for this module:	MSLB021, MSLB022, MSLC022, MSLD022,				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUC032, MAUB032, MSLB032, MAUA032, MPSB032				
Assessment Criteria:	<ul style="list-style-type: none"> Define and explain Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia Distinguish between Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia Demonstrate the understanding of the neuropathology of Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia to be demonstrated Classify and differentiate between the various types of Aphasia and their localization in the brain Explain the potential cognitive, social and communicative consequences resulting from Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia. Differentiate between Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia Apply formal and informal assessment methods with individual with Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia to be assessed and Formulate a diagnosis based on links between observations and literature. Prepare an accurate assessment and progress report. Consider individual differences & multicultural issues when planning and executing assessment and consultation with clients or significant others Design an intervention plan for individuals with Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia within the multilingual, multicultural South African context Describe the role of the rehabilitation team, the client, family and the community in effecting and sustaining intervention outcomes Develop a support programme that includes the facilitation of appropriate group therapy for clients and family members. 				
Assessment Methods:	<p>Continuous:</p> <ul style="list-style-type: none"> Quizzes Assignments PPT presentations Class tests <p>Summative:</p> <ul style="list-style-type: none"> Semester test Examination (written and oral) 				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%

		Final mark =	% Formative Assess Mark	60%	
			% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1		Paper 3	Paper 4
	Theory / Practical	Theory		Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLB032				
Module Name:	Early Communication Intervention				
Module Content:	Early Communication Intervention (ECI) <ul style="list-style-type: none"> • Introduction to ECI • ECI: Assessment Process • ECI: Intervention • Normal and Abnormal Feeding Patterns / Intervention • Assessment and Intervention in the Paralinguistic / Emerging Language Stages • Cerebral Palsy 				
Learning Outcomes:	To identify, assess and effectively treat: <ul style="list-style-type: none"> • Adult clients with neurogenic language/ communication disorders associated with stroke, traumatic brain injury and dementia within the South African context. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		7		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		0		
Pre-requisite modules for this module:	MSLB0321, MSLB022, MSLD022, MSLD022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUC032, MAUB032, MSLA032, MAUA032, MPSB032				
Assessment Criteria:	<ul style="list-style-type: none"> • Discuss the theoretical principles and underpinnings of ECI across cultural boundaries • Develop a comprehensive assessment procedure and make a diagnosis, as well as plan the treatment and management of a child with early communication disorders (including cerebral palsy). • Discuss teamwork towards early communication disorders, as well as professional behaviour across cultural and linguistic boundaries • Integrate information from various sources and communicate it effectively regarding these disorders with patients, families and professionals within a diverse society, and to work within a team. 				

Assessment Methods:		Formative: <ul style="list-style-type: none"> • Quizzes • Assignments • PPT presentations • Class tests Summative: <ul style="list-style-type: none"> • Semester test • Examination (written and oral) 			
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	2 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)						MSLA030					
Module Name:						Clinical Speech-Language Pathology					
Module Content:						<ul style="list-style-type: none"> • Assessment of Language Learning Disorders. • Intervention of Language Learning Disorders • Team Work • Health promotion, prevention and intervention 					
Learning Outcomes:						Demonstrate well rounded knowledge, skills and attitudes with regard to the identification, assessment and intervention of learners presenting with language learning disorders.					
Module Information:						SAQA Credits		NOF Level		CESM Code (3rd Order)	
						16		7		090203	
Delivery Information:						Campus		Full/Part Time		Period (1st/2ndSem)	
						SMU		Full time		Y	
Periods per Week:						Classes	Practicals	Tutorial	Seminars	Independent Learning	
							0	0	0	5	
Pre-requisite modules for this module:						MSLB021, MSLC021, MSLA020					

Co-requisites modules for module:		MAUA030, MNA030, MAUA031, MSLA031, MSLB031, MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
Assessment Criteria:		<ul style="list-style-type: none"> • Design, implement and monitor programmes for learners with language learning disabilities. • Plan and execute accurate assessment of learners with language learning disabilities using both formal and informal methods of assessment, and effectively communicate results to significant others (and teachers). • Formulate and implement guidelines for assessing linguistically diverse populations in clinical practice • Execute team work and active participation in the professional functions of collaboration and consultation 				
Assessment Methods:		<p><u>Continuous</u> <u>Technique:</u> Structured direct observation, Multi-source assessment (self-assessment) Assessment by supervising clinician (global rating with comments & written report) <u>Method:</u> Written exercises: Assessment of report, planning, portfolio Case study simulations</p> <p><u>Summative</u> <u>Technique:</u> Assessment by a panel of internal and external examiners (oral examination). <u>Method:</u> Written plans, reports and portfolio.</p>				
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Oral				
	Duration	1hour				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	MPSB031
Module Name:	Psychopathology, Research and Community Psychology
Content:	Research Methodology 2 Community Psychology Psychopathology
Learning Outcomes	<p>Students should have knowledge of/and understanding of survey research, sampling, data collection (scales of measurement and techniques of data collection), questionnaire design and community-centred research. They must further understand how to interpret results and write report.</p> <p>Students must have knowledge and understanding of the following aspects of community psychology: the emergence and relevant of</p>

	<p>community psychology internationally and in developing societies and the South African context, The conceptual orientation of community psychology and the multidisciplinary knowledge base & planned community change. They must further have the ability to critically analyse perspectives of different paradigms.</p> <p>Students must have knowledge and understanding of abnormal behaviour in historical context, clinical assessment and diagnosis, anxiety disorders, somatoform and dissociative disorders, as well mood disorders and suicide. They must understand and insight to apply and critically analyse personality disorders, schizophrenia and other psychotic disorders, as well as developmental disorders.</p> <p>Students must have knowledge and understating of legal and ethical issues relating to research, community psychology and psychopathology.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	20		7		180101
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	1	2	0	0
Pre-requisite modules for this module:	MPSA021; MPSA022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031, MSLA031, MSLA031. MAUA031,MSLC031				
Assessment criteria	<p>Students should be able to describe, explain, discuss, analyses and evaluate concepts such as survey research, sampling, data collection (scales of measurement and techniques of data collection), questionnaire design and community-centered research. They must further be able to interpret results of report writing.</p> <p>Students must be able to define, describe, discuss, criticize, assess as well as differentiate between the following aspects of community psychology: the emergence and relevant of community psychology internationally and in developing societies and the South African context, the conceptual orientation of community psychology and the multidisciplinary knowledge base & planned community change. They must further have the ability to demonstrate, explain critically analyse and differentiate perspectives of paradigms.</p> <p>Students must be able to name, describe, demonstrate, define, differentiate, evaluate concepts of psychopathology such as abnormal behavior in historical context, clinical assessment and diagnosis, anxiety disorders, somatoform and dissociative disorders, as well mood disorders and suicide. They must further be able to apply, differentiate, explain and critically analyse personality disorders, schizophrenia and other psychotic disorders, as well as developmental disorders.</p> <p>Students must be able to describe, demonstrate responsible legal and ethical values relating to research, community psychology and psychopathology.</p>				
Assessment methods	<p>Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used.</p> <p>Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.</p>				

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

Module Code: (4 alphabetic & 3 numeric)		MPSB032				
Module Name:		Statistics, Therapeutic and Development Psychology				
Content:		Behavioural Statistics Therapeutic Psychology Developmental Psychology (Adolescence and Adulthood)				
Learning Outcomes		<p>Students should have knowledge and understanding of introduction to behavioural statistics, variables and levels of measurement, dealing with data, basic descriptive statistics, tables, measures of central tendency, measures of dispersion and the normal curve.</p> <p>Students must have knowledge and understanding, as well as apply and critically analyse the following concepts of therapeutic psychology: counselling, common themes, characteristics of the counselling relationship, characteristics of a successful counsellor, and stages of the counselling process. They must further have the ability to apply and evaluate helping skills, probing skills, discovering skills and possible problems in the counselling relationship.</p> <p>Students must have knowledge and understanding research methods in developmental psychology. They must also apply and critically analyse theories of development. They must further have knowledge and understanding of middle childhood, adolescence and social development.</p>				
Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)
		24		7		180101
Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5	1	2	0	0
Pre-requisite modules for this module:		MPSB021, MPSB022				

Co-requisites modules for module:		MAUA030,MSLA030,MNAA030, MSLA032,MAUB032,MSLB032, MAUC032,MAUA032			
ASSESSMENT		Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.			
Assessment criteria		<p>Students should be able to describe, explain, discuss differentiate concepts of behavioural statistics such as, variables and levels of measurement, dealing with data, basic descriptive statistics, tables, measures of central tendency, measures of dispersion and the normal curve.</p> <p>Students must explain, demonstrate, identify, apply and critically analyse the following concepts of therapeutic psychology: counselling, common themes, characteristics of the counselling relationship, characteristics of a successful counsellor, and stages of the counselling process. They must further have the, explain, discuss, apply and evaluate helping skills, probing skills, discovering skills and possible problems in the counselling relationship</p> <p>Students must define, describe, discuss, and interpret research methods in developmental psychology. They must also describe, explain, apply, differentiate and critically analyse theories of development. They must further define, discuss, differentiate, evaluate and apply concepts such as middle childhood, adolescence and social development.</p>			
Assessment methods		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark = % Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MNAA030
Module Name:	Neuro-anatomy & clinical neurology for SLP & A
Module Content:	Organization of the nervous system, spinal cord, brainstem, cerebellum, diencephalon, basal nuclei, functional areas, speech and auditory related pathways, blood supply and related clinical disorders
Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> Understand the divisions and organization of the nervous system

	<ul style="list-style-type: none"> • Understand the anatomy and function (control centres) of the spinal cord and related clinical disorders • Understand anatomy, structural and functional relations of control centres in the brainstem, and related clinical disorders • Understand the basic anatomy of the cerebellum and related clinical disorders • Understand the basic anatomy of the diencephalon and the basal nuclei, and their related clinical disorders • Understand the location of various functional areas on the brain, their connection with each other and with other control centres, and their related clinical disorders • Understand the blood supply of the brain • Understand the control centres involved in verbal and non-verbal speech, language and auditory system • Understand the functional relation of control centres in different location in the brain and pathways involved • Understand the complexity of the speech pathway and clinical disorders associated with each of its components • Identify key structures in the brainstem, cerebellum and cerebral hemispheres 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		7		130402
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		Year
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	3	0	0	0	0
Pre-requisite modules for this module:	MANC010, MPIB020				
Co-requisites modules for module:	MAUA030, MSLA030, MAUA031, MSLA031, MSLB031, MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
Assessment Criteria:	<p>Students will:</p> <ul style="list-style-type: none"> • Describe and differentiate the divisions/organiation of the nervous system • Describe and discuss the anatomy of the components of the brainstem • Discus and describe the function of each control centre and functional area involved in speech, language and auditory system • Functionally relate the neural control centres in the brainstem with the functional areas. • Discuss and describe the clinical disorders associated with various neural speech and auditory control centres and presentation thereof • Discuss and outline all possible pathways involved in speech, language and auditory system • Discuss and describe the territorial blood supply of the brain and spinal cord and speech, language and auditory disorders associated with each arterial supply • Identify key structures in the brainstem and cerebellum and cerebral hemispheres 				
Assessment Methods:	Three main accumulative tests. Test 1 is only theory. Test 2 & 3 is composed of theory test and practical (spotter) test each. All three main tests are used in calculating the formative assessment mark				
	Min Formative Assessment mark for exam admission (%)				40%

Mark Structure:		Final mark =	% Formative Assess Mark	60%	
			% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	3 hours	1 hour		
	% contribution to Summative Assessment Mark	75%	25%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MAUA041				
Module Name:		Advances in Audiology				
Module Content:		<ul style="list-style-type: none"> - Implantable devices - Tele-Audiology - mHealth - Rural Health SA: <ul style="list-style-type: none"> Health policies (NHI, re-engineering of PHC, DOH, health economics) The current challenges of accessing health care (current socio-economic, cultural, geographic and attitudinal barriers) - Advancements in hearing aid technology - Recent advances in Audiology 				
Learning Outcomes:		Show and understanding and knowledge of the ear as an organ of hearing, with an increased focus on the outer and middle ear functions associated pathologies and management thereof.				
Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		4		8		090202
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Contact Full-time		1st
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		2	0	0	0	0
Pre-requisite modules for this module:		MAUA030, MAUA031, MAUB031, MSLA031, MSLB031, MSLC031, MPSB031, MAUA032 MAUB032,				
Co-requisites modules for module:		MSLA040, MAUA040, MSLA041, MSLB041, MAUB041				
Assessment Criteria:		<p>Explain and discuss the following aspects related to cerumen management:</p> <ul style="list-style-type: none"> • The control and prevention of disease transmission in audiology practice including published infection control guidelines to be demonstrated. • Common medical or post-surgical conditions of the external ear canal, tympanic membrane or middle ear that alter the appearance 				

		<p>and/or function of the external ear canal or tympanic membrane to be demonstrated.</p> <ul style="list-style-type: none"> • A variety of cerumen removal techniques and appropriate equipment (American Speech-Language-Hearing Association, 1992) should be demonstrated. • Integrate the results, findings and recommendations of the audiological procedures to be presented in a clear, concise and reader-specific, written format. 			
Assessment Methods:		<p>Attendance of lectures is 100% compulsory.</p> <p><u>Formative:</u> Multi-source assessment (Peer and self-assessment); Written exercises Assessment by lecturer (global rating with comments) Quizzes Semester Test</p> <p><u>Summative:</u> Examination</p>			
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%	
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MAUB041
Module Name:	South African Sign Language
Module Content:	<p><u>South African Sign Language</u></p> <ul style="list-style-type: none"> • Introduction to South African Deaf Culture and South African Sign Language. • Organization and structure of Deaf Culture. • Using South African Sign Language to introduce oneself. • Exchanging of personal information through the use of South African Sign Language. • Demographics of population • Case history
Learning Outcomes:	<p>Demonstrate detailed knowledge and understanding of the following:</p> <p><u>South African Sign Language</u></p> <ul style="list-style-type: none"> • Basic South African Sign Language and Deaf Culture. • How to communicate with the Deaf as well as to promote a sensitivity to the Deaf Culture by establishing a comprehensive and systematic knowledge together with a coherent and critical understanding of the principles and theories underlying the Deaf Culture.

Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		8		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		1st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	0	0	0	0
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032,				
Co-requisites modules for module:	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041,				
Assessment Criteria:	<ul style="list-style-type: none"> Describe the uniqueness of the Deaf Culture as well as the role of the Audiologist and how to communicate with this population. Make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained as well as demonstrate sensitivity to culture diversity and willingness to continue to learn independently for continuing academic/professional development. 				
Assessment Methods:	Attendance of lectures is 100% compulsory. <u>Formative:</u> Multi-source assessment (Peer and self-assessment); Written exercises Assessment by lecturer (global rating with comments) Quizzes Semester Test <u>Summative:</u> Written exam				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	50%			
	Sub minimum	40%			

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

	<ul style="list-style-type: none"> • SWOT Analysis • Porter 5 forces model • Strategic objectives vs. alternative strategies (grand and generic) • Choosing the right strategy • Components of a business plan • Marketing mix vs. product mix • Price • Place • Promotion • Marketing plan • Competitive analysis • Advertising options • Kotler's 8 steps • Consumer Protection Act 				
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • Practice management principles within an audiology practice • The importance of strategic planning and marketing within the audiology practice. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		8		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	0	0	0	0
Pre-requisite modules for this module:	MAUA030, , MAUA031, MAUB031, ,MAUA032 MAUB032,				
Co-requisites modules for module:	MSLA040, MAUA040, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment Criteria:	<ul style="list-style-type: none"> • Differentiate strategic management from strategic planning, solve problems through logical thinking, make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained; as well as manage learning tasks autonomously, professionally and ethically and display the capacity to continue to learn independently for continuing academic/ professional development. • Develop a business/marketing plan through logical and critical thinking; make sound theoretical judgments based on evidence in literature and show an appreciation for those who aid in guiding effective practice management based on ethical values. 				
Assessment Methods:	Formative: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Case study simulations Quizzes, worksheets Case study simulations Summative: Semester Test Portfolio				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%

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

Module Code: (4 alphabetic & 3 numeric)	MAUB042				
Module Name:	Clinical Integrated Audiology				
Module Content:	Clinical Integrated Audiology: <ul style="list-style-type: none"> Integrated cases in audiology Integration of Ear Nose and Throat, neurology, neurophysiology collaboration through grand rounds 				
Learning Outcomes:	<ul style="list-style-type: none"> Discuss the recent advances and current issues in Audiology as well as the importance of recent research and advances in providing appropriate assessment and management of clients with various pathologies/diagnosis of hearing loss and any other aspects relevant to the profession of audiology within the South African context. Show clinical competence in the interpretation / recommendations / management in case presentations and discussions. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3 rd Order)	
	4	8		090202	
Delivery Information:	Campus	Full/Part Time		Period (1 st /2 nd Sem)	
	SMU	Contact Full-time		S2	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	0	0	0	0
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032,				
Co-requisites modules for module:	MSLA040, MAUA040, MAUA042, MAUC042, MSLB042, MSLA042				
Assessment Criteria:	<ul style="list-style-type: none"> Describe the role of the audiologist within a specialist scope of practise, reflect on own area of interest/speciality and make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained. Apply the recent advances in audiology within the South African context, solve problems; and develop logical thinking, as well as use literature to become life-long learners. 				
Assessment Methods:	Formative: Multi-source assessment (peer and self-assessment), Prepared class test Team assignment Case study simulations Quizzes, worksheets				

		Case study simulations Summative: Semester Test Portfolio			
Mark Structure:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUA040
Module Name:	Clinical Audiology
Module Content:	Paediatric Audiology Aural Rehabilitation: Electrophysiology & Vestibular Audiology: Fitting Hearing Aids and Assistive Listening Devices: Central Auditory Processing Disorders: Educational Audiology
Learning Outcomes:	<p>Apply theoretical knowledge in practice by providing practical (hands-on) experience:</p> <p>Paediatric Audiology:</p> <ul style="list-style-type: none"> To obtain hearing thresholds in the paediatric population by conducting Behavioural testing including BOA, VRA, and play Audiometry. To facilitate coherent and critical understanding of principles and theories underlying paediatric audiology. <p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> By performing verification and validation of hearing aid fittings, parent/caregiver counselling and intervention (rehabilitation) of an individual with a hearing loss, To facilitate coherent and critical understanding of the principles and theories underlying aural rehabilitation. <p>Electrophysiology and Vestibular Audiology:</p> <ul style="list-style-type: none"> Apply theoretical knowledge by providing practical (hands-on) experience to conduct electrophysiological assessment (ABR, ASSR, OAE) as well as vestibular and balance assessments. Make a diagnosis and provide feedback, Identify appropriate intervention and make referrals if required. <p>Fitting Hearing Aids and Assistive Listening Devices:</p> <ul style="list-style-type: none"> In practice by providing students with on-hands experience to conduct basic clinical diagnostic audiological assessment, determine whether a client of any age requires a hearing aid, provide feedback, provide appropriate intervention in the form of hearing aid/s fitting and make referrals if required. <p>Central Auditory Processing Disorders:</p>

	<ul style="list-style-type: none"> To individually assess the individual with (C)APD, in order to diagnose and classify (C)APD, as well as determine remediation strategies through the clinical application of theoretical knowledge. <p>Educational Audiology:</p> <ul style="list-style-type: none"> Perform hearing and/or (C)APD screening, as well as diagnostic testing (when necessary), identify and diagnose problems and display ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments Identify the effect of classroom acoustics on the child in the educational setting, present and communicate information and own ideas and opinions in well-structured arguments and interact effectively in a learning group 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	32		8		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0		3	0	0
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032,				
Co-requisites modules for module:	MSLA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment Criteria:	<p>At the end of this module the student should show clinical competence in the following areas:</p> <p>Paediatric Audiology:</p> <ul style="list-style-type: none"> Select the appropriate test protocol and independently assess the client accordingly; Collaborate with other professionals showing an appreciation of the scope and boundaries of each profession; Communicate effectively with clients and provide counseling where relevant; Adhere to code of ethics and professional behaviour as well as present and communicate academic/professional work effectively, catering for a range of audiences by using a range of various styles appropriate to the context. <p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> Demonstrate the ability to independently minimize the communication deficits caused by hearing loss through evaluation of the audiologic dimensions of the hearing loss; Discuss measures of communication disability and needs assessment; Discuss counselling and guidance in the use of hearing aids and assistive devices, Develop auditory training; training in speech reading and communication strategies. <p>Electrophysiology and Vestibular Audiology:</p> <ul style="list-style-type: none"> Select the appropriate test protocol and independently assess the client accordingly; Communicate effectively with clients and provide counselling where relevant; Collaborate with other professionals; Adhere to code of ethics and professional behaviour. <p>Fitting Hearing Aids and Assistive Listening Devices:</p>				

	<ul style="list-style-type: none"> Obtain ear impressions of high quality from clients of all ages, as well as display the ability to solve problems through critical and logical thinking displaying cultural sensitivity Select the appropriate hearing aid according to audiogram, specification sheet and client needs Fit the hearing aid through adjustment of trimmers or use of software Perform real ear measurements (speech mapping) on clients of all ages Summarize hearing aid fitting and verification results and explain it in a well-structured comprehensible professional manner during feedback to the client, the parents, caregivers and/or significant others as well as through the critical analysis and synthesis of information in writing as well as encouraging a multidisciplinary team approach to the intervention of the client <p>Central Auditory Processing Disorders:</p> <ul style="list-style-type: none"> Select and perform the appropriate test battery from the (C)APD diagnostic test categories for any particular client Analyse and interpret diagnostic (C)APD test results Classify the sub-profile of the client with (C)APD Formulate remediation strategies based on the client's (C)APD sub-profile <p>Educational Audiology:</p> <ul style="list-style-type: none"> Perform Hearing and/or (C)APD screening. Perform diagnostic testing when deemed necessary. Interpret screening and/or diagnostic results. Formulate recommendations and/or referrals based on these findings. 				
Assessment Methods:	<p>Formative: Multi-source Assignment (peer and self-assessment) Assessment by clinical supervisor (global rating with comments) Report (30%) Clinical Skill Observation (70%) Paediatric Audiology: Clinical skill observation (70%)</p> <ul style="list-style-type: none"> Testing as the main audiologist (70%) Assistant audiologist (30%) <p>Summative: Oral Examination Portfolio</p>				
Mark Structure:	Min Formative Assessment mark for exam admission (%)	40%			
	Final mark =	% Formative Assess Mark	60%		
		% Summative Assess Mark	40%		
	Min Final Assessment mark to pass (%)	50			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Oral		Choose an item.	Choose an item.
	Duration	1 hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MAUC042
--	---------

