

# SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY



SEFAKO MAKGATHO  
HEALTH SCIENCES UNIVERSITY

**School of Health Care Sciences**

**Undergraduate Calendar**

**2021 Academic Year**

## 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.

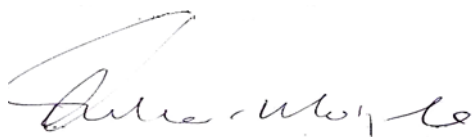
There is a variety of postgraduate studies offered within the school. The academic programmes offered range from Postgraduate diploma to Doctorate with the mission of improving the health of all citizens of our country through education, research and strategic interventions in public health.

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.



.....  
PROFESSOR E. LEKALAKALA-MOKGELE  
DEAN

## **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 Care 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 Dietetics
2. Nursing Science
3. Occupational Therapy
4. Physiotherapy
5. Public Health
6. Speech, Language Pathology & Audiology

### **Careers**

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

## Medium of Instruction

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

## Validity

This Calendar is valid for the year 2021. 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: 2021

<b>FIRST SEMESTER</b>	<b>:</b>	<b>23 March 2021</b>	<b>-</b>	<b>23 July 2021</b>
<b>SECOND SEMESTER</b>	<b>:</b>	<b>10 August 2021</b>	<b>-</b>	<b>15 December 2021</b>
AUTUMN Recess (for students)	<b>:</b>	<b>06 April 2021</b>	<b>-</b>	<b>09 April 2021</b>
WINTER Recess (for students)	<b>:</b>	<b>26 July 2021</b>	<b>-</b>	<b>06 August 2021</b>
SUMMER Recess (University Vacation)		<b>17 December 2021</b>	<b>-</b>	<b>04 January 2022</b>

## Correspondence

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## 2021 ACADEMIC YEAR IMPORTANT DATES

### IMPORTANT DATES:

(Please note that dates may change should the need arise)

JANUARY 2021			Time
Friday	1		
<b>NEW YEAR'S DAY</b>			
<b>Saturday</b>	2		
<b>Sunday</b>	3		
Monday	4	<ul style="list-style-type: none"> <li>• University reopens: academic and administration staff report for duty</li> <li>• Academic and administrative activities continue</li> <li>• Multi-modal remote (inclusive of online) teaching and learning continues</li> </ul>	
Tuesday	5		
Wednesday	6		
Thursday	7		
Friday	8		
<b>Saturday</b>	9		
<b>Sunday</b>	10		
Monday	11		
Tuesday	12		
Wednesday	13		
Thursday	14		
Friday	15		
<b>Saturday</b>	16		
<b>Sunday</b>	17		
Monday	18	<ul style="list-style-type: none"> <li>• Revision period before Standard Examination for 2020-registered students commences</li> </ul>	
Tuesday	19		
Wednesday	20		
Thursday	21		
Friday	22	<ul style="list-style-type: none"> <li>• End of revision period before Standard Examination for 2020-registered students commences</li> </ul>	
<b>Saturday</b>	23	•	
<b>Sunday</b>	24	•	
Monday	25	<ul style="list-style-type: none"> <li>• Standard examination (undergraduate and postgraduate programmes) for 2020-registered students commences</li> </ul>	
Tuesday	26		
Wednesday	27		
Thursday	28		
Friday	29	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Postgraduate Committee</li> </ul>	<b>10h00</b>
<b>Saturday</b>	30		
<b>Sunday</b>	31		