Module Name:	Clinical Speech-Language Pathology and Audiology – Rural Hospital Practice				
Module Content:	Speech, language and hearing health care services in a hospital setting				
Learning Outcomes:	Students will have clinical competence in the provision of speech, language and hearing services in the hospital setting.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		8		090204
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0		0	0	5
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032,				
Co-requisites modules for module:	MSLA040, MAUA040, MAUB042, MAUA042, MSLB042, MSLA042				
Assessment Criteria:	<p>Demonstrate detailed knowledge and understanding of the following aspects related to:</p> <p>Hospital Practice:</p> <ul style="list-style-type: none"> • A comprehensive description of diagnostic and vestibular testing in audiology to be provided • Hearing aid fittings in the management of clients with a hearing loss to be discussed • Video fluoroscopic procedures used to diagnose various forms of dysphagia in clients to be comprehensively described • The management of patients with traumatic brain injury or stroke, specifically evaluation and management of the patient's feeding and communication skills to be described • Different types of cerebral palsy and describe the strategies used in the treatment thereof to be identified • Perinatal conditions of high risk infants to be identified and described, the medical treatment and developmental care procedures observed in the NICU to be described, neonatal behaviour to be interpreted and early communication intervention (ECI) strategies appropriate for each individual case to be discussed 				
Assessment Methods:	<p>Formative assessment: Multi-source Assignment (peer and self-assessment) Assessment by outside clinical supervisor (global rating with comments) Presentations Assignment Reports Written Assignment Portfolio</p> <p>Summative assessment: Oral examination</p>				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
	Paper 1	Paper 2	Paper 3	Paper 4	

Summative Assessment Paper:	Theory / Practical	Oral			
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)		MSLB041				
Module Name:		Augmentative and Alternative Communication (AAC)				
Module Content:		<p>The basic concepts in AAC Requisite skills for communication: The decision making process Diagnosis and assessment in AAC (team approaches and importance of collaboration, needs analysis, capability assessment, skills checklist, and the participation model) Support services Unaided systems Aided systems: Graphic symbol systems Assistive devices (dedicated and non-dedicated devices) Inclusive education</p>				
Learning Outcomes:		<p>To demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> Underlying principles and basic concepts in AAC and develop an appreciation for the nature and complexities of severe communication disorders Assessment of individuals experiencing severe communication challenges Selection of AAC systems for particular users Intervention in AAC <p>Management and consultation of AAC users and their significant others</p>				
Module Information:		SAQA Credits	NQF Level	CESM Code (3 rd Order)		
		12	8	090203		
Delivery Information:		Campus	Full/Part Time	Period (1 st /2 nd Sem)		
		SMU	Contact Full-time	1st		
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		4				
Pre-requisite modules for this module:		MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032 ,				
Co-requisites modules for module:		MSLA040, MAUA040, MAUB041, MAUA041, MSLB041,				
Assessment Criteria:		<p>Discuss and apply theories, and critically discuss issues, research and methodologies that are relevant to AAC Plan an AAC assessment for individuals with various disabilities, interpret and effectively communicate assessment findings to team members in an ethical and professional manner Select an AAC communication system for individuals with a wide range of disabilities Make suitable recommendations with regard to intervention Develop a communication programme for clients with severe communication difficulties</p>				

Assessment Methods:		Formative assessment: Multi-source Assessment (peer and self-assessment) Presentations Written Assignment Quizzes Test Summative assessment: Written examination				
Mark Structure:		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 Hours				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)		MSLA041				
Module Name:		Relevant Issues in SLP&A Practice				
Module Content:		Ethics: Practical application of ethical theories and guidelines related to SLP & A ICF: Principles and concepts of the ICF and ICF-CY and why it is important for SLP & A Relevant policies Policies related to the field of SLP&A (Health, Education, HPCSA and professional bodies) Business principles and management skills: Basic principles of business management and running a speech-language pathology practice Career opportunities in health contexts, private practice, tertiary training institutions and educations institutions				
Learning Outcomes:		Show knowledge and understanding of: business principles and management skills, ethical principles and the International Classification of Functioning and Health.				
Module Information:		SAQA Credits		NQF		CESM Code (3rd Order)
		8		8		090204
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Contact Full-time		S2
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		4	0	0		

Pre-requisite modules for this module:	MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032				
Co-requisites modules for module:	MSLA040, MAUA040, MAUA042, MAUB042, MAUC042, MSLA042,				
Assessment Criteria:	<ul style="list-style-type: none"> • Code of ethics for Speech-Language Pathologists and Audiologists • POPI Act • ICF and ICF-CY • The curriculum – CAPS including CAPS (SASL) • Education White papers • Learner diversity • Community Based Rehabilitation 				
Assessment Methods:	<ul style="list-style-type: none"> • Formative: • Formative case studies • Quiz Assignment • Feedback on group discussion • Class tests • Summative • Examination 				
Mark Structure:	Min Formative Assessment mark for exam admission (%)			40%	
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA041		
Module Name:	Clinical Speech Language Pathology:		
Module Content:	Voice Disorders Dysfluency Early Childhood Intervention (ECI) Child Language Disorders (CLD) Language Learning Disorders (LLD)		
Learning Outcomes:	To show clinical competence in prevention, identification, assessment, intervention, and management of: <ul style="list-style-type: none"> • Clients with voice problems • Clients with dysfluency problems • Clients < 3years of age • Clients with language disorders • Clients with language-learning disorders Show competence in working within a team		
Module Information:	SAQA Credits	NQF	CESM Code (3rd Order)
	20	8	090203

Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		S2
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
			0		8
Pre-requisite modules for this module:	MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032				
Co-requisites modules for module:	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment Criteria:	<p>In working with clients with severe communication difficulties (including neuro-motor and neurogenic communication disorders):</p> <ul style="list-style-type: none"> • Conduct a suitable assessment, integrate the information and communicate results and make recommendations in a culturally sensitive manner • Develop a communication programme for specific clients in consultation with all role players • Create a communication board that is suitable for a specific client • Plan the intervention <p>Show competence in managing service provision in a service learning context. Responsibilities include:</p> <ul style="list-style-type: none"> • Screening and assessment of clients with communication problems • Dissemination of information (e.g. awareness re the role of the Speech-Language Pathologist and Audiologist SLT & A in a school context, and relevant topics related to the context) • Classroom support: language and language for learning (literacy and numeracy skills) • Working within a team, and support of fellow students in managing clients with communication problems • Administration and logistical arrangements of the service learning context <p>Conduct an initial consultation, integrate information and make suitable recommendations for communication intervention of clients with a range of communication disorders in an ethical and culturally sensitive manner.</p>				
Assessment Methods:	<p>Formative assessment Direct observation by supervisor with feedback Self-evaluation Session planning Reports Portfolio</p> <p>Summative assessment: Oral examination</p>				
Mark Structure:	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Oral			
	Duration	1 Hour			

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

Module Code: (4 alphabetic & 3 numeric)		MSLB042				
Module Name:		Clinical Speech Language Pathology				
Module Content:		Neuro-motor / neurogenic communication disorders (apraxia, dysphagia, dysarthria, aphasia & TBI) Augmentative and Alternative Communication (AAC) School Management and teacher support (service learning)				
Learning Outcomes:		To show clinical competence in the prevention, identification, assessment, intervention, and consultation of <ul style="list-style-type: none"> • Clients with severe communication difficulties who require AAC • Clients with neuro-motor / neurogenic communication disorders (apraxia, dysphagia, dysarthria, aphasia & TBI) • Demonstrate competence and understanding of the management of school teams, as well as the support of teachers and learners in the acquisition of literacy • Show competence in working in a team. 				
Module Information:		SAQA Credits		NQF		CESM Code (3rd Order)
		20		8		
Delivery Information:		Campus		Full/Part Time		Period (1st/2ndSem)
		SMU		Contact Full-time		
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
				0		
Pre-requisite modules for this module:		MSLA030, MSLA031, MSLB031,MSLC031, ,MSLA032, MSLB032				
Co-requisites modules for module:		MSLA040, MAUA040, MAUB042, MAUC042, MSLB042, MAUC42MSLA040; MSLB041; MSLB042;				
Assessment Criteria:		In working with clients with severe communication difficulties (including neuro-motor and neurogenic communication disorders): <ul style="list-style-type: none"> • Conduct a suitable assessment, integrate the information and communicate results and make recommendations in a culturally sensitive manner • Develop a communication programme for specific clients in consultation with all role players • Create a communication board that is suitable for a specific client • Plan the intervention Show competence in managing service provision in a service learning context. Responsibilities include: <ul style="list-style-type: none"> • Screening and assessment of clients with communication problems • Dissemination of information (e.g. awareness re the role of the Speech-Language Pathologist and Audiologist SLT & A in a school context, and relevant topics related to the context) • Classroom support: language and language for learning (literacy and numeracy skills) • Working within a team, and support of fellow students in managing clients with communication problems 				

		<ul style="list-style-type: none"> Administration and logistical arrangements of the service learning context Conduct an initial consultation, integrate information and make suitable recommendations for communication intervention of clients with a range of communication disorders in an ethical and culturally sensitive manner.			
Assessment Methods:		Formative assessment Direct observation by supervisor with feedback Self-evaluation Continuous assessment: Direct observation by supervisor Session planning Reports Portfolio Summative assessment: Oral examination			
Mark Structure:	Min Formative Assessment mark for exam admission (%)		40%		
	Final mark =	% Formative Assess Mark		60%	
		% Summative Assess Mark		40%	
	Min Final Assessment mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Oral			
	Duration	1 hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	MSLA040				
Module Name:	RESEARCH METHOD AND REPORT				
Module Content:	Preparation of research proposal Ethical clearance Collecting, analyzing and interpreting data Preparation of research article Poster presentation				
Learning Outcomes:	Demonstrate knowledge of research methodology and understand how to apply it in their research in an ethical manner.				
Module Information:	SAQA Credits		NQF		CESM Code (3 rd Order)
	12		8		090204
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
			2		5
Pre-requisite modules for this module:	MPSB031,, MPSB032				

Co-requisites modules for module:		MSLA040, MAUA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment Criteria:		<p>Critically review information and evaluate processes in the field of Speech-Language Pathology and Audiology, in order to develop creative responses to problems and issues.</p> <p>Present and communicate results effectively by offering creative insights and rigorous interpretations.</p> <p>Demonstrate an ability to develop his/her own learning strategies which sustain independent learning and academic and professional development, and can interact effectively within the learning group as a means of enhancing learning.</p> <p>Show ability to operate independently and take full responsibility for his/her own work.</p>				
Assessment Methods:		<p>Formative Continuous review and feedback</p> <p>Summative Research proposal Literature Review Poster presentation Research article Peer evaluation</p>				
Mark Structure::		Min Formative Assessment mark for exam admission (%)		40%		
		Final mark =	% Formative Assess Mark		60%	
			% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)			50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Research paper	Choose an item.	Choose an item.	Choose an item.	
	Duration	n/a				
	Sub minimum	40%				
	% Distribution (if more than one "Paper")	100%				

SHC B5 Bachelor Nursing Sciences and Arts PROGRAMME (BNSA01)

SHC B5.1 ADMISSION AND SELECTION REQUIREMENTS

SHC B5.1.1 Admissions

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

SHC B5.1.2 Selection

An applicant for the BNSA programme must have:

- a National Senior Certificate endorsed for bachelor's degree study (or equivalent school leaving certificate with full Exemption certificate issued by the South Africa matriculation Board);
- an APS of at least 26;
- passed in the following subjects at the following, or better levels of achievement

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

SHC B5.2 REGISTRATION WITH THE SA NURSING COUNCIL

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

SHC B5.3 SELECTION: FOREIGN APPLICANTS

- Foreign 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 foreign students in the Fees Brochure.
- Before registration foreign students must at least 6 months in advance:
 - Obtain a matric certificate or equivalent thereof from SAQA and HESA;
 - Submit their school leaving certificate to USA (Universities of South Africa) for approval;
 - Obtain a study permit from the Department of Home Affairs;
 - Obtain a provisional letter of acceptance for study from SMU to submit to SANC
 - Follow the guidelines of SANC to apply for registration with SANC.
 - Evidence of personal medical aid cover.
 - Valid passport and or any valid form of identity document.

SHC B5.4 DURATION AND CLINICAL REQUIREMENTS

- The duration of the BNSA degree programme is four (4) years, and leads to registration by the SA Nursing Council as a Nurse (General, Psychiatric, Community) and Midwife.
- Clinical learning is a compulsory part of each year of study, and requires a minimum of 80% of practical attendance, and a total of clinical hours of 4000 hours is compulsory for the entire programme.
- All clinical requirements as per SANC regulations, Regulation 425 will apply.

SHC B5.5 ASSESSMENT CRITERIA (THEORY) BNSA

A student must sit for formative and summative assessment according to the semester or year programme as applicable. In order to sit for the summative assessment of each year level, the student must meet the following:

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

SHC B5.6 CALCULATION OF YEAR MARK

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

SHC B5.7 REGISTRATION YEAR/PROMOTION RULE

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

SHC B5.8 NURSING PRACTICE (CLINICAL) BNSA

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

- (i) Satisfactory evidence of 80% clinical attendance.
- (ii) Fifty percent (50%) continuous assessment marks in all clinical components.
- (iii) A minimum of 50% in each clinical field (GNSA, Community, Psychiatry and Midwifery) of the summative assessment

SHC B5.9 FAILURE IN SEMESTER EXAMINATIONS

A student, who has failed a first semester module(s) may:

- (a) Take second semester modules unless the failed module(s) is/are pre-requisites;
- (b) Repeat the first semester module during the following year.
- (c) Repeats any year level of study must have clinical exposure of all clinical module(s) passed. A student who repeats module(s) passed is exempted from summative assessments.

SHC B5.10 FAILURE OF THE FOURTH AND FINAL YEAR OF STUDY

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

SHC B5.11 CARRYING OF COURSES

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

- (a) the courses can be attended as the timetable allows; and
- (b) approval is granted by the Dean of School

SHC B5.12 COURSES TAKEN IN ADVANCE

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

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

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

Courses that have pre-requisites are as follows:

COURSE	PREREQUISITE
Nursing Science and Art II	Nursing Science and Art I
Nursing Practice II	Nursing Practice I
Nursing Science and Art III	Nursing Science and Art II
Nursing Practice III	Nursing Practice II
Nursing Science and Art IV	Nursing Science and Art III
Nursing Practice IV	Nursing Practice III
Community Nursing Science II	Community Nursing Science I
Psychiatric Nursing Science II	Psychiatric Nursing Science I

Midwifery II	Midwifery I
--------------	-------------

SHC B5.13 THE AWARD OF THE DEGREE WITH DISTINCTION

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

SHC B5.14 REGISTRATION FOR COMMUNITY SERVICE WITH SANC

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

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

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

BNSA: CURRICULUM INFORMATION					
Offering Department	Nursing			School:	School of Health Care Sciences
Qualification Name:	Bachelor of Nursing (General, Community and Psychiatry and Midwifery)			Qualification Code:	BNS01
Campus:	SMU			Last Revision date:	2012

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL 1					
FIRST SEMESTER					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
The following modules are COMPULSORY					
	MEHS 011	S	Y	4	0.03
	MPCL 011	S	Y	8	0.06
	MNUS 011	S	Y	12	0.1
	MUPR 011	S	Y	16	0.13
	MCHY 011	S	Y	16	0.13
	MANA 011	S	Y	8	0.06
TOTAL CREDITS FOR YEAR LEVEL 1 SMU				60	0.42

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL 1					
SECOND SEMESTER					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
The following modules are COMPULSORY					
	MEHS 012	S	Y	4	0.03
	MPCL 012	S	Y	8	0.06
	MNUS 012	S	Y	8	0.06
	MUPR 012	S	Y	12	0.1
	MPHY 012	S	Y	16	0.13
	MANA 012	S	Y	8	0.06
TOTAL CREDITS FOR YEAR LEVEL 1				60	0.42

PERIOD OF STUDY / YEAR LEVEL 2					
First Semester					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
	MPIA 021	S	Y	12	0.06
	MNUA021	S	Y	12	0.09
	MUPR 021	S	Y	12	0.09
	MMMA021	S	Y	12	0.09
	MPSB021	S	Y	12	0.09
	MCNA021	S	Y	12	0.09
TOTAL CREDITS FOR YEAR LEVEL 2 SMU				72	0.51

PERIOD OF STUDY / YEAR LEVEL 2					
Second Semester					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
	MPIA 022	S	Y	12	0.03
	MNUA022	S	Y	8	0.09
	MUPR 022	S	Y	12	0.09
	MCNA 022	S	Y	8	0.06
	MPSC021	S	Y	8	0.06
TOTAL CREDITS FOR YEAR LEVEL 2				48	0.33

PERIOD OF STUDY / YEAR LEVEL 3					
First Semester					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
	MNUA 031	S	Y	8	0.06
	MUPR 031	S	Y	16	0.09
	MCNA 031	S	Y	8	0.06
	MMWA 031	S	Y	8	0.06
	MNPA 031	S	Y	8	0.06
	MSCA 031	S	Y	8	0.06
TOFTAL CREDITS FOR YEAR LEVEL 3 SMU				60	0.39

PERIOD OF STUDY / YEAR LEVEL 3					
2 nd Semester					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
	MNUA 032	S	Y	8	0.06
	MUPR 032	S	Y	16	0.09
	MCNA 032	S	Y	8	0.06
	MMWA 032	S	Y	8	0.06
	MSCA 032	S	Y	8	0.06
	MNPA 032	S	Y	8	0.06
TOTAL CREDITS FOR YEAR LEVEL 3				60	0.39

PERIOD OF STUDY / YEAR LEVEL 4					
First Semester					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
The following module/s are COMPULSORY					
	MMWA 041	S	Y	12	0.1
	MNUA 041	S	Y	12	0.1
	MNPA 041	S	Y	12	0.1
	MUPR 041	S	Y	36	0.3
TOTAL CREDITS FOR YEAR LEVEL 4 SMU				72	0.6
TOTAL CREDITS FOR QUALIFICATION					

PERIOD OF STUDY / YEAR LEVEL 4					
Second Semester					
X ¹	Module Code	Offering Period ²	Possible major ³	SAQA Credit	Hemis Credit ⁴
The following module/s are COMPULSORY					
	MMWA 042	S	Y	8	0.06
	MNUA 042	S	Y	8	0.06
	MNPA 042	S	Y	8	0.06
	MUPR 042	S	Y	24	0.2
TOTAL CREDITS FOR YEAR LEVEL 4				48	0.20
TOTAL CREDITS FOR QUALIFICATION				480	

MODULAR INFORMATION						
Offering Department:	Nursing Science				School:	SHCS
Last Revision date:	2012		First Year Offered (New):	Current (2013)		
Replace this Module existing module(s)?	No		If YES, give the module codes:	N/A		
Module linked to Qualification/s:	BNS01	ENG L101	ANAT109	BPHY 103	CHEM103	PSYC101
Module Code: (4 alphabetic & 3 numeric)	MNUS 011					
Module Name:	NURSING SCIENCE AND ARTS 1					
Content:	Principles of basic nursing according to health needs. Basic emergency care. Fundamental nursing practice, skill and competencies, basic research concepts, family study.					
Learning Outcomes:	<p>Level 1 outcomes of the <u>KSVME (knowledge, skill, values, meaning and experience) framework for fundamental</u> general nursing care:</p> <p>KNOWLEDGE: Demonstrate awareness and apply foundational and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process.</p> <p>SKILLS: Apply appropriate technical evidence-based orientated basic nursing care.</p> <p>VALUES: Identify and develop attributes of professional behavior.</p> <p>MEANING: Identify and use language and concepts unique to nursing.</p>					
Module Information: 180 periods/14W	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	12		3		090899	
Delivery Information:	Campus		Full/Part Time		Period	
	SMU		Contact		S1	
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning	
	5p/w					
Pre-requisite modules for this module:	N/A					
Co-requisites modules for module:	N/A					
Assessment	Continuous formative theoretical assessment (E-learning exercises, tests, assignments). Summative assessment: 1 x 3hr paper.					
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in evidence-based fundamentals of nursing care for level 1 based on outcome knowledge, skill development, value and meaning integration.</p> <p>Recognize environmental (inner and outer) factors that influence health</p> <p>Identify FIC (family involvement in care) and the provision of nursing care</p> <p>Demonstrate awareness of the types of healthcare systems and settings and work effectively within a system</p> <p>Awareness of the impact of healthcare policy on nursing and implementation policies and procedures with guidance.</p> <p>Demonstrate awareness of the types of healthcare systems and settings and work effectively within a system</p> <p>Awareness of the impact of healthcare policy on nursing and implementation policies and procedures with guidance.</p> <p>Show competence in Basic emergency care.</p>					

		<p>Demonstrate awareness of the creation of a <u>therapeutic environment</u>. Demonstrate awareness in the <u>basic scientific nursing knowledge</u> and processes applied to nursing. Apply principles of learning and teaching in <u>self-development</u> and in teaching individuals. Organize and manage self. Assess educational needs of individuals and give <u>elementary health education</u>. Identify common <u>health patterns</u> and trends of humans throughout the life cycle. Demonstrate the awareness of the significance of <u>information in</u> the application of nursing knowledge <u>Cooperate and collaborate</u> with students, faculty and other nurses Demonstrate awareness of principles of <u>verbal, written & culturally sensitive communication</u>. Keep accurate records. Demonstrate awareness of professional behavior/<u>etiquette</u> effective supervision of ancillary staff. Take responsibility and show initiative at level of operation and in controlled circumstances. Safe and effective use of <u>appropriate technology</u> in the provision of elementary nursing care. Basic information retrieval skills. Show awareness and respect other forms of care (Complementary healthcare). Show respect for multi- disciplinary team Assume responsibility for self and ancillary personal as appropriate with direct supervision. Prescribed hours to be submitted before summative assessment. (Pediatric, OPD, medical and surgical units): 40 hours orientation, 40hours family study, 60 hours skill development. 35 hours emergency care.</p>			
Assessment methods		<p>Formative individual and group assignments and tests. 1 x 3 hrs paper. Practical examination Formative individual and group assignments and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Family and case studies.</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory			
	Duration	3 HRS			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MNUS 012				
Module Name:		NURSING SCIENCE AND ART 1				
Content:		Theories of Fundamental nursing care and practice, skill and competencies, basic research concepts, projects literature review, evidence-based practice, case studies. Introduction to midwifery, community nursing and psychiatric nursing				
Learning Outcomes:		<p>Level 1 outcomes for KSVME framework for basic nursing:</p> <p>KNOWLEDGE: Demonstrate awareness and apply foundational and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process.</p> <p>SKILL DEVELOPMENT AND EXPERIENCE: Skill development in basic nursing assessment, scientific principles (nursing care process) and application of knowledge</p> <p>VALUES: Identify and develop attributes of professional behavior.</p> <p>MEANING: Identify and use language and concepts unique to nursing</p>				
Module Information: 120 periods/12 W		SAQA Credits		ITS Course Level	CESM Code (3rd Order) (Six Numbers)	
		8		3	090899	
Delivery Information:		Campus		Full/Part Time		
		SMU		Full		Period S 2
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning
		4,5/W				
Pre-requisite modules for this module:		Pass 1 st semester.				
Co-requisites modules for module:		n/a				
Assessment		Formative and summative theory and clinical assessment. Continuous assessment of skill development is simulation and in clinical practice. Submission of workbook.				
Assessment criteria		<p>Evidence of knowledge acquisition and competency development in evidence-based basic nursing practice. Complete a family study. Give evidence of attendance of all skill development sessions. Acquire an 80% attendance and 80% competency mark for procedures and skills. Proof of competency in basic emergency care 35 hours. Demonstrate required competency in practical experiential learning according to programme requirements. Accumulate a total of 600hrs (projects, visits, professional development and simulation) of which 445 hours is supervised direct patient care experience (submit hour book as proof) Prescribed hours to be submitted before summative assessment. 445 hours (pediatric, OPD, medical and surgical units). Total = 600 hours</p>				
Assessment methods		Formative individual and group assignments and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and 1 Hour book and evidence of prescribed (SANC) clinical experiential learning (445 hrs.)				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				