FEBRUARY 2021				Time
Monday	1			08h30
Tuesday	2			
Wednesday	3			
Thursday	4	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> SMUREC</li> <li>• Meeting: Executive Committee of Council</li> </ul>		09h00 09h00
Friday	5	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> MANCO</li> </ul>		08h30
<b>Saturday</b>	6			
<b>Sunday</b>	7			
Monday	8	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Senate - Research, Ethics and Postgraduate Studies Committee</li> </ul>		10h00
Tuesday	9	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Senate - Information Communications Technology Committee</li> <li>• <b>Meeting:</b> Senate Academic Planning Committee</li> </ul>		10h00 14h00
Wednesday	10	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Senate - Library Committee</li> </ul>		10h00
Thursday	11	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Senate - Teaching and Learning</li> </ul>		10h00
Friday	12			13h00
<b>Saturday</b>	13			
<b>Sunday</b>	14			
Monday	15	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> MANCO</li> </ul>		08h30
Tuesday	16			10h00
Wednesday	17	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Executive Committee of Council</li> </ul>		10h00
Thursday	18	<ul style="list-style-type: none"> <li>• <b>Meeting 1:</b> Joint Council and Senate Academic Exclusions Appeals Committee</li> </ul>		10h00
Friday	19	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> ICT Steering Committee</li> <li>• Closing date for the submission of all assessment reports by assessors (Internal &amp; External)</li> <li>• End-of-year standard examinations for 2020-registered students end</li> <li>• <b>Meeting:</b> Executive Committee of Senate</li> </ul>		10h00  10h00
<b>Saturday</b>	20			
<b>Sunday</b>	21			
Monday	22	<ul style="list-style-type: none"> <li>• Commencement of supplementary/deferred examinations for 2020-registered students</li> </ul>		10h00
Tuesday	23	<ul style="list-style-type: none"> <li>• <b>Final selection</b> of First Time Entering students: <b>School of Health Care Sciences</b></li> </ul>		09h00
Wednesday	24	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Postgraduate Committee</li> <li>• Latest Date: Examination Commissions (Standard Examination) for 2020 registered students</li> <li>• Latest Date: Publishing of the names of candidates qualifying for supplementary and deferred examinations or graduation/oath-taking.</li> </ul>		09h00  10h00
Thursday	25			09h00
Friday	26	<ul style="list-style-type: none"> <li>• <b>Latest Date:</b> Release of Standard Examination results to all students</li> </ul>		08h30
<b>Saturday</b>	27			
<b>Sunday</b>	28			

MARCH 2021				Time
Monday	1		<ul style="list-style-type: none"> <li>Registration for First Time Entering B Pharm students only</li> </ul>	10h00
Tuesday	2		<ul style="list-style-type: none"> <li>Registration for <u>all</u> First Time Entering students (All Department)</li> </ul>	10h00
Wednesday	3		<ul style="list-style-type: none"> <li>Registration for <u>all</u> First Time Entering students continues</li> <li><b>Meeting:</b> SHCS EXCO Committee</li> </ul>	10h00
Thursday	4		<ul style="list-style-type: none"> <li><b>Meeting:</b> SMUREC</li> <li>Registration for <u>all</u> First Time Entering students continues</li> </ul>	09h00
Friday	5		<ul style="list-style-type: none"> <li>Registration for <u>all</u> First Time Entering students ends</li> </ul>	10h00
<b>Saturday</b>	6			
<b>Sunday</b>	7			
Monday	8		<ul style="list-style-type: none"> <li>Orientation for all First Time Entering students commences</li> <li>Registration of all new and returning postgraduate students</li> </ul>	08h30
Tuesday	9		<ul style="list-style-type: none"> <li><b>Meeting:</b> Executive Committee of the Senate</li> <li><b>Orientation</b> for all First Time Entering students continues</li> <li>Registration of all new and returning postgraduate students continues</li> </ul>	10h00
Wednesday	10		<ul style="list-style-type: none"> <li><b>Orientation</b> for all First Time Entering students ends</li> <li>Registration of all new and returning postgraduate students continues</li> <li><b>Meeting 2:</b> Joint Council and Senate Academic Exclusions Appeals Committee</li> </ul>	10h00
Thursday	11		<ul style="list-style-type: none"> <li><b>COMMENCEMENT OF 2021 ACADEMIC YEAR (SEMESTER 1) FOR FIRST TIME ENTERING STUDENTS (FTEN) STUDENTS</b></li> <li>Registration of all new and returning postgraduate students continues</li> </ul>	
Friday	12		<ul style="list-style-type: none"> <li><b>Meeting:</b> Postgraduate Committee</li> <li>End of registration for new and returning postgraduate students</li> </ul>	10h00 10h00
<b>Saturday</b>	13			
<b>Sunday</b>	14			
Monday	15		<ul style="list-style-type: none"> <li><b>Meeting:</b> Executive Committee of the Council</li> <li><b>Registration</b> of all eligible returning undergraduate students for the 2021 academic year in all the five Schools commences (excluding those who will be sitting for supplementary/deferred examinations)</li> <li>Submission of exclusion appeal letters by the 2020 registered students commences</li> </ul>	10h00
Tuesday	16		<ul style="list-style-type: none"> <li><b>Meeting:</b> MANCO</li> <li><b>Registration</b> of all eligible returning undergraduate students for the 2021 academic year in all the five Schools continues</li> </ul>	08h30
Wednesday	17		<ul style="list-style-type: none"> <li><b>Registration</b> of all eligible returning undergraduate students for the 2021 academic year in all the five Schools continues</li> <li>Commencement of Special Examinations</li> <li><b>Meeting 3:</b> Joint Council and Senate Academic Exclusions Appeals Committee</li> </ul>	10h00
Thursday	18		<ul style="list-style-type: none"> <li><b>Registration</b> of all eligible returning undergraduate students for the 2021 academic year in all the five Schools continues</li> </ul>	
Friday	19		<ul style="list-style-type: none"> <li><b>Meeting 1:</b> Senate</li> <li><b>Registration</b> for all eligible returning undergraduate students for the 2021 academic year in all the five Schools ends</li> </ul>	09h00
			<ul style="list-style-type: none"> <li><b>Registration</b> for all postgraduate students</li> <li><b>Release</b> of supplementary/deferred 2020 examination for 2020 registered students</li> <li><b>Closing date</b> for submission of exclusion appeal letters by the 2020 registered students</li> <li>Special Examinations End</li> </ul>	