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

Module Code: (4 alphabetic & 3 numeric)	MUPR 011				
Module Name:	NURSING PRACTICE 1				
Content:	Theories of Fundamental nursing care and practice, skill and competencies, basic research concepts, projects literature review, evidence-based practice, case studies. Introduction to midwifery, community nursing and psychiatric nursing				
Learning Outcomes:	<p>Level 1 outcomes for KSVME framework for basic nursing</p> <p>KNOWLEDGE: Demonstrate awareness and apply foundational and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process.</p> <p>SKILL DEVELOPMENT AND EXPERIENCE: Skill development in basic nursing assessment, scientific principles (nursing care process) and application of knowledge</p> <p>VALUES. Identify and develop attributes of professional behavior.</p> <p>MEANING: Identify and use language and concepts unique to nursing</p>				
Module Information: 120 periods/12 W	SAQA Credits		ITS Course Level		CESM Code (3 rd Order, Six Numbers)
	16		3		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S1
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
		5 (3 hours/week)			
Pre-requisite modules for this module:	Pass 1 st semester.				
Co-requisites modules for module:	n/a				
Assessment	Formative and summative theory and clinical assessment. Continuous assessment of skill development is simulation and in clinical practice. Submission of workbook.				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in evidence-based basic nursing practice.</p> <p>Complete a family study.</p> <p>Give evidence of attendance of all skill development sessions. Acquire an 80% attendance and 80% competency mark for procedures and skills.</p> <p>Proof of competency in basic emergency care 35 hours.</p> <p>Demonstrate required competency in practical experiential learning according to programme requirements.</p>				

		Accumulate a total of 600hrs (projects, visits, professional development and simulation) of which 445 hours is supervised direct patient care experience (submit hour book as proof) Prescribed hours to be submitted before summative assessment. 445 hours (pediatric, OPD, medical and surgical units). Total = 600hrs			
Assessment methods		Formative individual and group assignments and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and 1 Hour book and evidence of prescribed (SANC) clinical experiential learning (445 hrs.)			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Practical			
	Duration	1 hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MUPR 012				
Module Name:	NURSING PRACTICE 1				
Content:	Theories of Fundamental nursing care and practice, skill and competencies, basic research concepts, projects literature review, evidence-based practice, case studies. Introduction to midwifery, community nursing and psychiatric nursing				
Learning Outcomes:	<p>Level 1 outcomes for KSVME framework for basic nursing</p> <p>KNOWLEDGE: Demonstrate awareness and apply foundational and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process.</p> <p>SKILL DEVELOPMENT AND EXPERIENCE: Skill development in basic nursing assessment, scientific principles (nursing care process) and application of knowledge</p> <p>VALUES: Identify and develop attributes of professional behavior.</p> <p>MEANING: Identify and use language and concepts unique to nursing</p>				
Module Information: 120 periods/12 W	SAQA Credits		ITS Course Level		CESM Code (3 rd Order (Six Numbers))
	12		3		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S 2
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning

		5 (3hours/week)			
Pre-requisite modules for this module:		Pass 1 st semester.			
Co-requisites modules for module:		n/a			
Assessment		Formative and summative theory and clinical assessment. Continuous assessment of skill development is simulation and in clinical practice. Submission of workbook.			
Assessment criteria		Evidence of knowledge acquisition and competency development in evidence-based basic nursing practice. Complete a family study. Give evidence of attendance of all skill development sessions. Acquire an 80% attendance and 80% competency mark for procedures and skills. Proof of competency in basic emergency care 35 hours. Demonstrate required competency in practical experiential learning according to programme requirements. Accumulate a total of 600hrs (projects, visits, professional development and simulation) of which 445 hours is supervised direct patient care experience (submit hour book as proof) Prescribed hours to be submitted before summative assessment. 445 hours (pediatric, OPD, medical and surgical units). Total = 600hrs			
Assessment methods		Formative individual and group assignments and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and 1 Hour book and evidence of prescribed (SANC) clinical experiential learning (445 hrs.)			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Practical			
	Duration	1hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MEHS 011
Module Name:	ENGLISH LANGUAGE
Content:	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation
Learning Outcomes	On successful completion the learner will be able to <ul style="list-style-type: none"> • Read faster and with greater understanding • Identify main and supporting arguments

	<ul style="list-style-type: none"> • Condense information into notes • Draw information from graphs and tables • Decode meanings of scientific words using word formation techniques in science • Present information in acceptable formats – spoken and written • Write an academic essay by synthesizing information from multiple sources and acknowledging the sources • Discuss in pairs, groups and class • Make formal presentations with the help of PowerPoint slides 				
Module Information: 30 p in 14 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	4		2		110101
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full Time		S1
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	1	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT					
Assessment Criteria	<p>Assessment criteria Students are assessed for the learning/competence of the following knowledge and skills items.</p> <p><i>Reading:</i> Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; <i>summarise</i> a long text into its essentials.</p> <p><i>Writing:</i> Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.</p> <p><i>Oral communication and presentation:</i> Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic</p> <p>All assessments are not included for CA marks. Some assessments are used for self-reflection and improvement.</p>				
Assessment Methods	<p>Assessment method:</p> <p>A: Continuous assessments Formal Tests 5: Test 1 = Reading Comprehension; Test 2: Scientific Essay; Test3: Computer-based – Language Use; Test 4: Summary, paraphrase, language use, note making; graphic presentation of information Test 5: Oral Presentation; Class tests; 3 Assessments decided by the individual lecturer</p> <p>B: Summative Assessment</p> <p>Weightage Externally moderated 1 x 2hr written paper</p> <p>Major items: Reading Comprehension; Essay/paragraph writing; language use; reading information from graphs and tables; presenting information in graphs and tables and bullet forms; Cloze test to assess the general proficiency.</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			

	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	1 ½ hrs				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	MEHS 012					
Module Name:	ENGLISH LANGUAGE					
Content:	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation					
Learning Outcomes	<p>On successful completion the learner will be able to:</p> <ul style="list-style-type: none"> • Read faster and with greater understanding • Identify main and supporting arguments • Condense information into notes • Draw information from graphs and tables • Decode meanings of scientific words using word formation techniques in science • Present information in acceptable formats – spoken and written • Write an academic essay by synthesizing information from multiple sources and acknowledging the sources • Discuss in pairs, groups and class • Make formal presentations with the help of PowerPoint slides 					
Module Information: 30p in 12 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	4		2		110101	
Delivery Information:	Campus		Full/Part Time		Period	
	SMU		Full Time		S1	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
	1,5	1				
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
ASSESSMENT						

Assessment Criteria		<p>Assessment criteria Students are assessed for the learning/competence of the following knowledge and skills items. <i>Reading:</i> Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; <i>summarise</i> a long text into its essentials. <i>Writing:</i> Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling. <i>Oral communication and presentation:</i> Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic All assessments are not included for CA marks. Some assessments are used for self-reflection and improvement.</p>			
Assessment Methods		<p>Assessment method: A: Continuous assessments Formal Tests 5: Test1 = Reading Comprehension; Test2: Scientific Essay; Test 3: Computer-based – Language Use; Test 4: Summary, paraphrase, language use, note making; graphic presentation of information Test 5: Oral Presentation Class tests; 3 Assessments decided by the individual lecturer. B: Summative Assessment Weightage Externally moderated 1 x 1 ½ hour written paper; Major items: Reading Comprehension; Essay/paragraph writing; language use; reading information from graphs and tables; presenting information in graphs and tables and bullet forms; Cloze test to assess the general proficiency.</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	1 ½ hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code:	MPHY 012
Module Name:	BIOPHYSICS 1C

Content:		Mathematical review and units Mechanics Molecular phenomena Temperature, heat, energy Pressure Electricity and magnetism Waves, sound and optics Nuclear radiation				
Learning Outcomes		The student will be able to: Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations. To apply the fundamentals laws of physics to anatomical and physiological functions of the human body. Relate various physical concepts to real life situations.				
Module Information: 90 P IN 12 WEEKS		SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
		16		3		149999
Delivery Information:		Campus		Full Time		Year
		SMU		Contact, full time		S2
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		7,5	0	2	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT						
Assessment Criteria		Able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated. Discuss logically the approach to solving problems that are analogous to various real-life situations.				
Assessment Methods		Formal written tests; Tutorials; written summative assessment				
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		40%		
		Final mark = % Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		
		Minimum final mark to pass (%)		50%		
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
		Theory / Practical	Theory			
		Duration	2 Hours			
		% contribution to Summative Assessment Mark	100%			
		Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPCL 011				
Module Name:		PSYCHOLOGY 1				
Content:		Foundations of Psychology Learning Theories Developmental Psychology Personality, emotions, motivation and stress Psychophysiology				
Learning Outcomes		Students must have an understanding basic principles and processes of psychology, understand and apply knowledge and link it to theories, develop a basic understanding of human development, personality, emotion and stress. Understand the link between mind and body.				
Module Information: 120 periods in 14 weeks		SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
		8		03		180101
Delivery Information:		Campus		Full/Part Time		Period
		SMU		FT		S 1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6,5	None	None	None	None
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT		Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
Assessment Criteria		Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes. Students must be able to explain the link between mind and body interaction. Students must be able to explain the role of social interaction and apply it to their specific field. Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field.				
Assessment Methods		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
		Theory / Practical	Theory			

	Duration	3hrs			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPCL 012			
Module Name:		PSYCHOLOGY 1			
Content:		Interpersonal skills, cognitive processes, reception and sensation memory, social psychology and introduction to research.			
Learning Outcomes		Students must have a basic understanding of cognitive processes, social interaction, interpersonal skills and research.			
Module Information: 120 periods in 12 weeks	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	8		03		1801
Delivery Information:	Campus		Full/Part Time		Period
	SMU		FT		S 2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5,5	None	2	None	None
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
ASSESSMENT		Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NOF guidelines for validity, reliability, fairness and practicability.			
Assessment Criteria		<p>Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies.</p> <p>Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes.</p> <p>Students must be able to explain the role of social interaction and apply it to their specific field.</p> <p>Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field.</p>			
Assessment Methods		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Theory		

	Duration	3hrs			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MANA 011			
Module Name:		Human Anatomy A 1 st semester			
Content:		Introduction to Anatomy Back & Thorax Neuroanatomy Head & Neck			
Learning Outcomes		<p>Introduction to Anatomy Students will be able to:</p> <ul style="list-style-type: none"> • Know the anatomical position and different planes and sections of the human body • Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure • Know and classify organs and structures • Differentiate and understand different histologically as well as macroscopic aspects of tissue and organ • Differentiate between the central nervous system and peripheral nervous system and know their components respectively • Differentiate between the somatic nervous system and the autonomic nervous system and know their components respectively <p>These apply to the following anatomical regions Back & Thorax Neuroanatomy Head & Neck</p>			
Module Information: 90 periods in 14 weeks		SAQA Credits		ITS Course Level	CESM Code (3rd Order) (Six Numbers)
		8		3	130402
Delivery Information:		Campus		Full/Part Time	Period
		SMU		Full Time	S1
Periods per week		Classes	Practical's	Tutorial	Seminars
		5	1,5		
Pre-requisite modules for this module:		N/A			
Co-requisites modules for module:		N/A			
ASSESSMENT					
Assessment Criteria		<p>Students must be able to: Use terminology appropriately identify and describe anatomical macro and microstructures of the human body, landmarks and relations and differentiate between systems in the following: Introduction to Anatomy</p>			

		<ul style="list-style-type: none"> • Skeletal system • Skin, fascia and muscle • Nervous system • Pleural cavities and lungs: • Mediastinum: • Pericardium and heart: • Vessels and nerves of the thorax: • Surface anatomy of the thorax: <p>Neuroanatomy:</p> <ul style="list-style-type: none"> • Introduction to neuroanatomy: • Meninges and dural venous sinuses: • Cisterns and the ventricular system: • Basal nuclei and medullary centres: • Diencephalon: • Brainstem: • Cerebellum: • Blood supply of the brain: • Cranial nerves: • Spinal cord and tracts: <p>Head and neck:</p> <ul style="list-style-type: none"> • Osteology of the skull and mandible. • Muscles and structures of the neck, face and scalp: • Vessels and nerves of the head and neck: • Digestive system of the head and neck: • Respiratory system of the head and neck: • Orbit and Eye: • Ear: 			
Assessment Methods		<p>Six tests (on each module), are undertaken before commencement of a new module. 4 tests in the 1 semester and 2 tests in the 2nd semester.</p> <p>Before the commencement of examination, an Additional Test (Computer Test) consisting of content of all work covered throughout the semester, is written.</p> <p>The semester Mark is calculated by the adding of the Additional Test mark and the best out of tests written throughout the semester. Should a student pass (>50%) every test that comprises and obtain 60%, the student can be exempted from writing exam.</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	2 hrs	1hr		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	N/A		

Module Code: (4 alphabetic & 3 numeric)	MANA 012 2 nd semester				
Module Name:	Human Anatomy				
Content:	Upper limb Abdomen & Pelvis Lower Limb & Perineum				
Learning Outcomes	Introduction to Anatomy Students will be able to: <ul style="list-style-type: none"> • Know the anatomical position and different planes and sections of the human body • Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure • Know and classify organs and structures • Differentiate and understand different histologically as well as macroscopic aspects of tissue and organ • Differentiate between the central nervous system and peripheral nervous system and know their components respectively • Differentiate between the somatic nervous system and the autonomic nervous system and know their components respectively These apply to the following anatomical regions Upper limb Abdomen & Pelvis Lower Limb & Perineum				
Module Information: 60 periods in 12 weeks	SAQA Credits		ITS Course Level	CESM Code (3 rd Order) (Six Numbers)	
	8		3	130402	
Delivery Information:	Campus		Full/Part Time	Period	
	SMU		Full Time	S2	
Periods per week	Classes	Practical's	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	N/A				
ASSESSMENT					
Assessment Criteria	Students must be able to: Use terminology appropriately identify and describe anatomical macro and microstructures of the human body, landmarks and relations and differentiate between systems in the following:				

		<p>Upper limb Shoulder and pectoral regions Axilla and Brachial Plexus. Arm and cubital fossa: Fore-arm and hand. Vessels and nerves of the upper limb: Joints of the upper limb:</p> <p>Abdomen and Pelvis Anterior abdominal wall Peritoneum Oesophagus and stomach Pancreas, duodenum and spleen Small and large intestines Liver and gallbladder Kidneys, ureters and suprarenal glands Posterior abdominal wall Pelvic walls and diaphragm. Pelvic organs</p> <p>Lower limb Gluteal region and thigh Popliteal fossa, leg and ankle Foot: Vessels and nerves of the lower limb: Hip joint: Knee and tibio-fibular joints: Ankle and other foot joints:</p>			
Assessment Methods		Six tests (on each module), are undertaken before commencement of a new module. 4 tests in the 1 semester and 2 tests in the 2 nd semester Before the commencement of examination, an Additional Test (Computer Test) consisting of content of all work covered throughout the semester, is written. The semester Mark is calculated by the adding of the Additional Test mark and the best out of tests written throughout the semester.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	2 hrs	1hr		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MCHY 011				
Module Name:	CHEMISTRY 1C				
Module Content:	<p>Properties of matter, changes of state, energy and the composition of matter. Structure of matter: The atom, fundamental particles, structure of the atom and the periodic chart. Chemical bonding: Molecules, electrovalent bonds and covalent bonds; Chemical equations: Symbols and formulae, types of chemical reactions and reaction rates. Oxidation/reduction. Water: Properties, purification and hardness. Liquid mixtures: Solutions, suspensions, colloids and emulsions. Acids, bases and salts, ionization and pH. Oxygen oxides, hydrogen, halogens, nitrogen, carbon and metals. Hydrocarbons, alcohols, phenols, aldehydes, ketones, acids (fatty acids, salicylic acid and lactic acid) and antibiotics. Esters, ethers and amines. Carbohydrates: Monosaccharide's, disaccharides and polysaccharides. Lipids and proteins.</p>				
Learning Outcomes:	<ul style="list-style-type: none"> • Recognize the variable composition of matter and energy and its ability to change • Associate the sub-microscopic structure of matter with its physical and chemical behavior • Understand the forces of cohesion in compounds • Apply chemical shorthand to represent reactions and identify reaction types • Understand the extraordinary properties of water and the diversity of aqueous mixtures • Identify acidic properties of aqueous solutions and the use of the pH scale • Recognize important groups of inorganic compounds • Identify the major organic compound groups with emphasis on the more biological entities • Associate natural molecules such as monosaccharide's, disaccharides, polysaccharides proteins and lipids to fundamental life functions 				
Module Information: 120 p in 14 weeks	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		02		140401
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full Time		S 1
Periods per Week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	7	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:					
Assessment Criteria:	Describe, explain and apply in a logical manner the principles, concepts and facts related to matter, atomic structure, periodic chart, chemical bonding, chemical equations/reactions and reaction rates, water properties, Acid-base behavior, organic chemistry as well as lipids and proteins.				
Assessment Methods:	A combination of formative assessment (tests, practical reports/test, quizzes) and summative assessment (3 hours written examination).				
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)				40
	Final mark =	% Formative Assess Mark			60
		% Summative Assess Mark			40

		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 h			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MNUA 021				
Module Name:	NURSING SCIENCE & ART 11				
Content:	Pediatric nursing (30periods) Medical surgical nursing (Pre- and peri-operative care, wound care and burns, cardiovascular, hematology and blood diseases, respiratory)				
Learning Outcomes:	<p>Level 2 outcomes of the KSVME (<u>knowledge, skill, values, meaning and experience</u>) framework for <u>integrated</u> general nursing care:</p> <p>KNOWLEDGE: <u>Integrate and apply</u> technically orientated evidence-based nursing and scientific theory in general pediatric medical and surgical care of selected conditions.</p> <p>SKILLS: <u>Integrate appropriate technical evidence-based</u> care in <u>pediatric nursing, peri operative care and medical surgical care in specific units of care, wound care.</u> Competency development in pre and post-operative care, wound care, blood and blood products management, infection control, development of a therapeutic environment, culture sensitive care.</p> <p>VALUES: <u>Integrate knowledge of ethical and professional practice appropriate</u> for the level as a nurse in pediatric peri operative and specific medical surgical nursing care.</p> <p>MEANING: <u>Integrate and use scientific language and concepts</u> unique to the multi-disciplinary healthcare environment.</p>				
Module Information: 180 periods/14	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	12		3		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full		S1
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	6	5			
Pre-requisite modules for this module:	Passed 1 st year modules				
Co-requisites modules for module:	All foundational modules: ANATM109, Biophysics, Chemistry, Psychology 1				
Assessment	Formative and summative theory Continuous formative theoretical assessment (E-learning exercises, tests, assignments). Summative assessment: 1 x 3-hour papers clinical examination				
Assessment criteria	Evidence of knowledge acquisition and competency development in evidence-based wound care, pre- peri & post-operative care basic unit management and specific				

		<p>medical and surgical conditions in this module. Complete prescribed workbook and case studies.</p> <p>Integrate principles of health and pathology in specific fields of nursing</p> <p>Demonstrate integration of principles of Ethical, legal and professional practice and conduct in nursing practice.</p> <p>Incorporate standards of evidence-based care in pediatric and general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in pediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p>Cooperate and collaborate with peers, faculty and other nurses in all settings, multi-disciplinary team.</p> <p>Integrate principles of cultural sensitivity and all forms of communication and develop skills of legal accurate written record keeping.</p> <p>Integrate life- saving skill competencies in all relevant settings</p> <p>Effective supervision of 1st level staff</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts. Assume responsibility for self and lower level students and workers under guidance. Evidence of knowledge acquisition and competency development in evidence-based general medical, surgical conditions of vital systems, Submit proof of supervised direct patient care in general nursing and 66 hrs. skills development</p> <p>Research; Established nursing informatics, retrieval skills and accurate record keeping</p>			
Assessment methods		Formative individual and group assignments and tests. Summative 1 x 3 hrs paper. Clinical examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practice		
	Duration	3 hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MNUA 022
Module Name:	NURSING SCIENCE AND ART 11
Content:	Introduction to Ward administration and professional practice (30 periods) Medical and surgical nursing practice renal, gastrointestinal system. and evidence-based research.
Learning Outcomes:	Level 2 outcomes for KSVME (skill and experience) framework for integrated general and community nursing

	<p>KNOWLEDGE: Integrate and apply technically orientated evidence-based nursing and scientific theory in general pediatric medical and surgical care of selected conditions.</p> <p>SKILLS: Integrate research that is valid and reliable in nursing practice. Integrate pharmacology. Incorporate standards of evidence-based care in general nurse practice. Competency development in pre and post-operative care, wound care, blood and blood products management, basic ward administering principles, infection control, development of a therapeutic environment, culture sensitive care.</p> <p>EXPERIENCE Submit proof of a total of 600 hrs. (projects, case studies, simulated learning, visits) 446 is supervised direct general nursing care and theatre Give proof that all the learning outcomes were met. for this level Workbooks, hour forms and portfolios completed and handed in for this level</p> <p>VALUES: Integrate knowledge of ethical and professional practice appropriate for the level as a nurse in pediatric peri operative and specific medical surgical nursing care.</p> <p>MEANING: Integrate and use scientific language and concepts unique to the multi-disciplinary healthcare environment.</p>					
Module Information: 120p/12 w	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	8		3		090899	
	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
	SMU		Full		1 Year M T1 & 2	
Periods per week:	SMU	Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	4			
Pre-requisite modules for this module:	Passed all first year modules					
Co-requisites modules for module:	n/a					
Assessment	Formative and summative clinical assessment, general and community workbook, simulation & e-learning.					
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in evidence-based medical and surgical nursing care, basic unit management in this module. Complete prescribed workbook and case studies.</p> <p>Integrate principles of health and pathology in specific fields of nursing Demonstrate <u>integration of principles of Ethical, legal and professional practice</u> and conduct in nursing practice.</p> <p>Incorporate standards of evidence-based care in pediatric and general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in pediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p><u>Cooperate and collaborate with</u> peers, faculty and other nurses in all settings, multi-disciplinary team.</p> <p><u>Integrate principles of cultural sensitivity and all forms of communication</u> and develop skills of legal accurate <u>written record</u> keeping.</p> <p><u>Integrate life- saving skill competencies in all relevant settings</u></p> <p><u>Effective supervision</u> of 1st level staff</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts. Assume responsibility for self and lower level students and workers under guidance. Research; Established nursing informatics, retrieval skills and accurate record keeping</p>					

		Evidence of knowledge acquisition and competency development in evidence-based general medical, surgical conditions of vital systems, infection control and introduction to the function of a nursing unit. Submit proof of 446hrs supervised direct patient care in general nursing and skills development Research; Established nursing informatics, retrieval skills and accurate record keeping			
Assessment methods		Formative individual and group assignments and tests. Clinical formative and summative examination in general and community care			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practice		
	Duration	3 hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MUPR 021		
Module Name:	NURSING PRACTICE 11		
Content:	Pediatric nursing (30periods) Medical surgical nursing (Pre- and peri-operative care, wound care and burns, cardiovascular, hematology and blood diseases, respiratory)		
Learning Outcomes:	<p>Level 2 outcomes of the KSVME (<u>knowledge, skill, values, meaning and experience</u>) framework for integrated general nursing care:</p> <p>KNOWLEDGE: Integrate and apply technically orientated evidence-based nursing and scientific theory in general pediatric medical and surgical care of selected conditions.</p> <p>SKILLS: Integrate appropriate technical evidence-based care in <u>pediatric nursing, peri operative care and medical surgical care in specific units of care, wound care.</u> Competency development in pre- and post-operative care, wound care, blood and blood products management, infection control, development of a therapeutic environment, culture sensitive care.</p> <p>VALUES: Integrate knowledge of ethical and professional practice appropriate for the level as a nurse in pediatric peri operative and specific medical surgical nursing care.</p> <p>MEANING: Integrate and use scientific language and concepts unique to the multi-disciplinary healthcare environment.</p>		
Module Information: 180 periods/14	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	8	3	090899

Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full		S1	
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning	
			5				
Pre-requisite modules for this module:		Passed NUPR 101/102					
Co-requisites modules for module:		All foundational modules: ANATM109, Biophysics, Chemistry, Psychology 1					
Assessment		Formative individual and group assignments and projects. Practical examination Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Case studies.					
Assessment criteria		<p>Evidence of knowledge acquisition and competency development in evidence-based wound care, pre- peri & post-operative care basic unit management and specific medical and surgical conditions in this module. Complete prescribed workbook and case studies.</p> <p><u>Integrate principles</u> of health and pathology in specific fields of nursing <u>Demonstrate integration of principles of Ethical, legal and professional practice</u> and conduct in nursing practice.</p> <p><u>Incorporate standards of evidence-based care</u> in pediatric and general medical surgical practice.</p> <p><u>Integrate safety in nursing care delivery</u> for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in pediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p><u>Cooperate and collaborate with peers, faculty and other nurses</u> in all settings, multi-disciplinary team.</p> <p><u>Integrate principles of cultural sensitivity and all forms of communication</u> and develop skills of legal accurate <u>written record</u> keeping.</p> <p><u>Integrate life- saving skill competencies in all relevant settings</u></p> <p><u>Effective supervision</u> of 1st level staff</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts. Assume responsibility for self and lower level students and workers under guidance.</p> <p>Evidence of knowledge acquisition and competency development in evidence-based general medical, surgical conditions of vital systems, Submit proof of supervised direct patient care in general nursing and 66 hrs. skills development</p> <p>Research; Established nursing informatics, retrieval skills and accurate record keeping.</p>					
Assessment methods		Formative individual and group assignments and tests. Summative 1 x 3 hrs paper. Clinical examination.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)						40%
	% Formative Assessment Mark						60%
	% Summative Assessment Mark						40%
	Minimum final mark to pass (%)						50%
		Paper 1	Paper 2	Paper 3	Paper 4		

Summative Assessment Paper:	Theory/Practical	Practice			
	Duration	1hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MUPR 022				
Module Name:		Nursing Practice 11				
Content:		Introduction to Ward administration and professional practice (30 periods) Medical and surgical nursing practice renal, gastrointestinal system. and evidence-based research.				
Learning Outcomes:		<p>Level 2 outcomes for KSVME (skill and experience) framework for integrated general and community nursing</p> <p>KNOWLEDGE: <u>Integrate and apply</u> technically orientated evidence-based nursing and scientific theory in general pediatric medical and surgical care of selected conditions.</p> <p>SKILLS: Integrate research that is valid and reliable in nursing practice. Integrate pharmacology. Incorporate standards of evidence-based care in general nurse practice. Competency development in pre and post-operative care, wound care, blood and blood products management, basic ward administering principles, infection control, development of a therapeutic environment, culture sensitive care.</p> <p>EXPERIENCE Submit proof of a total of 600 hrs. (projects, case studies, simulated learning, visits) 446 is supervised direct general nursing care and theatre Give proof that all the learning outcomes were met. for this level Workbooks, hour forms and portfolios completed and handed in for this level</p> <p>VALUES. <u>Integrate</u> knowledge of ethical and professional practice appropriate for the level as a nurse in pediatric peri operative and specific medical surgical nursing care.</p> <p>MEANING: <u>Integrate and use scientific language and concepts</u> unique to the multi-disciplinary healthcare environment.</p>				
Module Information: 120p/12 w		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
		8		3		090899
		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full		1 Year M T1 & 2
Periods per week: SMU		Classes	Practical's	Tutorial	Seminars	Independent Learning
			4			
Pre-requisite modules for this module:		Passed first year courses				
Co-requisites modules for module:		n/a				
Assessment		Formative and summative clinical assessment, general and community workbook, simulation & e-learning.				

Assessment criteria		<p>Evidence of knowledge acquisition and competency development in evidence-based medical and surgical nursing care, basic unit management in this module. Complete prescribed workbook and case studies.</p> <p>Integrate principles of health and pathology in specific fields of nursing</p> <p>Demonstrate <u>integration of principles of Ethical, legal and professional practice</u> and conduct in nursing practice.</p> <p>Incorporate standards of evidence-based care in pediatric and general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in pediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p><u>Cooperate and collaborate with</u> peers, faculty and other nurses in all settings, multi-disciplinary team.</p> <p><u>Integrate principles of cultural sensitivity and all forms of communication</u> and develop skills of legal accurate <u>written record</u> keeping.</p> <p><u>Integrate life- saving skill competencies</u> in all relevant settings</p> <p><u>Effective supervision</u> of 1st level staff</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts. Assume responsibility for self and lower level students and workers under guidance. Research; Established nursing informatics, retrieval skills and accurate record keeping</p> <p>Evidence of knowledge acquisition and competency development in evidence-based general medical, surgical conditions of vital systems, infection control and introduction to the function of a nursing unit. Submit proof of 446hrs supervised direct patient care in general nursing and skills development</p> <p>Research; Established nursing informatics, retrieval skills and accurate record keeping</p>			
Assessment methods		Formative individual and group assignments and tests. Clinical formative and summative examination in general and community care			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Practice			
	Duration	1hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPIA 021							
Module Name: PHYSIOLOGY 1 B									
Content:		GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including Homeostasis, Excitable tissues, Cardiovascular system, Blood & Immunity, Nervous system and special senses) and Physiological Chemistry PHYSIOLOGY PRACTICALS Practical on selected topics to illustrate the theory							
Learning Outcomes		The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms which give rise to associated pathophysiology. The student will be able to demonstrate competency to measure selected physiological phenomena The student will display the ability to analyse problems of a physiological nature in the context of Nursing							
Module Information: 120 p in 14 weeks		SAQA Credits		ITS Course Level		CESM Code (3rd Order) (Six Numbers)			
		12		3		130801			
Delivery Information:		Campus		Full/Part Time		Period			
		SMU		Contact – Fulltime		S1			
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning			
		8	0.5	0	0	0			
Pre-requisite modules for this module:		As specified by programme							
Co-requisites modules for module:		As specified by programme							
ASSESSMENT									
Assessment Criteria		The student would be expected to have a sound knowledge of the basic physiology of the systems covered. The student would be expected use the physiology of the systems covered and apply it to the field of nursing. The student would be expected to know normal physiological values for parameters applicable to nursing.							
Assessment Methods		Formative assessment methods include observation methods, oral questions, practical exercises and demonstrations, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. <ul style="list-style-type: none"> The summative assessment method consists of an end of year written examination paper. 							
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		40%					
		Final mark		% Formative Assessment Mark		60%			
				% Summative Assessment Mark		40%			
		Minimum final mark to pass (%)		50%					
		Paper 1		Paper 2		Paper 3		Paper 4	

Summative Assessment Paper:	Theory / Practical	Theory			
	Duration	2 hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MPIA 022					
Module Name:	PHYSIOLOGY 1B					
Content:	<p>GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including the Gastrointestinal system, Endocrinology, Body temperature, Respiration, Acid/Base balance, Renal Physiology and Reproduction)</p> <p>PHYSIOLOGY PRACTICALS Practical on selected topics to illustrate the theory</p>					
Learning Outcomes	<p>The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms which give rise to associated pathophysiology.</p> <p>The student will be able to demonstrate competency to measure selected physiological phenomena</p> <p>The student will display the ability to analyse problems of a physiological nature in the context of nursing</p>					
Module Information: 120 periods in 12 weeks	SAQA Credits	ITS Course Level			CESM Code (3 rd Order) (Six Numbers)	
	12	3			130801	
Delivery Information:	Campus	Full/Part Time			Period	
	SMU	Fulltime			S2	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
	9	1	0	0		
Pre-requisite modules for this module:	As specified by programme					
Co-requisites modules for module:	As specified by programme					
ASSESSMENT						
Assessment Criteria	<ul style="list-style-type: none"> The student would be expected to have a sound knowledge of the basic physiology of the systems covered. The student would be expected use the physiology of the systems covered and apply it to the field of nursing. The student would be expected to know normal physiological values for parameters applicable to nursing. 					
Assessment Methods	<ul style="list-style-type: none"> Formative assessment methods include observation methods, oral questions, practical exercises and demonstrations, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. The summative assessment method consists of an end of year written examination paper. 					

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

Module Code: (4 alphabetic & 3 numeric)		MPSB 021 Semester 1				
Module Name:		Psychology 1 B				
Content:		Developmental Psychology, Personality theories				
Learning Outcomes:		Know and understand the basic concepts in child development, social and medical psychology Know and understand different personality theories Know and understand the ethical principles applicable in child develop, social and medical psychology and personality theories				
Module Information: 90 periods x 14 weeks 6,4 /week		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
		12		3		090899
Delivery Information:		Campus		Full/Part Time		Period
		SMU		Full		S1
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning
		5	1,5			
Pre-requisite modules for this module:		Psychology 101				
Co-requisites modules for module:		None				
Assessment		Assessment in line with university Assessment Policy and NQF guidelines for validity, reliability, fairness and practicability				
Assessment criteria		At the end of the module the student must be able to: List, describe and apply basic concepts in social, medical and child developmental psychology Name and describe different personality theories Recognize and explain the position of medical psychology within the discipline of psychology List and describe the ethical principles applicable in social and medical psychology and personality theories.				
Assessment methods		Comprehensive formative (includes groups and individual assignments and tests) and summative (examination) assessment. Practical work includes seminars, presentations of case studies relevant to the thrust of the degree.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	2hr paper			
	% contribution to Summative Assessment Mark	100 %			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MPSC 021 Semester 2				
Module Name:		Psychology 11				
Content:		Medical and social psychology				
Learning Outcomes:		Know and understand the basic concepts social and medical psychology Know and understand the ethical principles applicable in, social and medical psychology				
Module Information: 90 periods x 12 weeks 7,5 /week		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
		8		3		
Delivery Information:		Campus		Full/Part Time		Period
		SMU		Full		S2
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	1,5			
Pre-requisite modules for this module:		Psychology MPSB 021				
Co-requisites modules for module:		None				
Assessment		Assessment in line with university Assessment Policy and NQF guidelines for validity, reliability, fairness and practicability				
Assessment criteria		At the end of the module the student must be able to: List, describe and apply basic concepts in social, medical and child developmental psychology Name and describe different personality theories Recognize and explain the position of medical psychology within the discipline of psychology List and describe the ethical principles applicable in social and medical psychology and personality theories.				
Assessment methods		Comprehensive formative (includes groups and individual assignments and tests) and summative (examination) assessment. Practical work includes seminars, presentations of case studies relevant to the thrust of the degree.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	2hr paper			
	% contribution to Summative Assessment Mark	100 %			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MMMA021			
Module Name:		Microbiology			
Content:		This course covers basic concepts in medical microbiology, including an introduction to bacteria, fungi, parasites and viruses, laboratory diagnosis of infectious diseases, clinical immunology, control of microorganisms (antimicrobial agents, and infection control). Syndromes covered are infections of the, respiratory tract, gastrointestinal tract, genitourinary tract, and wound infections.			
Learning Outcomes		Specific Outcome 1: Able to understand, describe and identify the fundamentals and the key principles of medical microbiology, Specific Outcome 2: Apply theoretical knowledge in infection control.			
Module Information: 90 periods in 14weeks		SAQA Credits	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)	
		12	03	130203	
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)	
		SMU	Full-time	1 st Sem	
Periods per week:		Classes	Practical's	Tutorial	Seminars
		5	1		
Pre-requisite modules for this module:		N/A			
Co-requisites modules for module:		N/A			
ASSESSMENT:					
Assessment Criteria		Specific Outcome 1: <ul style="list-style-type: none"> • Know key concepts in medical microbiology, including role of microorganisms in specific medical syndromes • Ability to identify micro-organisms and assess their clinical significance • Ability to describe management of infectious diseases Specific Outcome 2: Understand and apply basic knowledge of microorganisms in infection control, wound dressing and management of patients.			

Assessment Methods:		Students submit written assignments on each topic, three class tests, one practical test, followed by a theory and practical examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	2 hrs	1½ hours		
	% contribution to Summative Ass Mark	65%	35%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MCNA 02 1				
Module Name:		Community health nursing 1				
Content:		Concepts. Principles and Theories, Health education, Health legislation Health Mother and Child Communicable diseases and non-communicable Community health nursing , mother and childcare. ICMI				
Learning Outcomes:		<p>Level 2 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health</p> <p>KNOWLEDGE: <u>Integrate and apply</u> foundational and technically orientated nursing and scientific theory (evidence-based care) in community health care.</p> <p>SKILLS: <u>Assess health needs</u> of families and groups and develop educational and community programmes, nutrition, breastfeeding family planning and HIV. Immunization, cold chain management, growth and development, nutrition and health education. IMCI. <u>Integrate</u> appropriate <u>technical evidence-based principles</u> in <u>community</u> nursing care.</p> <p>VALUES: <u>Integrate</u> knowledge of ethical and professional practice in community nursing. Respect and integrate others when providing general and community nursing care</p> <p>MEANING: <u>Integrate</u> and use language unique to the community health nursing.</p>				
Module Information; 120 x 14 weeks		SAQA Credits	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)		
		12	3	090899		
Delivery Information:		Campus	Full/Part Time	Period		
		SMU	Full	S1		
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning

	8	0,5			
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	n/a				
Assessment	Continuous formative assessment, checklists on E-learning/workbooks in simulation and real clinical situation. Summative theory examination 1 x 3 hours written paper. Clinical assessment				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in care of communicable and non-communicable conditions, environmental health, mother and child health nursing. Health care assessment diagnosis and care on level 2 <u>integrating basic aspects of general and community care. Submit proof through completed workbooks.</u></p> <p>Integrate principles of health and pathology in all fields of community nursing in common <u>communicable and non-communicable diseases.</u></p> <p>Assess environmental factors that influence health environment using an integrated approach.</p> <p>Demonstrate knowledge and apply healthcare policy on community nursing and implementation policies and procedures with guidance.</p> <p>Integrate knowledge of <u>health patterns trends & behavior of groups, families and communities</u> in the primary health care setting</p> <p>Demonstrate knowledge and skill <u>in health education</u> to individuals & groups.</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts.</p> <p>Submit proof of 80 hours mother child care.</p>				
Assessment methods	Continuous formative individual and group assignments and tests. Written summative 1 x 3 hrs. paper Clinical assessment				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory	practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MCNA 022
Module Name:	Community health nursing 1
Content:	Environmental health care, Bio statistics, epidemiology, Communicable diseases and non-communicable, Health care systems, HIV and AIDS. Community health nursing , environmental health
Learning Outcomes:	Level 2 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health

	<p>KNOWLEDGE: Integrate and apply foundational and technically orientated nursing and scientific theory (evidence-based care) in community health care.</p> <p>SKILLS: Assess health needs of families and groups and develop educational and community programmes, nutrition, breastfeeding family planning and HIV. Integrate appropriate <u>technical evidence-based principles</u> in community nursing care.</p> <p>VALUES: Integrate knowledge of ethical and professional practice in community nursing. Respect and integrate others when providing general and community nursing care</p> <p>MEANING: Integrate and use language unique to the community health nursing.</p>				
Module Information:60p in / 12 weeks	SAQA Credits 4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	8		3		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S2
Periods per week	Classes	Practical's	Tutorial	Seminars	Independent Learning
	5	0,5			
Pre-requisite modules for this module:	n/a				
Co-requisites modules for module:	n/a				
Assessment	<p>Continuous formative assessment, checklists on E-learning/workbooks in simulation and real clinical situation.</p> <p>Summative theory examination 1 x 3 hours written paper. Clinical examination</p>				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in care of communicable and non-communicable conditions, environmental health, mother and child health nursing. Health care assessment diagnosis and care on level 2 <u>integrating basic aspects of general and community care.</u> <u>Submit proof through completed workbooks.</u></p> <p>Integrate principles of health and pathology in all fields of community nursing in common <u>communicable and non-communicable diseases.</u></p> <p>Assess environmental factors that influence health environment using an integrated approach.</p> <p>Demonstrate knowledge and apply healthcare policy on community nursing and implementation policies and procedures with guidance.</p> <p>Integrate knowledge of <u>health patterns trends & behavior of groups, families and communities</u> in the primary health care setting</p> <p>Demonstrate knowledge and skill <u>in health education</u> to individuals & groups.</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts.</p> <p>Submit proof of 40 = environmental health</p>				
Assessment methods	<p>Continuous formative individual and group assignments and tests.</p> <p>Written summative 1 x 3 hrs. paper/ clinical assessment</p> <p>Integrate knowledge of health patterns trends & behavior of groups, families and communities in the primary health care setting.</p>				

		Demonstrate knowledge and skill in health education to individuals & groups in general nursing and community care. Assess health needs of families and groups and develop educational and community programmes IN HIV.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MPYA 031			
Module Name:		Pharmacology Semester 1			
Content:		Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs			
Learning Outcomes		The student will be able to: Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines			
Module Information: 60 periods in 14 weeks		SAQA Credits		ITS Course Level	CESM Code (3rd Order) (Six Numbers)
		4		3	130901
Delivery Information:		Campus		Full/Part Time	Period
		SMU		Contact – Fulltime	S1
Periods per week:		Classes	Practical's	Tutorial	Seminars
		4	0	0	0
Pre-requisite modules for this module:		None			

Co-requisites modules for module:	None			
ASSESSMENT	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.			
Assessment Criteria	<ul style="list-style-type: none"> Standardization is criterion-referenced. Standards for excellence are determined by all major and minor outcomes being met. Minimum permissible performance as applied to every learning outcome is used as the pass/fail criterion 			
Assessment Methods	<ul style="list-style-type: none"> Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark. 			
Minimum Form Assessment Mark for exam admission (%)	40%			
Final mark =	% Formative Assessment Mark	60%		
	% Summative Assessment Mark	40%		
Minimum final mark to pass (%)	50%			
	Paper 1	Paper 2	Paper 3	Paper 4
Theory / Practical	Theory			
Duration	2 hrs			
% contribution to Summative Assessment Mark	100%			
Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MPYB 032 Semester 2		
Module Name:	Pharmacology		
Content:	Drugs and the respiratory and gastrointestinal systems Drugs and the cardio-vascular system Drugs effecting the Endocrine System		
Learning Outcomes	The student will be able to: Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines		
Module Information: 60 periods in 12 weeks	SAQA Credits	ITS Course Level	CESM Code (3 rd Order)

				(Six Numbers)	
	4	3		130901	
Delivery Information:	Campus	Full/Part Time		Period	
	SMU	Contact – Fulltime		S1	
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	4,5	0	0	0	0,5
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
Assessment Criteria	<ul style="list-style-type: none"> Standardization is criterion-referenced. Standards for excellence are determined by all major and minor outcomes being met. Minimum permissible performance as applied to every learning outcome is used as the pass/fail criterion 				
Assessment Methods	<ul style="list-style-type: none"> Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark. 				
Minimum Form Assessment Mark for exam admission (%)	40%				
Final mark =	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
Minimum final mark to pass (%)	50%				
	Paper 1	Paper 2	Paper 3	Paper 4	
Theory / Practical	Theory				
Duration	2 hrs				
% contribution to Summative Assessment Mark	100%				
Sub minimum	40%				
Module Code: (4 alphabetic & 3 numeric)	MNUA 031				
Module Name:	NURSING SCIENCE AND ART 111				
Content:	General medical and surgical nursing. Selected conditions, neurology, endocrine and reproductive health. Research methodology 10 periods				
Learning Outcomes:	Apply and evaluate specialty general nursing care to meet Level 3 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework. KNOWLEDGE:				

		<p>Apply and evaluate technically orientated evidence-based nursing and scientific theory in medical and surgical conditions in general care. Evidence of knowledge acquisition and competency development in evidence-based general conditions.</p> <p>Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal.</p> <p>SKILLS; Apply and evaluate appropriate technical evidence-based care in specific healthcare conditions.</p> <p>VALUES. Integrate knowledge of ethical, legal and professional practice at level 3 as a nurse in care for specific groups of patients in general nursing.</p> <p>MEANING: Integrate and use scientific language unique to the multi-disciplinary healthcare environment.</p> <p>Assume responsibility for self and lower level students and workers under guidance.</p> <p>EXPERIENCE</p> <p>Submit proof of 35hrs simulation for general nursing procedures, , neurology diabetic and endocrine conditions (20 hours research) including 160 hours supervised direct patient care in general units.</p>				
Module Information: 120 periods in 14w weeks		SAQA Credits		ITS Course Level	CESM Code (3 rd Order) (Six Numbers)	
		8		3	090899	
Delivery Information:		Campus		Full/Part Time	Period	
		SMU		Full	S1	
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	2,5			
Pre-requisite modules for this module:		Passed second year modules				
Co-requisites modules for module:		n/a				
Assessment		Formative and summative theory assessment on e-learning, using blended methods of assessment. Formative and summative assessment. Written tests and assignments. Portfolio of evidence. Group research project. Clinical assessment				
Assessment criteria		<p>Evidence of knowledge acquisition and competency development in specific medical and surgical conditions in this module including a group research project.</p> <p>Effectively integrate knowledge of basic and social sciences in nursing practice.</p> <p>Practice standards of care as a way of being as applied to different diseases.</p> <p>Create a therapeutic environment for specific healthcare groups.</p> <p><u>Cooperate and collaborate with</u> peers, faculty and others nurses in all settings</p> <p><u>Integrate life- saving skill competencies</u> in all relevant settings</p> <p><u>Effective supervision</u> of care in general units.</p> <p>Develop ethical, legal and professional practice appropriate for level of education.</p> <p>Integrate safety of nursing care delivery for self and others in general care for specific healthcare settings.</p>				
Assessment methods		<p>Assessment methods for continuous assessment. Formative individual and group assignments and tests. E-learning activities guided and supervised presentation and assignments. Portfolio of evidence.</p> <p>Summative assessment: 1 x 3 hrs. Paper. Clinical assessment</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			

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

Module Code: (4 alphabetic & 3 numeric)	MNUA 032
Module Name:	NURSING SCIENCE AND ART 111
Content:	General medical and surgical nursing. Selected conditions, Eyes. Ear nose and throat, orthopedics and dermatology. Oncology Research proposal. Case study.
Learning Outcomes:	<p>Level 3 outcomes for KSVME framework for integrated nursing care Apply and evaluate specialty general nursing care to meet Level 3 outcomes of the <u>KSVME</u> (knowledge, skill, values, meaning and experience) framework. KNOWLEDGE: <u>Apply and evaluate</u> technically orientated evidence-based nursing and scientific theory in medical and surgical conditions in general care. Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal. SKILLS; Apply and evaluate appropriate technical evidence-based care in specific healthcare conditions. Evidence of knowledge acquisition and competency development in evidence-based general conditions, Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal VALUES. Integrate knowledge of ethical, legal and professional practice at level 3 as a nurse in care for specific groups of patients in general nursing. MEANING: Integrate and use scientific language unique to the multi-disciplinary healthcare environment. Assume responsibility for self and lower level students and workers under guidance. EXPERIENCE Submit proof of 15hrs simulation for general nursing procedures, , neurology diabetic and endocrine conditions (72 HRS research protocol development) including 160 hours supervised direct patient care in general units SKILL DEVELOPMENT Submit proof of 50hrs simulation for general nursing procedures, eyes, ears, neurology diabetic and endocrine conditions (20 hours research) including 160 hours supervised direct patient care in general units.</p>

Module Information: 150p in 12 w	SAQA Credits	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)
	8	3	090899

Delivery Information:		Campus		Full/Part Time		Period
		SMU		Full		S2
Periods per week:	SMU	Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	6			
Pre-requisite modules for this module:		Passed NUSA 301				
Co-requisites modules for module:		n/a				
Assessment		Formative and summative theory and clinical assessment for aspects in, general, develop and present a group research protocol.				
Assessment criteria		Evidence of knowledge acquisition and competency development in evidence-based specialty in general conditions Assessment of skill development, projects, case studies <u>Complete a group research PROPOSAL</u> ready for submission to research committee. Submission of (hour book 1270 hrs.) of which 970 hrs. is direct patient care experience in specific disciplines as prescribed (SANC) this includes (160 hrs) is general nursing				
Assessment methods		Formative individual and group assignments and tests. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical workbooks Summative assessment 1 x 3hrs. Clinical assessment. Research project results presentation.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Practical	Theory			
	Duration	3 HRS	1hr			
	% contribution to Summative Assessment Mark	60%	40%			
	Sub minimum	40%	40%			

Module Code: (4 alphabetic & 3 numeric)	MSCA031
Module Name:	Sociology 1
Content:	Concepts: Society culture, Demographics, Social group and processes, Family, Race relations,
Learning Outcomes:	Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for sociology KNOWLEDGE: Demonstrate ability to evaluate scientific knowledge of sociology and apply it to healthcare and nursing. SKILLS: Communicate effectively with clients, family and team members orally and in writing. VALUES:

		Evaluate self-organization, society as organization and healthcare systems . MEANING: Demonstrate knowledge and application of leadership within a given context EXPERIENCE: Show evidence of internalization of ethical principles and values of culturally sensitive holistic care in nursing.					
Module Information: 90 periods in 14 weeks		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
		8 credits		4		200701	
Delivery Information:		Campus		Full/Part Time		Period	
		SMU		Full		S1	
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning	
		6,5					
Pre-requisite modules for this module:		n/a					
Co-requisites modules for module:		n/a					
Assessment		Formative and summative assessment Continuous formative assessment, e-learning assignments, and tests. Summative assessment 1 x 3 hrs. Evaluate and interpret health patterns of specific groups in health seeking and health behavior including sexuality. Evaluate the significance of sociology in the application of nursing. Develop therapeutic communication skills . Demonstrate effective leadership skills in groups and mentor 1st and 2nd year levels . Explore value systems of society and self. Approach nursing care holistically and demonstrate cultural sensitivity to groups/families (Ubuntu).					
Assessment criteria		Evidence of knowledge acquisition in sociology applied to healthcare and theories and principles of human health behavior and healthcare practices. Demonstrate ability to apply knowledge in nursing practice					
Assessment methods		Individual and group assignments, debates and discussions. 1 x 3-hour paper					
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark		60%			
		% Summative Assessment Mark		40%			
		Minimum final mark to pass (%)		50%			
Summative Assessment Paper:				Paper 1	Paper 2	Paper 3	Paper 4
		Theory/Practical		Theory			
		Duration		2hrs			
		% contribution to Summative Assessment Mark		100%			

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

Module Code: (4 alphabetic & 3 numeric)		MSCA032					
Module Name:		Sociology					
Content:		Concepts: Social pathology, Social change, Health and behaviour and welfare					
Learning Outcomes:		<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for sociology</p> <p>KNOWLEDGE: Demonstrate ability to evaluate scientific knowledge of sociology and apply it to healthcare and nursing.</p> <p>SKILLS: Communicate effectively with clients, family and team members orally and in writing.</p> <p>VALUES: Evaluate self-organization, society as organization and healthcare systems.</p> <p>MEANING: Demonstrate knowledge and application of leadership within a given context</p> <p>EXPERIENCE: Show evidence of internalization of ethical principles and values of culturally sensitive holistic care in nursing.</p>					
Module Information: 30 periods in 12 weeks		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
		4 credits		4		200701	
Delivery Information:		Campus		Full/Part Time		Period	
		SMU		Full		S2	
Periods per week		Classes	Practical's	Tutorial	Seminars	Independent Learning	
		2,5					
Pre-requisite modules for this module:		MSCA031					
Co-requisites modules for module:		n/a					
Assessment		<p>Formative and summative assessment Continuous formative assessment, e-learning assignments, and tests. Summative assessment 1 x 3 hrs. Evaluate and interpret health patterns of specific groups in health seeking and health behavior including sexuality. Evaluate the significance of sociology in the application of nursing. Develop therapeutic communication skills. Demonstrate effective leadership skills in groups and mentor 1st and 2nd year levels. Explore value systems of society and self. Approach nursing care holistically and demonstrate cultural sensitivity to groups/families (Ubuntu).</p>					
Assessment criteria		Evidence of knowledge acquisition in sociology applied to healthcare and theories and principles of human health behavior and healthcare practices. Demonstrate ability to apply knowledge in nursing practice					
Assessment methods		Individual and group assignments, debates and discussions. 1 x 3 hr paper					

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory			
	Duration	1 ½ hr			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MUPR 031		
Module Name:	NURSING PRACTICE 111		
Content:	General medical and surgical nursing. Selected conditions, neurology, endocrine and reproductive health. Research methodology 10 periods		
Learning Outcomes:	<p>Apply and evaluate specialty general nursing care to meet Level 3 outcomes of the <u>KSVME</u> (knowledge, skill, values, meaning and experience) framework.</p> <p>KNOWLEDGE: <u>Apply and evaluate</u> technically orientated evidence-based nursing and scientific theory in medical and surgical conditions in general care. Evidence of knowledge acquisition and competency development in evidence-based general conditions. Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal. SKILLS; Apply and evaluate appropriate technical evidence-based care in specific healthcare conditions. VALUES; Integrate knowledge of ethical, legal and professional practice at level 3 as a nurse in care for specific groups of patients in general nursing. MEANING; Integrate and use <u>scientific language</u> unique to the multi-disciplinary healthcare environment. Assume responsibility for self and lower level students and workers under guidance. EXPERIENCE Submit proof of 35hrs simulation for general nursing procedures, , neurology diabetic and endocrine conditions (20 hours research) including 160 hours supervised direct patient care in general units.</p>		
Module Information: 120 periods in 14w weeks	SAQA Credits	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)
	16	3	090899
Delivery Information:	Campus	Full/Part Time	Period
	SMU	Full	S1

Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
		3			
Pre-requisite modules for this module:		Passed all the 2 nd year courses.			
Co-requisites modules for module:		n/a			
Assessment		Formative and summative assessment. Case studies. Portfolio of evidence. Group research project. Clinical assessment.			
Assessment criteria		<p>Evidence of knowledge acquisition and competency development in specific medical and surgical conditions in this module including a group research project.</p> <p>Effectively integrate knowledge of basic and social sciences in nursing practice.</p> <p>Practice standards of care as a way of being as applied to different diseases.</p> <p>Create a therapeutic environment for specific healthcare groups.</p> <p><u>Cooperate and collaborate with peers, faculty and other nurses in all settings</u></p> <p><u>Integrate life- saving skill competencies in all relevant settings</u></p> <p><u>Effective supervision</u> of care in general units.</p> <p>Develop ethical, legal and professional practice appropriate for level of education.</p> <p><u>Integrate safety of nursing care delivery for self and others</u> in general care for specific healthcare settings.</p>			
Assessment methods		Assessment methods for continuous practical assessment. Formative individual and group assignments and tests. E-learning activities guided and supervised presentation and assignments. Portfolio of evidence. Summative assessment: Clinical assessment			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Practical			
	Duration	1h			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MUPR 032
Module Name:		NURSING PRACTICE 111
Content:		General medical and surgical nursing. Selected conditions, neurology, endocrine and reproductive health. Research methodology 10 periods
Learning Outcomes:		Apply and evaluate specialty general nursing care to meet Level 3 outcomes of the <u>KSVME</u> (knowledge, skill, values, meaning and experience) framework. KNOWLEDGE:

	<p>Apply and evaluate technically orientated evidence-based nursing and scientific theory in medical and surgical conditions in general care. Evidence of knowledge acquisition and competency development in evidence-based general conditions.</p> <p>Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal.</p> <p>SKILLS; Apply and evaluate appropriate technical evidence-based care in specific healthcare conditions.</p> <p>VALUES. Integrate knowledge of ethical, legal and professional practice at level 3 as a nurse in care for specific groups of patients in general nursing.</p> <p>MEANING: Integrate and use scientific language unique to the multi-disciplinary healthcare environment.</p> <p>Assume responsibility for self and lower level students and workers under guidance.</p> <p>EXPERIENCE Submit proof of 35hrs simulation for general nursing procedures, , neurology diabetic and endocrine conditions (20 hours research) including 160 hours supervised direct patient care in general units.</p>				
Module Information: 120 periods in 14w weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	8		3		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S2
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
		3			
Pre-requisite modules for this module:	Passed all the 2 nd year courses.				
Co-requisites modules for module:	n/a				
Assessment	Formative and summative assessment. Case studies. Portfolio of evidence. Group research project. Clinical assessment.				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in specific medical and surgical conditions in this module including a group research project.</p> <p>Effectively integrate knowledge of basic and social sciences in nursing practice.</p> <p>Practice standards of care as a way of being as applied to different diseases.</p> <p>Create a therapeutic environment for specific healthcare groups.</p> <p><u>Cooperate and collaborate with</u> peers, faculty and others nurses in all settings</p> <p><u>Integrate life- saving skill</u> competencies in all relevant settings</p> <p><u>Effective supervision</u> of care in general units.</p> <p>Develop ethical, legal and professional practice appropriate for level of education.</p> <p><u>Integrate safety of nursing care delivery for self and others</u> in general care for specific healthcare settings.</p>				
Assessment methods	<p>Assessment methods for continuous practical assessment. Formative individual and group assignments and tests. E-learning activities guided and supervised presentation and assignments. Portfolio of evidence.</p> <p>Summative assessment: Clinical assessment</p>				

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

Module Code: (4 alphabetic & 3 numeric)		MCNA 031				
Module Name:		Community Health Nursing 11				
Content:		Primary health care and ALM ATA. District health care, indicators of health. Family hand Women's health, Nutrition. HIV and AIDS.				
Learning Outcomes:		<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health</p> <p>KNOWLEDGE: Evidence of knowledge acquisition and application in family care. Evidence of competency development in community nursing care as applied. Health education.</p> <p>Assess, evaluate and interpret health patterns of specific groups in the community.</p> <p>SKILLS: Meet required competencies for <u>assessment, diagnosis, treatment</u>, and evaluation of care in community health.</p> <p>VALUES: Model and evaluate knowledge and principles of ethical and professional practice and conduct effectively in community nursing practice.</p> <p>Practice standards of care as a way of being in community nursing.</p> <p>MEANING: Assume responsibility for aspects of community nursing care with supervision</p>				
Module Information: 90 periods in 14 weeks		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
		8		3		090899
Delivery Information:		Campus		Full/Part Time		Period
		SMU		Full		S1
Periods per week		Classes	Practical's	Tutorial	Seminars	Independent Learning
		5,5	1			
Pre-requisite modules for this module:		n/a				

Co-requisites modules for module:		n/a			
Assessment		Continuous formative assessment, e-learning activities and assignments. Completion of workbook Summative written theory assessment.			
Assessment criteria		Identify and analyze historical trends in primary health care. Evaluate <u>safety in nursing</u> care delivery for families, groups and the community and vulnerable individuals. <u>Communicate effectively with clients</u> , family and team members orally and in writing. Demonstrate knowledge and skill in health education to individuals/groups and specialized groups. Evaluate the significance of information in the application of nursing knowledge in aspects of community nursing. <u>Apply and evaluate</u> foundational and technically orientated nursing and scientific theory (evidence-based care) in community nursing in primary and district health care. Evaluate aspects of health and pathology with emphasis on <u>families and groups</u> and specific life-threatening community health conditions and events. Evaluate the types of <u>healthcare systems</u> and settings and work effectively within a system.			
Assessment methods		Formative individual and group assignments and tests. Summative assessment 1 x 3 hrs. paper. Community project and campaign.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MCNA 032
Module Name:	Community Nursing 11
Content:	Primary health care and ALM ATA. Family health care, Women's health, Nutrition, School health, Rehabilitation, health care, Occupational, geriatrics. Contemporary issues: population growth, community assessment and development. HIV and AIDS. District health care, indicators of health.
Learning Outcomes:	Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health KNOWLEDGE: Evidence of knowledge acquisition and application in school health, rehabilitation, care of the aged, family care. Evidence of competency development in community nursing care as applied. Health education.

	<p>Assess, evaluate and interpret health patterns of specific groups in the community.</p> <p>SKILLS: Meet required competencies for <u>assessment, diagnosis, treatment</u>, and evaluation of care in community health.</p> <p>VALUES: Model and evaluate knowledge and principles of ethical and professional practice and conduct effectively in community nursing practice. Practice standards of care as a way of being in community nursing.</p> <p>MEANING: Assume responsibility for aspects of community nursing care with supervision</p>				
Module Information: 90 periods in 12 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	8		3		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S2
Periods per week	Classes	Practical's	Tutorial	Seminars	Independent Learning
	7,5				
Pre-requisite modules for this module:	n/a				
Co-requisites modules for module:	n/a				
Assessment	<p>Continuous formative assessment, e-learning activities and assignments. Completion of workbook Summative written theory assessment.</p>				
Assessment criteria	<p>Identify and analyze historical trends in primary health care. Evaluate <u>safety in nursing</u> care delivery for families, groups and the community and vulnerable individuals. <u>Communicate effectively with clients</u>, family and team members orally and in writing. Demonstrate knowledge and skill in health education to individuals/groups and specialized groups. Evaluate the significance of information in the application of nursing knowledge in aspects of community nursing. <u>Apply and evaluate</u> foundational and technically orientated nursing and scientific theory (evidence-based care) in community, school, rehab, geriatric, occupational nursing Evaluate aspects of health and pathology with emphasis on <u>families and groups</u> and specific life-threatening community health conditions and events. Evaluate the types of <u>healthcare systems</u> and settings and work effectively within a system.</p>				
Assessment methods	<p>Formative individual and group assignments and tests. Summative assessment 1 x 3 hrs. paper. Community project and campaign.</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

Module Code: (4 alphabetic & 3 numeric)	MMWA031				
Module Name:	Midwifery 1				
Content:	Normal pregnancy, birth Legislation				
Learning Outcomes:	<p>Level 4 outcomes of the <u>KSVME (knowledge, skill, values, meaning and experience) framework for midwifery science:</u></p> <p>KNOWLEDGE: Apply and evaluate foundational and technically orientated evidence-based care of normal pregnancy, birth in midwifery fields in line with national and international standards.</p> <p>SKILLS: <u>Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth.</u></p> <p>VALUES. Model and evaluate knowledge and principles of ethical behavior and conduct effectively in midwifery practice. Demonstrated holistic, cultural sensitivity care in obstetrics observing standards of obstetric care in line with patient satisfaction.</p> <p>MEANING: Demonstrate mastering of unique language of midwifery in healthcare. Demonstrate competency in the role of midwife in healthcare in all settings for normal childbirth.</p>				
Module Information: 120 periods in 14 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	16		4		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S1
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	6	3			
Pre-requisite modules for this module:	n/a				
Co-requisites modules for module:	n/a				
Assessment	Formative and summative theory in midwifery science. Continuous formative assessment of procedures and skills acquisition under pinning the competencies in midwifery care focused on normal in simulation and in clinical practice. E-learning, checklist, workbook.				
Assessment criteria	Evidence of knowledge acquisition and competency development in evidence-based midwifery care in pregnancy, birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in				

		<p>partogram and non-stress tests. Submit proof <u>of attendance</u> and <u>clinical instruction</u> of physical examination of a pregnant woman, physical examination, taking of an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being in midwifery care.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife).</p> <p>Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife).</p> <p><u>Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth post-natal and newborn care.</u></p> <p>Demonstrate knowledge and skill <u>in health education</u> to individuals/groups in childbirth with reference to HIV Demonstrate creativity in the <u>planning of care</u> with consideration of safety and cost obstetrics</p> <p>SKILL DEVELOPMENT</p> <p>Submit proof of 50hrs Clinical instruction in <u>midwifery care</u> (including TOP) and direct clinical experience in midwifery</p>			
Assessment methods		Formative individual and group assignments and tests. 1 x 3 hrs paper. Practical assessment in simulation and in practice using assessment tools on E-learning, in workbook, and clinical workshops assessments. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Submit a case study.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practice		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MMWA032
Module Name:	Midwifery 2
Content:	Normal post-natal and newborn care and applicable Legislation
Learning Outcomes:	Level 4 outcomes of the <u>KSVME (knowledge, skill, values, meaning and experience) framework for midwifery science:</u> KNOWLEDGE:

	<p>Apply and evaluate foundational and technically orientated evidence-based care of normal pregnancy, birth and postnatal and newborn care in midwifery fields in line with national and international standards.</p> <p>SKILLS: <u>Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth post-natal and newborn care.</u></p> <p>VALUES: Model and evaluate knowledge and principles of ethical behavior and conduct effectively in midwifery practice. Demonstrated holistic, cultural sensitivity care in obstetrics observing standards of obstetric care in line with patient satisfaction.</p> <p>MEANING: Demonstrate mastering of unique language of midwifery in healthcare. Demonstrate competency in the role of midwife in healthcare in all settings for normal childbirth.</p>				
Module Information: 120 periods in 12 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	16		4		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S2
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	6	4			
Pre-requisite modules for this module:	n/a				
Co-requisites modules for module:	n/a				
Assessment	Formative and summative theory in midwifery science. Continuous formative assessment of procedures and skills acquisition under pinning the competencies in midwifery care focused on normal in simulation and in clinical practice. E-learning, checklist, workbook.				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in evidence-based midwifery care in pregnancy, birth and post-partum. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas ante natal, labor ward and post-natal ward. Attend workshops and demonstrate competency in partogram and non-stress tests, 1st examination of newborn and examination of the placenta. Submit proof of <u>attendance</u> and <u>clinical instruction</u> of physical examination of a pregnant woman, physical examination, taking of an obstetric history, episiotomy repair and breastfeeding.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being in midwifery care.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife).</p> <p>Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife).</p> <p><u>Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth post-natal and newborn care.</u></p>				

		Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV Demonstrate creativity in the planning of care with consideration of safety and cost obstetrics			
Assessment methods		Formative individual and group assignments and tests. 1 x 3 hrs paper. Practical assessment in simulation and in practice using assessment tools on E-learning, in workbook, and clinical workshops assessments. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning (250-300hrs). Submit a case study.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practice		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MNPA031				
Module Name:		Psychiatric Nursing Science 1				
Content:		Scientific foundations, etiology, classification and symptomatology of mental illness and long-term mental conditions. Psychiatric nursing skills and mental health education.				
Learning Outcomes:		<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental and social health</p> <p>KNOWLEDGE: <u>Apply and evaluate</u> foundational and technically orientated nursing and scientific theory (evidence-based care) in mental health care.</p> <p>SKILLS: Develop <u>therapeutic communication</u> skills.</p> <p>VALUES: Model and <u>evaluate</u> knowledge and principles of <u>ethical behavior and conduct</u> effectively in mental health nursing practice</p> <p>MEANING: Evaluate and interpret <u>language unique</u> in the psychiatric fields.</p>				
Module Information: 60 periods in 14 weeks		SAQA Credits	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)		
		8	3	090899		
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)		
		SMU	Full	S1		
Periods per week		Classes	Practical's	Tutorial	Seminars	Independent Learning

		4	.5			
Pre-requisite modules for this module:		n/a				
Co-requisites modules for module:		n/a				
Assessment		Continuous formative assessment e-learning activities and written tests. Summative written assessment 1 x 3 hours Clinical assessment				
Assessment criteria		<p>Evidence of knowledge acquisition and competency development in mental health nursing care</p> <p><u>Recognize common well-defined health experiences</u> and factors that influence mental health.</p> <p>Demonstrate knowledge of the impact of healthcare policy psychiatric fields and evaluate ethical issues and conduct on mental health care nursing practice in the SA healthcare context</p> <p>Acquire and <u>implementation legislation on mental health</u> care including policies and procedures with guidance</p> <p>Apply lifesaving competencies in mental health.</p> <p>Evaluate <u>safety nursing care delivery</u> for families, groups and the community and vulnerable individuals in mental healthcare.</p> <p>Create a <u>therapeutic environment</u> for a person with a mental disorder.</p> <p><u>Communicate effectively</u> with clients, family and team members orally and in writing.</p> <p>Demonstrate knowledge and skill in <u>health education</u> to individuals/groups in mental health.</p> <p>Identify and analyse <u>historical trends</u> in mental health.</p>				
Assessment methods		Continuous assessment, tests, individual and group assignments, clinical individual and group proficiency assessments, case studies Summative assessment 1 x 3 hrs. written papers theory. Clinical assessment				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory /Practical	Theory	Practica			
	Duration	3 HRS	1hr			
	% contribution to Summative Assessment Mark	60%	40%			
	Sub minimum	40%	40%			

Module Code: (4 alphabetic & 3 numeric)	MNPA032
Module Name:	Psychiatric Nursing Science 2
Content:	Legislation Treatment modalities. Interpersonal and group skills Therapeutic communication and crisis intervention.
Learning Outcomes:	Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental and social health KNOWLEDGE:

	<p>Apply and evaluate foundational and technically orientated nursing and scientific theory (evidence-based care) in mental health care.</p> <p>SKILLS: Develop <u>therapeutic communication</u> skills.</p> <p>VALUES: Model and evaluate knowledge and principles of <u>ethical behavior and conduct</u> effectively in mental health nursing practice</p> <p>MEANING: Evaluate and interpret language unique in the psychiatric fields.</p>				
Module Information: 60 periods in 12 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	8		3		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S2
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	n/a				
Co-requisites modules for module:	n/a				
Assessment	Continuous formative assessment e-learning activities and written tests. Summative written assessment 1 x 3 hours				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in mental health nursing care</p> <p>Recognize <u>common well-defined health experiences</u> and factors that influence mental health.</p> <p>Demonstrate knowledge of the impact of healthcare policy psychiatric fields and evaluate ethical issues and conduct on mental health care nursing practice in the SA healthcare context</p> <p>Acquire and <u>implementation legislation on mental health</u> care including policies and procedures with guidance</p> <p>Evaluate <u>safety nursing care delivery</u> for families, groups and the community and vulnerable individuals in mental healthcare.</p> <p>Apply evidence-based treatment modalities to all psychiatric patients.</p> <p>Create a <u>therapeutic environment</u> for a person with a mental disorder. Develop interpersonal and communication skills. Develop crisis intervention skills.</p> <p><u>Communicate effectively</u> with clients, family and team members orally and in writing.</p> <p>Demonstrate knowledge and skill <u>in health education</u> to individuals/groups in mental health.</p> <p>Submit proof of 150 hrs direct patient care in maternal health.</p>				
Assessment methods	Continuous assessment, tests, individual and group assignments, clinical individual and group proficiency assessments, case studies. Summative assessment 1 x 3 hrs. written papers theory.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
		Paper 1	Paper 2	Paper 3	Paper 4

Summative Assessment Paper:	Theory /Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MNUA041				
Module Name:	General nursing and professional practice				
Content:	High care general nursing, History of nursing, Ethos and Professional practice. Group research project.				
Learning Outcomes:	<p>Level 4 outcomes of the <u>KSVME</u> (knowledge, skill, values, meaning and experience) framework for general nursing high care:</p> <p>KNOWLEDGE: Evidence of knowledge acquisition and competency development in evidence-based high care general nursing, geriatrics, oncology and palliative care, disaster nursing, ward administration and clinical teaching and ethos and professional practice.</p> <p>SKILLS: Evidence of competency development in evidence-based high care general nursing, geriatrics, oncology and palliative care, disaster nursing, ward administration and clinical teaching and ethos and professional practice. Group research project.</p> <p>VALUES: Influence and model professional behavior.</p> <p>MEANING: Demonstrate the ability to <u>evaluate and analyze</u> spoken and written language unique to nursing. Take on responsibility and accountability for <u>self-development and other staff.</u></p>				
Module Information: 180 periods in 14 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	16		4		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full		S1
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	7	6			
Pre-requisite modules for this module:	NUSA 301				
Co-requisites modules for module:	n/a				
Assessment	Continuous formative assessment, E-learning activities and test Summative written assessment of theory				
Assessment criteria	<p>Analyze relevant scientific and discipline specific information in the provision of high care in general nursing</p> <p>Select and apply appropriate theory and integrate principles of health and health promotion and the impact of multiple factors influencing health care experience in critical care situation.</p> <p>Work effective within an integrated health care system in levels, 1 2 & 3 and demonstrate ability to function independently and supervise a nursing unit. Select and apply valid and reliable research (group mini dissertation). Meet level 8 competencies for nursing practice. Select and apply appropriate <u>evidence-based care for</u> critical care circumstances, oncology care, and disaster care and in geriatrics. Evaluate <u>lifesaving skill competencies</u> and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and inter professional collaboration Evaluate and analyze culturally sensitive nursing practices in critical ill patients and their families.</p>				

		<p>Show competence in record keeping. Demonstrate effective leadership. Effective coordination use and supervision of ward staff and nursing team. Demonstrate responsibility and ability to exercise leadership to establish quality of care in unfamiliar contexts. Participate in clinical teaching. Establish respect in peer and interdisciplinary relations. Complete a portfolio of evidence on professional practice, clinical teaching and unit management. Group research project.</p>			
Assessment methods		<p>Formative individual and group assignments and tests. Portfolio of legal aspects of nursing. Summative assessment 1 x 3 hrs. papers, clinical assessment. Research project.</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practice	Theory	Practice		
	Duration	3 hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		

Module Code: (4 alphabetic & 3 numeric)	MNUA042				
Module Name:	General nursing and professional practice				
Content:	High care general nursing, History of nursing, Ethos and Professional practice. Group research project.				
Learning Outcomes:	<p>Level 4 outcomes of the <u>KSVME (knowledge, skill, values, meaning and experience) framework for general nursing high care:</u></p> <p>KNOWLEDGE: Evidence of knowledge acquisition and competency development in evidence-based high care general nursing, geriatrics, oncology and palliative care, disaster nursing, ward administration and clinical teaching and ethos and professional practice.</p> <p>SKILLS: Evidence of competency development in evidence-based high care general nursing, geriatrics, oncology and palliative care, disaster nursing, ward administration and clinical teaching and ethos and professional practice. Group research project.</p> <p>VALUES: Influence and model professional behavior.</p> <p>MEANING: Demonstrate the ability to <u>evaluate and analyze spoken and written language</u> unique to nursing. <u>Take on responsibility and accountability for self-development and other staff.</u></p>				
Module Information: 180 periods in 14 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	16		4		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full		S1
Periods per week:	Classes	Practical's	Tutorial	Seminars	Independent Learning
	7	6			
Pre-requisite modules for this module:	NUSA 301				
Co-requisites modules for module:	n/a				
Assessment	Continuous formative assessment, E-learning activities and test Summative written assessment of theory				
Assessment criteria	<p>Analyse relevant scientific and discipline specific information in the provision of high care in general nursing</p> <p>Select and apply appropriate theory and integrate principles of health and health promotion and the impact of multiple factors influencing health care experience in critical care situation.</p> <p>Work effective within an integrated health care system in levels, 1 2 & 3 and demonstrate ability to function independently and supervise a nursing unit. Select and apply valid and reliable research (group mini dissertation). Meet level 8 competencies for nursing practice.</p>				

		<p>Select and apply appropriate evidence-based care for critical care circumstances, oncology care, and disaster care and in geriatrics. Evaluate lifesaving skill competencies and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and inter professional collaboration Evaluate and analyse culturally sensitive nursing practices in critical ill patients and their families. Show competence in record keeping. Demonstrate effective leadership. Effective coordination use and supervision of ward staff and nursing team. Demonstrate responsibility and ability to exercise leadership to establish quality of care in unfamiliar contexts. Participate in clinical teaching. Establish respect in peer and interdisciplinary relations. Complete a portfolio of evidence on professional practice, clinical teaching and unit management. Group research project.</p>			
Assessment methods		Formative individual and group assignments and tests. Portfolio of legal aspects of nursing. Summative assessment 1 x 3 hrs. papers, clinical assessment. Research project.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practice	Theory	Practice		
	Duration	3 hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		

Module Code: (4 alphabetic & 3 numeric)	MUPR041
Module Name:	General nursing, principles of administration and clinical teaching
Content:	General geriatrics, palliative care, disaster nursing and disaster care, unit management and clinical teaching. Research project.
Learning Outcomes:	Level 4 outcomes for KSVME framework for general nursing, midwifery and psychiatric nursing care KNOWLEDGE: Evidence of knowledge acquisition and competency development in evidence-based, geriatrics, and palliative care, disaster nursing, ward administration and clinical teaching. SKILLS: Evidence of competency development in evidence-based, geriatrics and palliative care, disaster nursing, ward administration and clinical teaching and ethos and professional practice. Group research project. VALUES: Influence and model professional behaviour.

		MEANING: Demonstrate the ability to <u>evaluate and analyse spoken and written language</u> unique to nursing. Take on responsibility and accountability for <u>self-development and other staff</u> .			
Module Information: 150 periods in 12weeks		SAQA Credits	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)	
		12	4	090899	
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)	
		SMU	Full	S2	
Periods per week:		Classes	Practical's	Tutorial	Seminars
		6	5,5		
Pre-requisite modules for this module:		Passed MUPR031,MUPR032			
Co-requisites modules for module:		n/a			
Assessment		Assessment as required per discipline. Continuous formative and summative clinical assessment per discipline. Complete 80% of the formative assessment, workbooks and assessments before the final summative assessment.			
Assessment criteria		<p>Develop skills in unit management and principles of a positive practice environment. Complete a portfolio of evidence on professional practice. Complete a group research project. Complete the midwifery register with evidence of maternity cases as per SANC regulations. Complete and pass the neonatal resuscitation workshop. Evidence of Skill and competency development in management of pregnancy with risk including eclampsia and management of obstetric hemorrhage, obstetric interventions and emergencies, episiotomy. Skill development in mental healthcare, mental health assessment, therapeutic environment, care of mental retardation as well as in child psychiatric nursing. EXPERIENCE Submit evidence of clinical experience. A total of 1270 hours calculated as follows: General nursing 44 hours' clinical instruction, research and portfolio. 320 hrs. high care</p>			
Assessment methods		<p>Continuous formative individual and group assignments and tests. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Case studies. All clinical requirements must be completed before the summative assessment. Group research project to be completed and presented.</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
		Theory/Practical	Theory	Practice	
		Duration	3hrs	1hr	

	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MUPR042				
Module Name:		General nursing, principles of administration and clinical teaching				
Content:		General geriatrics, palliative care, disaster nursing and disaster care, unit management and clinical teaching. Research project.				
Learning Outcomes:		<p>Level 4 outcomes for KSVME framework for general nursing, midwifery and psychiatric nursing care</p> <p>KNOWLEDGE: Evidence of knowledge acquisition and competency development in evidence-based, geriatrics, and palliative care, disaster nursing, ward administration and clinical teaching.</p> <p>SKILLS: Evidence of competency development in evidence-based, geriatrics and palliative care, disaster nursing, ward administration and clinical teaching and ethos and professional practice. Group research project.</p> <p>VALUES: Influence and model professional behavior. MEANING: Demonstrate the ability to <u>evaluate and analyze spoken and written language</u> unique to nursing. Take on responsibility and accountability for <u>self-development and other staff.</u></p>				
Module Information: 150 periods in 12weeks		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
		12		4		090899
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full		S2
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	5,5			
Pre-requisite modules for this module:		Passed NUPRA 401 S1				
Co-requisites modules for module:		n/a				
Assessment		Assessment as required per discipline. Continuous formative and summative clinical assessment per discipline. Complete 80% of the formative assessment, workbooks and assessments before the final summative assessment.				
Assessment criteria		<p>Develop skills in unit management and principles of a positive practice environment.</p> <p>Complete a portfolio of evidence on professional practice.</p> <p>Complete a group research project.</p> <p>Complete the midwifery register with evidence of maternity cases as per SANC regulations.</p> <p>Complete and pass the neonatal resuscitation workshop.</p> <p>Evidence of Skill and competency development in management of pregnancy with risk including eclampsia and management of obstetric haemorrhage, obstetric interventions and emergencies, episiotomy.</p> <p>Skill development in mental healthcare, mental health assessment, therapeutic environment, care of mental retardation as well as in child psychiatric nursing.</p>				

		EXPERIENCE Submit evidence of clinical experience. A total of 1270 hours calculated as follows: General nursing 44 hours' clinical instruction, research and portfolio. 320 hrs. high care			
Assessment methods		Continuous formative individual and group assignments and tests. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Case studies. All clinical requirements must be completed before the summative assessment. Group research project to be completed and presented.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practice		
	Duration	3hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MMWA041		
Module Name:	Midwifery 3		
Content:	Abnormal pregnancy, birth		
Learning Outcomes:	Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for midwifery and neonatal science <u>KNOWLEDGE:</u> Evidence of knowledge acquisition and competency development in midwifery care in case of complications and emergency life-saving care of pregnancy, perinatal care, birth. <u>SKILLS:</u> Demonstrate acquired lifesaving competencies in midwifery field with reference to fetal surveillance, eclampsia, obstetric hemorrhage, obstetric emergencies, interventions, intra uterine resuscitation and management PMTCHIV <u>VALUES:</u> <u>Evaluate and apply</u> ethical behavior patterns consistent with the code of conduct of a midwife in the given context including awareness of the value of patient satisfaction and apply strategies to improve quality of care considering BBFI and Mother friendly care <u>MEANING:</u> Demonstrate insight in the role of midwife within a given context and evaluate models of care in midwifery.		
Module Information: 180 periods in 14 weeks	SAQA Credits	ITS Course Level	CESM Code (3rd Order)

				(Six Numbers)
	16	4		090899
Delivery Information:	Campus		Full/Part Time	Period
	SMU		Full	S1
Periods per week	Classes	Practical's	Tutorial	Seminars
	10	3		
Pre-requisite modules for this module:	Passed MMWA031,MMWA032			
Co-requisites modules for module:	n/a			
Assessment	Continuous formative of specific skills and procedures. Abnormal mechanism, episiotomy repair, emergency interventions, interventions Summative theory 1 x 3 hrs. Clinical assessment			
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in midwifery care in case of complications and emergency life-saving care of pregnancy, perinatal care, birth and post-partum care.</p> <p>Evaluate the significance of information in the application of midwifery knowledge to <u>identify risks in obstetrics</u>.</p> <p>Evaluate aspects of health and <u>pathology</u> with emphasis specific life-threatening conditions requiring intervention (big five) and current risks in SA healthcare context.</p> <p>Recognize common well-defined health experiences in childbirth.</p> <p>Demonstrate knowledge of the impact of healthcare policy on midwifery fields and implementation <u>policies and procedures</u> with guidance.</p> <p>Demonstrate acquired lifesaving <u>competencies</u> in midwifery field with reference to fetal surveillance, eclampsia, obstetric hemorrhage, intra uterine resuscitation and management PMTCHIV.</p> <p>Demonstrate understanding of the principles of a positive practice environment in obstetric care particularly in relation to emergency situations and levels of care.</p> <p>Attend clinical workshops and develop competency in management and care of fetal surveillance, and episiotomy and interventions, mechanism and management of abnormal presentation,</p> <p><u>Evaluate and apply</u> ethical behavior patterns consistent with the code of conduct of a midwife in the given context.</p> <p>Demonstrate awareness of the value of <u>patient satisfaction</u> and apply strategies to improve quality of care considering BBFI and Mother friendly care.</p> <p>Evaluate philosophies of care and differentiate the roles of midwives' contexts.</p> <p>Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning EXPERIENCE</p> <p>Submit evidence of clinical experience. A total of 1270 hours calculated as follows:</p> <p>Midwifery hours and 30 hours(45 periods) clinical instruction.</p>			
Assessment methods	Formative individual video reports, e-learning tests, group and individual assignments and presentations.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%	
		% Formative Assessment Mark	60%	
		% Summative Assessment Mark	40%	
	Minimum final mark to pass (%)		50%	
		Paper 1	Paper 2	Paper 3
				Paper 4

Summative Assessment Paper:	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MMWA042				
Module Name:	Midwifery 4				
Content:	Abnormal post-natal and peri and neonatal care, premature, and congenital abnormalities, loss and grief.				
Learning Outcomes:	<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for midwifery and neonatal science</p> <p>KNOWLEDGE: Evidence of knowledge acquisition and competency development in midwifery care in case of complications and emergency life-saving care of, perinatal care and post-partum care.</p> <p>SKILLS: Demonstrate acquired lifesaving <u>competencies</u> in midwifery field with reference to fetal surveillance, perinatal care, neonatal resuscitation and management PMTCHIV.</p> <p>VALUES: <u>Evaluate and apply</u> ethical behavior patterns consistent with the code of conduct of a midwife in the given context including awareness of the value of <u>patient satisfaction</u> and apply strategies <u>to improve quality of care</u> considering BBFI.</p> <p>MEANING: Demonstrate insight in the role of midwife within a given context and evaluate models of care in midwifery.</p>				
Module Information: 120 periods in 12 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	16		4		090899
Delivery Information:	Campus		Full/Part Time		Period
	SMU		Full		S2
Periods per week	Classes	Practical's	Tutorial	Seminars	Independent Learning
	7	3			
Pre-requisite modules for this module:	Passed MMAW031				
Co-requisites modules for module:	n/a				
Assessment	Continuous formative of specific skills and procedures, neonatal jaundice, kangaroo mother care, fluid calculation of newborn, breastfeeding, emergencies and neonatal resuscitation. HIV nutrition Summative theory 1 x 3 hrs. Clinical assessment				
Assessment criteria	Evidence of knowledge acquisition and competency development in midwifery care in case of complications and emergency life-saving care, perinatal and neonatal care are and post-partum care. <u>Evaluate</u> the significance of information in the application of midwifery knowledge to <u>identify risks in obstetrics</u> .				

		<p>Evaluate aspects of health and pathology with emphasis specific life-threatening conditions requiring intervention (big five) and current risks in SA healthcare context.</p> <p>Recognize common well-defined health experiences in childbirth.</p> <p>Demonstrate knowledge of the impact of healthcare policy on midwifery fields and implementation policies and procedures with guidance.</p> <p>Demonstrate acquired lifesaving competencies in midwifery field with reference to fetal surveillance, neonatal resuscitation and management PMTCHIV.</p> <p>Demonstrate understanding of the principles of a positive practice environment in obstetric care particularly in relation to obstetric and neonatal emergency situations and levels of care.</p> <p>Attend clinical workshops and develop competency in management and care of fetal surveillance, breastfeeding, newborn care and neonatal resuscitation.</p> <p>Evaluate and apply ethical behavior patterns consistent with the code of conduct of a midwife in the given context.</p> <p>Demonstrate awareness of the value of patient satisfaction and apply strategies to improve quality of care considering BBFI</p> <p>Evaluate philosophies of care and differentiate the roles of midwives' contexts.</p> <p>Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning Midwifery300 hours and 30 hours (45 periods) clinical instruction (total 62 or 90 periods) 15 post-natal cases Case Study.</p>			
Assessment methods		Formative individual video reports, e-learning tests, group and individual assignments and presentations. Clinical assessment			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	MNPA 041
Module Name:	Psychiatric Nursing Science 11
Content:	Mental retardation, Child and Adolescent mental health care
Learning Outcomes:	<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental healthcare.</p> <p>KNOWLEDGE: <u>Analyze relevant scientific</u> and discipline specific information in the provision of mental retardation, child and adolescent psychiatric care.</p> <p>SKILLS: <u>Assess and analyze and apply</u> complex health patterns of mental health care for clients/children/adolescents.</p> <p>VALUES: <u>Influence and model</u> professional behavior in mental health care.</p> <p>MEANING: <u>Demonstrate the ability to evaluate and analyze</u> spoken and written language unique to mental health nursing.</p>

Module Information: 120 periods in 12 weeks		SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
		12		4		090899	
Delivery Information:		Campus		Full/Part Time		Period	
		SMU		Full		S1	
Periods per week		Classes	Practical's	Tutorial	Seminars	Independent Learning	
		6	4				
Pre-requisite modules for this module:		PASSED 3 rd year modules					
Co-requisites modules for module:		n/a					
Assessment		Continuous formative assessment through tests and assignments Summative assessment 1x 3 hrs. paper. Clinical assessment					
Assessment criteria		<p>Evidence of knowledge acquisition and competency development in acute mental nursing care, child mental health and community psychiatry as well as care for mentally retarded/challenged children.</p> <p>Select and apply appropriate theory and integrate principles of <u>mental health and health promotion</u> and the impact of multiple factors influencing mental health care.</p> <p>Work effective within an integrated health care system at levels 1 2 & 3 and demonstrate ability to function independently in mental health care.</p> <p>Analyze mental health legislation, laws and ethical principles applied to <u>mental health nursing</u></p> <p>Interpret apply and influence <u>standards of care for mental health</u>.</p> <p>Select and apply appropriate evidence-based care for mental health care in selected fields.</p> <p>Evaluate basic and lifesaving skill/competencies and obtain knowledge of mental health care in the community and for mental retarded children.</p> <p>Initiate and Provide for <u>safety in the delivery of specialized</u> care in the fields of psychiatry</p> <p>Evaluate care and <u>therapeutic environment</u> in mental healthcare in various settings.</p> <p>Demonstrate <u>interdisciplinary and inter-professional collaboration</u> in mental healthcare.</p> <p>Evaluate and analyze <u>culturally sensitive nursing practices</u> in mental health care.</p> <p>Show competence in <u>record keeping</u> in mental health care.</p> <p>Take on responsibility and accountability for self-development, staff and ancillary workers, as appropriate independently.</p> <p>Submit evidence of clinical experience. A total of 1270 hours for all the disciplines are submitted with the following required for psychiatry 401 and 402 40 hrs. clinical instruction;(80 hrs in total between the semesters) 160 hrs Acute care: 80 hrs. Community psychiatry: 80 hrs. Child psychiatry and 80 hrs. Mental retardation 80 hours.</p>					
Assessment methods		Continuous assessment, tests, individual and group assignments, clinical individual and group proficiency assessments. Summative assessment 1 x 3 hrs. written paper and clinical assessment.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
	% Formative Assessment Mark		60%				
	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				

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

Module Code: (4 alphabetic & 3 numeric)	MNPA 042				
Module Name:	Psychiatric Nursing Science 11				
Content:	Acute psychiatric conditions and community psychiatric nursing science.				
Learning Outcomes:	<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental healthcare.</p> <p>KNOWLEDGE: <u>Analyse relevant scientific</u> and discipline specific information in the provision of acute and community psychiatric care.</p> <p>SKILLS: <u>Assess and analyse and apply complex health patterns</u> of mental health for acute psychiatric conditions and community psychiatry.</p> <p>VALUES: <u>Influence and model</u> professional behaviour in mental health care.</p> <p>MEANING: Demonstrate the ability to evaluate and <u>analyse spoken and written language unique to mental health nursing.</u></p>				
Module Information: 150 periods in 14 weeks	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	8		4		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full		S2
Periods per week	Classes	Practical's	Tutorial	Seminars	Independent Learning
	6,5	4			
Pre-requisite modules for this module:	PASSED First Semester				
Co-requisites modules for module:	n/a				
Assessment	Continuous formative assessment through tests and assignments Summative assessment 1 x 3 hrs. papers. Clinical assessment				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in acute mental nursing care and community psychiatric nursing science</p> <p>Select and apply appropriate theory and integrate principles of <u>mental health promotion</u> and the impact of multiple factors influencing acute and community mental health care.</p> <p>Work effective within an integrated health care system at levels 1,2 & 3 and demonstrate ability to function independently in mental health care.</p> <p>Interpret, apply and influence <u>standards of care for mental health.</u></p> <p><u>Select and apply appropriate evidence-based</u> care for acute and community mental health care in selected fields.</p> <p><u>Evaluate basic and lifesaving skill/competencies</u> and obtain knowledge of acute mental health care and in the community.</p>				

		<p>Initiate and Provide for safety in the delivery of <u>specialized</u> care in the fields of psychiatric nursing science Evaluate care and <u>therapeutic environment</u> in mental healthcare in various settings. Demonstrate <u>interdisciplinary and inter-professional collaboration</u> in mental healthcare. Evaluate and analyze <u>culturally sensitive nursing practices</u> in mental health care. Show competence in <u>record keeping</u> in mental health care. Take on responsibility and accountability for self-development, staff and ancillary workers, as appropriate independently. Submit evidence of attendance of skill development</p>			
Assessment methods		Continuous assessment, tests, individual and group assignments, clinical individual and group proficiency assessments, case studies Summative assessment 1 x 3 hrs. written paper theory. Clinical assessment			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

SHC B6.1 SELECTION AND ADMISSION REQUIREMENTS

SHC B6.1.1 Admission

Only a limited number of applicants can be admitted to the degree programme. Applicants must be in possession of a National Senior Certificate or an equivalent Certificate; the applicant must produce proof of registration with the SA Nursing Council as a General Nurse and must have practice as a registered nurse for at least one (1) year.

SHC B6.1.2 Selection: South African applicants

- (i) Students are selected on merit by a Selection Committee and notified by the Office of the Registrar
- (ii) A National Senior Certificate or equivalent is required.

SHC B6.1.3 Selection: Foreign applicants

- (i) Foreign 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 foreign students in the Fees Brochure.
- (iii) Before registration foreign students must at least 6 months in advance:
 - (i) Obtain an evaluation certificate of their nursing qualifications from SAQA;
 - (ii) Submit their school leaving certificate to USA (Universities of South Africa) for approval;
 - (iii) Obtain a study permit from the Department of Home Affairs;
 - (iv) Obtain a provisional letter of acceptance for study from SMU to submit to SANC.
 - (v) Follow the guidelines of SANC to apply for registration with SANC.
 - (vi) Foreign students will only be registered at SMU if these conditions are met.

SHC B 6.2 Attendance of all clinical practicals is compulsory

SHC B6.3 Duration

SHC B6.3.1 The Bachelor of Advanced Nursing Science (BANS) is a three-year degree-offered full time or part-time. The course is a post-registration programme presented in modules with clinical and non-clinical pathways in line with the SANC's R212. Non-clinical pathways include Nursing Education. Clinical pathways include Community Health Nursing Science, Midwifery and Neonatal Nursing Science.

Compulsory practical work will be allocated during the scheduled Blocks (part time) and during the university vacation.

A student may apply for exemption from modules/subjects that have been completed and passed provided that: The original transcript (or a certified copy) of the modules/subjects passed is produced and the period since passing such modules/subjects does not exceed five (5) years.

Mid-year examinations will be conducted for modules completed in the first term.

All pathway subjects are registerable with SANC as an additional qualification

SHC B6.3.2 Credits for completed university diplomas

A student who has a relevant university diploma education may be credited accordingly.

CORE (COMPULSORY) MODULES	Credits	Pre-Requisite
MNUD010 Nursing Dynamics & Professionalism	20	
MPRH010 Primary Health Care	28	
MBAR010 Research Methodology	20	
MPCL011 Introduction Psychology I	12	
MPCL012 Interpersonal Skills and Social Psychology	12	
MPRM010 Principles of Management	28	
MSCA020 Sociology (2 nd year)	12	
MODULES FOR 2ND PATHWAY/SPECIALITY		
CHOOSE ONE OTHER PATHWAY, EITHER CNS/NE, CNS & HSM, HSM & NE		
(REQUIRED CREDITS: 120 +)		
CNS MODULES		
022CNS II		
MCNA020 Community Health Nursing Practice	24	
MTRA020 Trends in Primary Health Care (new code MNMC030)	32	
022CNS III		
MHEA030 Health Promotion	32	
MNMB030 Community Development and Project Management <u>OR</u> MGEAC030 Elderly Care	20	
MODULES FOR 2ND PATHWAY/ SPECIALITY		
CHOOSE ONE OTHER PATHWAY, EITHER CNS/NE		
(REQUIRED CREDITS: 120+)		
HSM PATHWAY		
REGISTER FOR: CORE MODULE		
HSM MODULES		
MHMA020 Health Service Management I	28	
MNUA201 Personnel Management I (new code MNUA020)	28	
MTRA030 Trends in Health Service Management	28	
MHMA030 Health Service Management II	32	MHMA020
MNUA030 Personnel Management II	16	MNUA020
NE PATHWAY		
REGISTER FOR:		
CORE MODULE		
MPRT010 Principles of Tertiary Education	8	
NE MODULES		
MEDA020 Educational Principles & Processes	28	
MEDB020 Curriculum Design and Evaluation I	24	
MTRA030 Trends in Higher Education	32	
MEDB030 Theories & Models influencing Educational processes	32	
NB: PSYCHIATRIC NURSING SCIENCE (022PSYCH)		
MIDWIFERY & NEONATAL CARE (022MIDNC)		
MEDICAL SURGICAL NURSING (022MSN)		
NOTE REGARDING CREDIT TOTALS		
CNS & HSM	364	
HSM & NE	364	
CNS & NE	380	

Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full		Year	
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning	
		3		10	10	10	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative					
Assessment Criteria:		<ul style="list-style-type: none"> • Demonstrate understanding of nursing theories/nursing diagnosis nursing philosophies. • Demonstrate understanding of professionalism, role and scope and other related disciplines. <ul style="list-style-type: none"> • Discuss professional and ethical practice nurses with knowledge base, / framework 					
Assessment Methods:		Tests, projects, portfolio, examination.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
	Final mark =	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical		Theory				
	Duration		3 hours				
	% contribution to Summative Assessment Mark						
	Sub minimum		40%				

Module Code: (4 alphabetic & 3 numeric)		MGRD010	
Module Name:		Group Dynamics	
Content:		The student should demonstrate knowledge of concepts, theories and principles applicable to group dynamics, knowledge of various types of groups, self-awareness, therapeutic conversation skills (counselling skills), understanding the stages of group development, ability to solve problem behaviours in groups effectively.	
Learning Outcomes:		<ul style="list-style-type: none"> • Demonstrate knowledge of concepts, principles and theories used in group dynamics. • Apply acquired knowledge during counselling, group therapy and task groups. • Discuss theories and principles applicable to group dynamics. • Demonstrate knowledge of knowledge of various types of groups. • Discuss self-awareness, therapeutic conversation skills (counselling skills). • Demonstrate knowledge of understanding the stages of group development, ability to solve problem behaviours in groups effectively. 	
Module Information:		SAQA Credits	ITS Course Level
		CESM Code (3 rd Order) (Six Numbers)	

	8	3	090899		
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	20		10	10	10
Pre-requisite modules for this module:	NONE				
Co-requisites modules for module:	NONE				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> • Demonstrate knowledge of concepts, principles and theories used in group dynamics. • Apply acquired knowledge during counselling, group therapy and task groups. • Discuss theories and principles applicable to group dynamics. • Demonstrate knowledge of knowledge of various types of groups. • Discuss self-awareness, therapeutic conversation skills (counselling skills). • Demonstrate knowledge of understanding the stages of group development, ability to solve problem behaviours in groups effectively 				
Assessment Methods:	Tests, assignment, projects, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MPRH 010
Module Name:	Primary Health Care
Content:	<p>This course covers the evolution of the concept of Primary Health Care (PHC) and current PHC practices in developing countries. The course analyses and reviews the principles and eight essential elements of PHC as defined by the 1978 Alma Ata conference under the joint sponsorship of the World Health Organization and the United Nations Children Fund (UNICEFF). Management and logistical aspects of PHC are discussed, along with a number of profiles within the South African context including the historical overview of the health care system in South Africa and the evolution of the National Health Care System. Child survival and maternal health initiative as embraced by the Health care system and many non C governmental/voluntary organizations dedicated to health and developments are reviewed within the context of PHC. These initiatives will be aimed at meeting the</p>

	<p>health care needs in the various stages of growth from birth through adolescence as well as during adulthood. They will include the promotion of maternal and child health through provision of preventive, curative and rehabilitative services. Health care delivery using the PHC approach is discussed and reviewed within the district health system management approach.</p> <p>Aspects of reproductive health care introduced.</p>				
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate competencies in providing Comprehensive Primary Health care within the policies and legal framework of South Africa at the community clinics and community hospitals. • Describe principles and eight essential elements of PHC as defined by the 1978 Alma Ata conference under the joint sponsorship of the World Health Organization and the United Nations Children Fund (UNICEFF). • Discuss the management and logistical aspects of PHC along with a number of profiles within the South African context including the historical overview of the health care system in South Africa and the evolution of the National Health Care System. • Discuss child survival and maternal health initiative as embraced by the Health care system and many non-governmental/voluntary organizations dedicated to health and developments are reviewed within the context of PHC. • Discuss the initiatives aimed at meeting the health care needs in the various stages of growth from birth through adolescence as well as during adulthood. • Describe promotion of maternal and child health through provision of preventive, curative and rehabilitative services. • Discuss health care delivery using the PHC approach is discussed and reviewed within the district health system management approach. • Discuss aspects of reproductive health care. 				
	SAQA Credits (16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
	16		3		090809
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	20		10	10	10
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> • Demonstrate competencies in providing Comprehensive Primary Health care within the policies and legal framework of South Africa at the community clinics and community hospitals. • Describe principles and eight essential elements of PHC as defined by the 1978 Alma Ata conference under the joint sponsorship of the World Health Organization and the United Nations Children Fund (UNICEFF). • Discuss the management and logistical aspects of PHC along with a number of profiles within the South African context including the historical overview of the health care system in South Africa and the evolution of the National Health Care System. • Discuss child survival and maternal health initiative as embraced by the Health care system and many non-governmental/voluntary organizations dedicated to health and developments are reviewed within the context of PHC. • Discuss the initiatives aimed at meeting the health care needs in the various stages of growth from birth through adolescence as well as during adulthood. • Describe promotion of maternal and child health through provision of preventive, 				

		<p>curative and rehabilitative services.</p> <ul style="list-style-type: none"> • Discuss health care delivery using the PHC approach is discussed and reviewed within the district health system management approach. • Discuss aspects of reproductive health care. 			
Assessment Methods:		Tests, assignments, projects, portfolio, examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MPRM 101		
Module Name:	Principles of Management		
Content:	<p>Legal and ethical foundations of management; Labor legislation; Levels of Management, Organizational Philosophy; Organizational Theory (for e.g. structure culture); Introduction to Human Resource Management; Socialization of the manager; Role of the manager within organizations; Manager as a change agent; Human being as an employee/employer; Managerial power and politics; Influence of external environment on service management; Management as a generic phenomenon in private and public sectors; Financial estimation and control; Management by objectives; Grievance procedures and discipline; Authority and power in organizations</p>		
Learning Outcomes:	<ul style="list-style-type: none"> • Discuss legal and ethical foundations of management. • Discuss Labor legislation; Levels of Management, Organizational Philosophy; Organizational Theory (for e.g. structure culture). • Discuss the introduction to Human Resource Management; Socialization of the manager; Role of the manager within organizations. • Discuss the manager as a change agent. • Discuss the human being as an employee/employer. • Demonstrate understanding of managerial power and politics; Influence of external environment on service management. • Describe management as a generic phenomenon in private and public sectors. • Describe financial estimation and control. • Demonstrate understanding of Management by objectives; Grievance procedures and discipline; Authority and power in organizations. • Demonstrate understanding of professionals knowledge, skills and competencies in health service management 		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	12	3	090802

Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		20		10	10	10	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					
Assessment Criteria:		<ul style="list-style-type: none"> • Discuss legal and ethical foundations of management. • Discuss Labor legislation; Levels of Management, Organizational Philosophy; Organizational Theory (for e.g. structure culture). • Discuss the introduction to Human Resource Management; Socialization of the manager; Role of the manager within organizations. • Discuss the manager as a change agent. • Discuss the human being as an employee/employer. • Demonstrate understanding of managerial power and politics; Influence of external environment on service management. • Describe management as a generic phenomenon in private and public sectors. • Describe financial estimation and control. • Demonstrate understanding of Management by objectives; Grievance procedures and discipline; Authority and power in organizations. • Demonstrate understanding of professionals knowledge, skills and competencies in health service management 					
Assessment Methods:		Tests, assignment, projects, examination.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
	Final mark =	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory					
	Duration	3 hours					
	% contribution to Summative Assessment Mark	100%					
	Sub minimum	40%					

Module Code: (4 alphabetic & 3 numeric)	MSCA 020
Module Name:	Sociology 1
Content:	Concepts Society culture Demographics Social group and processes, Family race relations, Environment Social pathology Social change Health and behavior welfare
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate understanding of Concepts Society Culture Demographics Social group and processes.

	<ul style="list-style-type: none"> • Discuss family race relations. • Describe environment Social Pathology Social Change Health and behavior welfare. • Apply the framework of sociology 				
Module Information:	SAQA Credit	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)		
	16 credits	3	200701		
Delivery Information:	SMU Campus	Full/Part Time	Period Year		
	SMU	Full	Year		
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	3		5	5	10
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	N/A				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> • Demonstrate understanding of Concepts Society Culture Demographics Social group and processes. • Discuss family race relations. • Describe environment Social Pathology Social Change Health and behavior welfare. • Apply the framework of sociology 				
Assessment Methods:	Tests, assignments, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/Practical	Theory			
	Duration	3			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	Theories and Models influencing Educational Process
Module Name:	MEDB 030
Content:	Theories influencing the educational process, development, components, selection, benefits, critical analysis, assumptions, and reflection on a theory. Application of theories to nursing education and research.
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate application of theories to nursing education and research. • Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory.

	<ul style="list-style-type: none"> Apply the selected theories to nursing education. 				
Module Information:	SAQA Credits 32		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	32		L7		090802
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full/Part Time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		10	10	10
Pre-requisite modules for this module:	Passed Level 2 modules				
Co-requisites modules for module:					
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria	<ul style="list-style-type: none"> Demonstrate application of theories to nursing education and research. Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory. Apply the selected theories to nursing education. 				
Assessment Methods:	Tests, assignments, projects, examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MPRT 010
Module Name:	Principles of Tertiary Education
Content:	Module 1: Educational concepts, Educational philosophy; Educational Psychology and Theories relevant to education; Adult Learning Perspectives and Theory; Learning Theories; Principles of teaching and learning, Learning styles, the teaching-learning process, strategies and methods (with specific attention to the lecture method and questioning in teaching, simulation, group discussion, facilitation), Teaching study skills; Skills required by educators.
Learning Outcomes:	<ul style="list-style-type: none"> Demonstrate understanding of educational concepts. Discuss educational philosophy.

	<ul style="list-style-type: none"> • Apply educational Psychology and Theories relevant to education; • Discuss adult learning perspectives and theory. • Describe learning theories. • Apply principles of teaching and learning. • Elaborate on learning styles. • describe the teaching-learning process, strategies and methods (with specific attention to the lecture method and questioning in teaching, simulation, group discussion, facilitation), • Discuss teaching study skills. • Describe skills required by educators. • Select and design teaching aids for effective understanding of outcomes. • Designing charts, slides and all educational material 				
Module Information:	SAQA Credits 8		ITS Course Level		CESM Code (3 rd Order (Six Numbers)
	8		L7		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full/Part Time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		6	2	4
Pre-requisite modules for this module:	nil				
Co-requisites modules for module:					
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> • Demonstrate understanding of educational concepts. • Discuss educational philosophy. • Apply educational Psychology and Theories relevant to education; • Discuss adult learning perspectives and theory. • Describe learning theories. • Apply principles of teaching and learning. • Elaborate on learning styles. • describe the teaching-learning process, strategies and methods (with specific attention to the lecture method and questioning in teaching, simulation, group discussion, facilitation), • Discuss teaching study skills. • Describe skills required by educators. • Select and design teaching aids for effective understanding of outcomes. • Designing charts, slides and all educational material • Select and design teaching aids for effective understanding of outcomes. • Designing charts, slides and all educational material. 				
Assessment Methods:	Tests, exams, presentations, practical projects				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Theory	Designing a chart on any nursing	

			topic, laminating it. Formative assessment		
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MBAR 010					
Module Name:		Research Methodology					
Content:		Scientific theory and research; Knowledge building; Professional Research and Professional Practice: Ethical Aspects of Research; Quantitative & Qualitative Research Process; Types of Research, Critique of Published Research					
Learning Outcomes:		<ul style="list-style-type: none"> • Demonstrate understanding of the scientific theory and research; knowledge building; Professional Research and Professional Practice. • Apply the ethical aspects of research; quantitative & qualitative research process. • Describe and apply the types of research. • Demonstrate ability to critique published research. • Select the researchable problem define the problem and generate questions and hypotheses about the problem, determine the parameters for the investigation and select research methods, conduct literature search, develop research proposal, instrument, and demonstrate ethical conduct in doing or developing the above 					
Module Information:		SAQA Credits		ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
		20		L7		090899	
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6		10	10	6	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					
Assessment Criteria:		<ul style="list-style-type: none"> • Demonstrate understanding of the scientific theory and research; knowledge building; Professional Research and Professional Practice. • Apply the ethical aspects of research; quantitative & qualitative research process. • Describe and apply the types of research. • Demonstrate ability to critique published research. • Select the researchable problem define the problem and generate questions and hypotheses about the problem, determine the parameters for the investigation and select research methods, conduct literature search, develop research proposal, instrument, and demonstrate ethical conduct in doing or developing the above 					
Assessment Methods:		Tests, assignments, examination					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%					

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

Module Code: (4 alphabetic & 3 numeric)							Community Health Nursing Practice					
Module Name:							MCNA 020					
Content:							Health provision and management in Maternal and Child Care, environmental, occupational, school health services and the aged performed on continuously based at the clinics, old age homes and schools.					
Learning Outcomes:							<ul style="list-style-type: none"> • Demonstrate competencies in working in all health settings. • Discuss health provision and management in Maternal and Child Care. • Discuss environmental, occupational, school health services and the aged. • Discuss the role of a community nurse in the clinics, old age homes and schools. 					
Module Information:							SAQA Credits		ITS Course Level		CESM Code (3rd Order (Six Numbers))	
							24		L7		090809	
Delivery Information:							Campus		Full/Part Time		Period (Year/1st/2ndSem)	
							SMU		Full/Part Time		Year	
Periods per week:							Classes	Practicals	Tutorial	Seminars	Independent Learning	
								5 (1 practical = 3hr pw)				
Pre-requisite modules for this module:							N/A					
Co-requisites modules for module:							none					
ASSESSMENT:							Formative and summative assessment					
Assessment Criteria:							<ul style="list-style-type: none"> • Demonstrate competencies in working in all health settings. • Discuss health provision and management in Maternal and Child Care. • Discuss environmental, occupational, school health services and the aged. • Discuss the role of a community nurse in the clinics, old age homes and schools. 					
Assessment Methods:							Assignment, projects, examination (Submit portfolio of evidence)					
Mark Structure:							Minimum Form Assessment Mark for exam admission (%)		40%			
							Final mark =	% Formative Assessment Mark	60%			
								% Summative Assessment Mark	40%			

	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Portfolio of evidence			
	Duration				
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MTRA 020
Module Name:	Trends in Primary Health Care
Content:	<p>This course will include the health policy of South Africa in relation to the National Health System and its relation to the Primary Health Care (PHC) and the policy of the country; trends that influence health care provision in relation to demography, socio cultural issues, economic and political factors, contemporary issues especially those related to nutrition with special emphasis on micro-nutrients, their sources, function, metabolism in the body; various diets and nutrition during the life cycles, assessment of nutritional status of individuals, families and communities, the role of supplements and food fortification. The various levels of the national health system including National, Provincial, District and local government levels as outlined in the relevant Health Act will be discussed. Primary Health Care (PHC) as a strategy of health care delivery will be explored within the framework of the transformation of the health care system. Various policies regarding transformation at all the levels will be discussed with specific references to District Health Management.</p> <p>The unit will enable the student to interpret epidemiological data and understand the approaches used in the epidemiological investigations of infectious and non-infectious diseases/health problems. Attention is given to epidemiological principles, process and methods in the evaluation of health services.</p>
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrate Competency in providing comprehensive primary health care within policies and legal framework. • Discuss the health policy of South Africa in relation to the National Health System and its relation to the Primary Health Care (PHC) and the policy of the country. • Discuss trends that influence health care provision in relation to demography, socio cultural issues, economic and political factors. • Discuss contemporary issues especially those related to nutrition with special emphasis on micro-nutrients, their sources, function, metabolism in the body; various diets and nutrition during the life cycles, assessment of nutritional status of individuals, families and communities, the role of supplements and food fortification. • Discuss the various levels of the national health system including National, Provincial; District and local government levels as outlined in the relevant Health Act will be discussed. • Discus Primary Health Care (PHC) as a strategy of health care delivery will be explored within the framework of the transformation of the health care system. • Discuss policies for transformation at all the levels with specific references to District Health Management. • Demonstrate knowledge and understanding of epidemiological approaches in investigating diseases.

	<ul style="list-style-type: none"> Interpret epidemiological data and understand the approaches used in the epidemiological investigations of infectious and non-infectious diseases/health problems. Apply epidemiological principles, process and methods in the evaluation of health services 				
Module Information:	SAQA Credits 32		ITS Course Level	CESM Code (3 rd Order) (Six Numbers)	
	32		3	090809	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		10	10	10
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> Demonstrate Competency in providing comprehensive primary health care within policies and legal framework. Discuss the health policy of South Africa in relation to the National Health System and its relation to the Primary Health Care (PHC) and the policy of the country. Discuss trends that influence health care provision in relation to demography, socio cultural issues, economic and political factors. Discuss contemporary issues especially those related to nutrition with special emphasis on micro-nutrients, their sources, function, metabolism in the body; various diets and nutrition during the life cycles, assessment of nutritional status of individuals, families and communities, the role of supplements and food fortification. Discuss the various levels of the national health system including National, Provincial; District and local government levels as outlined in the relevant Health Act will be discussed. Discuss Primary Health Care (PHC) as a strategy of health care delivery will be explored within the framework of the transformation of the health care system. Discuss policies for transformation at all the levels with specific references to District Health Management. 				
Assessment Methods:	Tests, projects, assignments, portfolio, examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			

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

Module Code: (4 alphabetic & 3 numeric)		MEDB 020					
Module Name:		Curriculum Design and Evaluation					
Content:		Curriculum design levels in SA. The role of an educator in curriculum development, the process of curriculum development following the SAQA & NQF format; application of higher educational outcomes according to SAQA to programmes, elements for curriculum development, application of the major philosophies underpinning OBE curriculum. Submission of curriculum to SANC. Curriculum implementation. Comprehensive curriculum and course or programme evaluation. Maintaining course or programme accreditation; role of providers, role of the ETQAs and the SANC. The responsibility of the educator with regard to curriculum review; the multicultural curriculum. Submission of qualifications to SAQA (format).					
Learning Outcomes:		<ul style="list-style-type: none"> • Demonstrate competency in designing and evaluating curricula at all levels in South Africa. • Discuss curriculum design levels in SA. • Discuss the role of an educator in curriculum development. • Demonstrate ability to design a curriculum following the SAQA & NQF format; application of higher educational outcomes according to SAQA to programmes, elements for curriculum development, application of the major philosophies underpinning OBE curriculum. • Describe the process of submission of curriculum to SANC. • Describe curriculum and course or programme evaluation. • Demonstrate ability to maintain course or programme accreditation; role of providers, role of the ETQAs and the SANC. • Discuss the responsibility of the educator with regard to curriculum review; the multicultural curriculum. Submission of qualifications to SAQA (format). 					
Module Information:		SAQA Credits		ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
		24		L7		090809	
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning	
		6		6	10	10	
Pre-requisite modules for this module:							
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					
Assessment Criteria:		<ul style="list-style-type: none"> • Demonstrate competency in designing and evaluating curricula at all levels in South Africa. • Discuss curriculum design levels in SA. • Discuss the role of an educator in curriculum development. • Demonstrate ability to design a curriculum following the SAQA & NQF format; application of higher educational outcomes according to SAQA to programmes, elements for curriculum development, application of the major philosophies underpinning OBE curriculum. • Describe the process of submission of curriculum to SANC. • Describe curriculum and course or programme evaluation. • Demonstrate ability to maintain course or programme accreditation; role of providers, role of the ETQAs and the SANC. 					

		<ul style="list-style-type: none"> Discuss the responsibility of the educator with regard to curriculum review; the multicultural curriculum. Submission of qualifications to SAQA (format). 			
Assessment Methods:		Tests, assignments, projects, examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MEDA 020
Module Name:	Educational Principles and Processes
Content:	<p>Module 1: Nursing philosophy, educational philosophy and personal philosophy; Influence on teaching-learning process; Professional role and task of the educator as a role model; Didactic situations in educational contexts and in the service environment; Participative learning. Experiential learning principles, process and strategies; Specific teaching and learning strategies in practice placements.</p> <p>Module 2 Educational quality assurance; Human resource development and continuing education; Provision and Utilization of personnel and other resources; Selection and recruitment of students; Counseling of personnel and students; Conflict management, Course management; Management of the assessment system; Principles; problems and strategies for educator evaluation. Master the principles of teaching and learning in adult education, and appropriately apply these principles during practical sessions. Educational quality assurance.</p>
Learning Outcomes:	<p>Module 1:</p> <ul style="list-style-type: none"> Discuss nursing philosophy, educational philosophy and personal philosophy. Describe the influence of personal philosophy on teaching-learning process. Discuss the professional role and task of the educator as a role model. Discuss the didactic situations in educational contexts and in the service environment. Discuss participative learning. Describe experiential learning principles, process and strategies. Discuss specific teaching and learning strategies in practice placements. Display competency in preparing a lesson and managing learning situation. <p>Module 2:</p> <ul style="list-style-type: none"> Discuss educational quality assurance. Discuss human resource development and continuing education; Provision and Utilization of personnel and other resources; Selection and recruitment of students. Discuss counseling of personnel and students. Discuss conflict management, course management; management of the assessment system; principles; problems and strategies for educator evaluation.

	<ul style="list-style-type: none"> Describe the principles of teaching and learning in adult education, and appropriately apply these principles during practical sessions. Demonstrate competency in ensuring quality management of an educational institution. 				
Module Information:	SAQA Credits		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	28		L7		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full/Part Time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		10	10	10
Pre-requisite modules for this module:	Passing level one modules				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<p>Module 1:</p> <ul style="list-style-type: none"> Discuss nursing philosophy, educational philosophy and personal philosophy. Describe the influence of personal philosophy on teaching-learning process. Discuss the professional role and task of the educator as a role model. Discuss the didactic situations in educational contexts and in the service environment. Discuss participative learning. Describe experiential learning principles, process and strategies. Discuss specific teaching and learning strategies in practice placements. Display competency in preparing a lesson and managing learning situation. <p>Media and information technology</p> <ul style="list-style-type: none"> Designing charts, slides and all educational material <p>Module: 2</p> <ul style="list-style-type: none"> Discuss educational quality assurance. Discuss human resource development and continuing education; Provision and Utilization of personnel and other resources; Selection and recruitment of students. Discuss counseling of personnel and students. Discuss conflict management, course management; management of the assessment system; principles; problems and strategies for educator evaluation. Describe the principles of teaching and learning in adult education, and appropriately apply these principles during practical sessions. Demonstrate competency in ensuring quality management of an educational institution. 				
Assessment Methods:	Tests, assignment, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Theory	Theory	

	Duration	3 hours	3 hours		
	% contribution to Summative Assessment Mark				
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)		MHMA 020					
Module Name:		Health Service Management I					
Content:		Health Services Management: Manpower planning: situational analysis, job design analysis and evaluation, recruitment, selection, placement, induction; Role of the manager in industrial relations and SA's industrial relations system; Organizational behaviour and process; Organizational change and development; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning; Motivational Theories; Modes of organizing patient care; and patient advocacy, quality surveillance.					
Learning Outcomes:		<ul style="list-style-type: none"> • Discuss manpower planning: 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 process; Organizational change and development; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning. • Discuss motivational Theories; Modes of organizing patient care; and patient advocacy, quality surveillance. • Demonstrate competency in providing quality health service management. 					
Module Information:		SAQA Credits 28		ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
		28		L7		090802	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6		10	10	10	
Pre-requisite modules for this module:		Passing level one modules					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					
Assessment Criteria:		<ul style="list-style-type: none"> • Discuss manpower planning: 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 process; Organizational change and development; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning. • Discuss motivational Theories; Modes of organizing patient care; and patient advocacy, quality surveillance. • Demonstrate competency in providing health service management. • Discuss the genesis of human rights in the world and South Africa. Nature and theories of human rights. • Discuss the relationship of health and human rights. • Discuss the international and national human rights instruments, organizations. 					

		<ul style="list-style-type: none"> • Discuss the role of the nurse and midwife patient advocacy and social justice. • Discuss the rights of patients, communities and all vulnerable groups. • Demonstrate the ability to function effectively within the legal framework of the nursing profession and South African policies; Batho-Pele, human rights and the South African Constitution. 			
Assessment Methods:		Tests, assignment, examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	45%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MNUA 020					
Module Name:		Personnel Management I					
Content:		Individual behavior in the organization: differences, work behavior, rewards and punishment; stress. Career development; personnel evaluation. Compensation on management.					
Learning Outcomes:		<ul style="list-style-type: none"> • Demonstrate competency in providing efficient and effective personnel management • Discuss individual behavior in the organization: differences, work behavior, rewards and punishment; stress. • Discuss career development; personnel evaluation, compensation on management. 					
Module Information:		SAQA Credits 28		ITS Course Level		CESM Code (3 rd Order (Six Numbers)	
		28		L7		090802	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6		10	10	10	
Pre-requisite modules for this module:		Passing level one modules					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					
Assessment Criteria:		<ul style="list-style-type: none"> • Demonstrate competency in providing efficient and effective personnel management • Discuss individual behavior in the organization: differences, work behavior, rewards and punishment; stress. • Discuss career development; personnel evaluation, compensation on management. 					
Assessment Methods:		Tests, assignment, examination					
Mark Structure:		Minimum Form Assessment Mark for exam admission (%)		45%			
		Final mark =		% Formative Assessment Mark		60%	
				% Summative Assessment Mark		40%	
		Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4	
		Theory / Practical		Theory			
		Duration		3 hours			
		% contribution to Summative Assessment Mark					
		Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)		MHEA 030					
Module Name:		Health Promotion					
Content:		<p>This course examines the social and behavioral theories and models of lifestyle and behaviour changes. Theories and strategies for improving health including health education principles, the need theory, personality development theory, the health belief model, reasoned action, behaviour modification, social learning, social support and social change theories will be explored. Emphasis will be given to application of these theories in health education practice. Skill in planning and developing health education interventions for behaviour change at the individual, family and societal level will be provided. Aspects of health promotion, health marketing and disease prevention will be discussed and strategies for health promotion conducted</p> <p>HIV/AIDS diagnosis, prevention, control and management and the psychosocial impact of the disease. The content covers aspects related to HIV/AIDS epidemiology, aetiology, virology, pathophysiology and management of the clinical manifestation. Care for the HIV/AIDS infected person is outlined with specific reference to management of opportunistic infections, nutrition, nursing at all levels of the disease process. Aspects of treatment, anti-retroviral therapy and alternative medicine are discussed. The public health responses to the epidemic, including counseling and testing, prevention, education, legal and ethical issues are discussed. Aspects of home and palliative care and treatment, including death and dying, bereavement, support for families and orphans, public reaction, response and future directions are discussed. Integrated in the teaching of HIV/AIDS management will be the epidemiology, etiology, pathophysiology, diagnosis, patterns, factors that impact on the disease and control of tuberculosis and sexually transmitted diseases.</p>					
Learning Outcomes:		<p>Demonstrate competency in providing effective health promotion. Demonstrate competencies in the application of social and behavioural theories, models of lifestyle and behaviour changes in health education practices in South Africa</p> <p>Demonstrate competencies in diagnosing, counseling and caring for HIV positive and people living with AIDS in the community.</p>					
Module Information:		SAQA Credits 32		ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
		3 2		L7		090809	
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6		10	10	10	
Pre-requisite modules for this module:		Passing level two modules					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					

Assessment Criteria:		<ul style="list-style-type: none"> • Assess the lifestyle and health needs of the individual, groups and communities • Plan the health promotion program • Implement the intervention specific to the health problems in South Africa • Evaluate health promotion programs • Market health utilizing the media and health days. • Identify and explain the patho-physiology, management of opportunistic infections and epidemiology of HIV/AIDS in South Africa. • Conduct pre and post counseling to patients undertaking the test • Design the health education program based on the prevention of HIV/AIDS and sound nutritional practice of HIV positive clients and people living with Aids. • Implement the home-based approach in caring for the people living with AIDS as well as the support to the family and care-givers in the community. 			
Assessment Methods:		Tests, assignment, projects, examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	45%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MNMB 030		
Module Name:	Community Development and Project Management		
Content:	This course will put an emphasis on community organization as a major educational approach to community dynamics and development, social change, and community participation in addressing health problems. The course will explore methods for identification and analysis of community health problems and their causes. Content covered will include aspects related to health and nutrition, health and poverty etc. The needs of individuals, families and community health problems will be assessed. Applications of community organization – skills will be done. The course will give students the opportunity to experience major issues faced by program managers in planning, implementing and evaluating health projects. Emphasis will be placed on individual and community based programs		
Learning Outcomes:	Demonstrate cognitive, affective and managerial skills efficiently when involved in community development project..		
Module Information:	SAQA Credits	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	20	L7	090809
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full/Part Time	Year

Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		10	10	10
Pre-requisite modules for this module:	Passing level two modules				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> Identify and explain the principles of community development Design community project utilizing scientific approach Write a proposal to the stakeholders for financial assistance 				
Assessment Methods:	Tests, assignment, projects, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MGEAC 030				
Module Name:	Elderly Care				
Content:	The course will enable the students to provide community based care to the elderly. The course will cover the aging process, health, social and psychological problems of the aged. Attention will be focused on the intervention strategies to minimize the problems of the aged as well as the management of the health related problems to aging. Aspects of agencies providing services to the aged will be discussed. Legislation that supports the aged will be dealt with.				
Learning Outcomes:	Demonstrate competencies in assessment of the physical, physiological, social and psychological problems associated with ageing.				
Module Information:	SAQA Credits	ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	20	L7		090809	
Delivery Information:	Campus	Full/Part Time		Period (Year/1 st /2 nd Sem)	
	SMU	Full/Part Time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6		10	10	10

Pre-requisite modules for this module:		Passing level two modules			
Co-requisites modules for module:		None			
ASSESSMENT:		Formative and summative assessment			
Assessment Criteria:		<ul style="list-style-type: none"> • Differentiate between the concepts, middle age, elderly and the age • Identify and explain the physical, physiological changes taking place in the aged relating to the pathology • Apply the related pathologies to the lives of the aged socially and economically • Design health education programme based on health status, social and psychological problems of age 			
Assessment Methods:		Tests, assignment, projects, examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	45%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		MTRA 030				
Module Name:		Trends in Health Service Management				
Content:		Contemporary issues and trends influencing health service management, financial matters, medical funds, models managed care, case management, Ubuntu, strategic planning, marketing, negotiations and transformation issues. Genesis of human rights in the world and South Africa. Nature and theories of human rights. Relationship of health and human rights. International and national human rights instruments, organizations. Role of the nurse and midwife patient advocacy and social justice: rights of patients, communities and all vulnerable groups.				
Learning Outcomes:		Demonstrate effective and efficient managerial skills in health services.				
Module Information:		SAQA Credits 28	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)		
		28	L7	090802		
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd Sem)		
		SMU	Full/Part Time	Year		
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning

	6		10	10	10
Pre-requisite modules for this module:					
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> Identify and describe contemporary issues and trends influencing health service management, Develop a budget for health service Apply the models of managed care, case management, Apply Ubuntu, strategic planning, in marketing, negotiations and transformation issues. 				
Assessment Methods:	Tests, assignment, projects, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MHMA 030				
Module Name:	Health Service Management II				
Content:	Principles and processes of delegation; Time management; Stress and conflict management; Crisis management; Inspection and supervision; Risk management; Productivity from a management perspective; Disaster management; Utilization of research methodology and statistics in organizations; Influence and utilization of theories and models in the health service environment; Networking; Theoretical approaches to problem solving and decision making. Policy development and procedures.				
Learning Outcomes:	Demonstrate effective and managerial skills.				
Module Information:	SAQA Credits 32	ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	32	L7		090802	
Delivery Information:	Campus	Full/Part Time		Period (Year/1 st /2 nd Sem)	
	SMU	Full/Part Time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning

	6		10	10	10
Pre-requisite modules for this module:	Passing level two modules				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> Displays competencies in delegation principles and process; Time management; Stress and conflict management; Crisis management; Inspection and supervision; Risk management; Productivity from a management perspective; Disaster management; Utilization of research methodology and statistics in organizations; Influence and utilization of theories and models in the health service environment; Networking; Apply theoretical approaches to problem solving and decision making. Develop policy and procedures portfolio 				
Assessment Methods:	Tests, assignment, projects, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MNUA 030				
Module Name:	Personnel management II				
Content:	Staff management and scheduling; Information systems: conditions of service and employee benefits; conditions of service and employee benefits, preparation for retirement; selected aspects of staffing; quality of work.				
Learning Outcomes:	Demonstrate effective and efficiently personnel management..				
Module Information:	SAQA Credits	ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	32	L7		090802	
Delivery Information:	Campus	Full/Part Time		Period (Year/1 st /2 nd Sem)	
	SMU	Full/Part Time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning

	20		10	10	10
Pre-requisite modules for this module:	Passing level two modules				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	<ul style="list-style-type: none"> Describe the concept staffing management and scheduling; Apply Information systems in real working situation Develop the portfolio which includes: conditions of service and employee benefits, preparation for retirement; selected aspects of staffing; quality of work. 				
Assessment Methods:	Tests, assignment, projects, examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	MTRA030
Module Name:	Trends in Higher Education
Content:	<p>Module 1: Principles, purpose, problems and strategies for student assessment (for e.g. essay methods, objective tests, self-assessment; peer-assessment and group assessment; evaluation of small-group process; assessment of attitudes; portfolio; case-studies; assignments; assessment of competence); enhancement of quality assessment; moderation, dimensions of assessment, qualitative versus quantitative assessment of theory and clinical practice; paradigm shift from traditional to outcome-based assessment.</p> <p>Module 2: Policies and Acts influencing the educational context; Contemporary educational delivery systems; Community-based Education (CBE), Community-based Learning (CBL), Community- oriented Education (COE), Problem-based Learning (PBL), Distance education Modalities, Societal needs and changes influencing the educational situation; Contemporary views regarding learning and teaching; information management skills, lifelong learning, self-directed learning, Reflection and reflective practice, learning facilitation and the facilitator, Continuing Professional Development (CPD). Development of the Recognition of Prior Learning (RPL) policy.</p> <p>Module 3: This module enables the learner to master the principles of teaching and learning in adult education, and appropriately apply these principles during practical sessions; classroom and college management.</p> <p>Module 4: Theories influencing the educational process, development, components, selection, benefits, critical analysis, assumptions, and reflection on a theory. Application of theories to nursing education.</p>
Learning Outcomes:	<p>Module 1:</p> <ul style="list-style-type: none"> • Describe principles, purpose, problems and strategies for student assessment (for e.g. essay methods, objective tests, self-assessment; peer-assessment and group assessment; evaluation of small-group process; assessment of attitudes; portfolio; case-studies; assignments; assessment of competence). • Discuss enhancement of quality assessment; moderation. • Discuss dimensions of assessment. • Discuss qualitative versus quantitative assessment of theory and clinical practice; • Compare the paradigm shift from traditional to outcome-based assessment. • Demonstrate competency in selecting and applying different assessment strategies. <p>Module 2:</p> <ul style="list-style-type: none"> • Discuss Policies and Acts influencing the educational context. • Discuss contemporary educational delivery systems; Community-based Education (CBE), Community-based Learning (CBL), Community- oriented Education (COE), Problem-based Learning (PBL), • Discuss challenges influencing nursing and nursing education. • Describe information management skills, • Discuss lifelong learning, • Critically discuss self-directed learning, reflection and reflective practice. • Describe learning facilitation and the skills of a facilitator. • Discuss Continuing Professional Development (CPD). • Design a policy on the Recognition of Prior Learning (RPL). • Discuss distance education modalities. <p>Module 3:</p> <ul style="list-style-type: none"> • Demonstrate understanding of principles of teaching and learning in adult education. • Apply principles of teaching and learning in adult education in a classroom situation.

	<ul style="list-style-type: none"> • Demonstrate effective management of a teaching and learning environment and competency in college management. Module 4: <ul style="list-style-type: none"> • Demonstrate application of theories to nursing education and research. • Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory. • Apply the selected theories to nursing education. 				
Module Information:	SAQA Credits 32		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	32		3		090899
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full/Part Time		Year
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6		10	10	10
Pre-requisite modules for this module:	Passing level two modules				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and summative assessment				
Assessment Criteria:	Module 1: <ul style="list-style-type: none"> • Describe principles, purpose, problems and strategies for student assessment (for e.g. essay methods, objective tests, self-assessment; peer-assessment and group assessment; evaluation of small-group process; assessment of attitudes; portfolio; case-studies; assignments; assessment of competence). • Discuss enhancement of quality assessment; moderation. • Discuss dimensions of assessment. • Discuss qualitative versus quantitative assessment of theory and clinical practice; • Compare the paradigm shift from traditional to outcome-based assessment. • Demonstrate competency in selecting and applying different assessment strategies. Module 2: <ul style="list-style-type: none"> • Discuss Policies and Acts influencing the educational context. • Discuss contemporary educational delivery systems; Community-based Education (CBE), Community-based Learning (CBL), Community- oriented Education (COE), Problem-based Learning (PBL), • Discuss challenges influencing nursing and nursing education. • Describe information management skills, • Discuss lifelong learning, • Critically discuss self-directed learning, reflection and reflective practice. • Describe learning facilitation and the skills of a facilitator. • Discuss Continuing Professional Development (CPD). • Design a policy on the Recognition of Prior Learning (RPL). • Discuss distance education modalities. Module 3: <ul style="list-style-type: none"> • Demonstrate understanding of principles of teaching and learning in adult education. • Apply principles of teaching and learning in adult education in a classroom situation, clinical and facilitation of learning. • Demonstrate effective management of a teaching and learning environment and competency in college management. Module 4: <ul style="list-style-type: none"> • Demonstrate application of theories to nursing education and research. 				

		<ul style="list-style-type: none"> • Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory. • Apply the selected theories to nursing education. 			
Assessment Methods:		Tests, assignments, presentations, examination, portfolio			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	45%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

SECTION F: MODULAR INFORMATION REQUIRED

Module Code: (4 alphabetic & 3 numeric)	MPRM 010		
Module Name:	Principles of Management		
Content:	<p>Legal and ethical foundations of management; Labor legislation; Levels of Management, Organizational Philosophy; Organizational Theory (for e.g. structure culture); Introduction to Human Resource Management; Socialization of the manager; Role of the manager within organizations; Manager as a change agent; Human being as an employee/employer; Managerial power and politics; Influence of external environment on service management; Management as a generic phenomenon in private and public sectors; Financial estimation and control; Management by objectives; Grievance procedures and discipline; Authority and power in organizations</p>		
Learning Outcomes:	<ul style="list-style-type: none"> • Discuss legal and ethical foundations of management. • Discuss Labor legislation; Levels of Management, Organizational Philosophy; Organizational Theory (for e.g. structure culture). • Discuss the introduction to Human Resource Management; Socialization of the manager; Role of the manager within organizations. • Leadership • Discuss the manager as a change agent. • Discuss the human being as an employee/employer. • Demonstrate understanding of managerial power and politics; Influence of external environment on service management. • Describe management as a generic phenomenon in private and public sectors. • Describe financial estimation and control. • Demonstrate understanding of Management by objectives; Grievance procedures and discipline; Authority and power in organizations. • Demonstrate understanding of professionals knowledge, skills and competencies in health service management 		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	28	3	090802

Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full/Part Time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		6		10	10	10	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
ASSESSMENT:		Formative and summative assessment					
Assessment Criteria:		<ul style="list-style-type: none"> • Discuss legal and ethical foundations of management. • Discuss Labor legislation; Levels of Management, Organizational Philosophy; Organizational Theory (for e.g. structure culture). • Discuss the introduction to Human Resource Management; Socialization of the manager; Role of the manager within organizations. • Discuss contemporary leadership styles. • Discuss the manager as a change agent. • Discuss the human being as an employee/employer. • Demonstrate understanding of managerial power and politics; Influence of external environment on service management. • Describe management as a generic phenomenon in private and public sectors. • Describe financial estimation and control. • Demonstrate understanding of Management by objectives; Grievance procedures and discipline; Authority and power in organizations. • Demonstrate understanding of professionals knowledge, skills and competencies in health service management 					
Assessment Methods:		Tests, assignment, projects, examination.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
	Final mark =	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory					
	Duration	3 hours					
	% contribution to Summative Assessment Mark	100%					
	Sub minimum	40%					