<b>Saturday</b>	20		
<b>Sunday</b>	21	<b>HUMAN RIGHTS DAY</b>	
Monday	22	Public Holiday	
Tuesday	23	<p><b>COMMENCEMENT OF THE 2021 ACADEMIC YEAR (SEMESTER 1) FOR RETURNING STUDENTS</b></p> <ul style="list-style-type: none"> <li>Lectures, clinical sessions, practicum sessions commence for <u>eligible returning students</u></li> <li><b>Registration</b> for all <u>returning students</u> who sat for supplementary examinations</li> </ul>	<b>08h30</b>
Wednesday	24	<ul style="list-style-type: none"> <li><b>Meeting 4:</b> Joint Council and Senate Appeals Committee (Academic Exclusions)</li> </ul>	<b>09h00</b>
Thursday	25	<ul style="list-style-type: none"> <li><b>Meeting 5:</b> Joint Council and Senate Appeals Committee (Academic Exclusions)</li> </ul>	<b>10h00</b>
Friday	26		
<b>Saturday</b>	<b>27</b>		
<b>Sunday</b>	<b>28</b>		
Monday	29	<ul style="list-style-type: none"> <li><b>Meeting:</b> Postgraduate Committee</li> </ul>	<b>10h00</b>
Tuesday	30		<b>13h00</b>
Wednesday	31	<ul style="list-style-type: none"> <li><b>Meeting:</b> Senate - Library Committee</li> <li><b>Meeting:</b> Senate - Information Communications Technology Committee</li> <li><b>Meeting:</b> Senate Community Engagement Committee</li> </ul>	<b>10h00</b> <b>13h00</b>

APRIL 2021			Time
Thursday	1	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> SMUREC</li> <li>• <b>Meeting:</b> Senate - Research, Ethics and Postgraduate Studies Committee</li> <li>• Applications for 2022 academic year open</li> </ul>	09h00 10h00
Friday	2	<b>GOOD FRIDAY</b>	
<b>Saturday</b>	3		
<b>Sunday</b>	4		
Monday	5	<b>FAMILY DAY</b>	
Tuesday	6		
Wednesday	7	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> SHCS EXCO Committee</li> </ul>	08h30
Thursday	8		
Friday	9		
<b>Saturday</b>	10		
<b>Sunday</b>	11		
Monday	12	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Board - School of Health Care Sciences</li> </ul>	10h00
Tuesday	13	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Board - School of Oral Health Sciences</li> </ul>	10h00
Wednesday	14	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Board - School of Pharmacy</li> </ul>	10h00
Thursday	15	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Board - School of Science and Technology</li> </ul>	10h00
Friday	16	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Board - School of Medicine</li> </ul>	10h00
<b>Saturday</b>	17		
<b>Sunday</b>	18		
Monday	19		
Tuesday	20		
Wednesday	21	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Postgraduate Committee</li> </ul>	10h00
Thursday	22		
Friday	23	<p style="text-align: center;"><b>Closing date for:</b></p> <ul style="list-style-type: none"> <li>• Cancellation of courses and/ or modules</li> <li>• Changing of courses and/ or modules</li> <li>• Exemption from attending a course or module</li> <li>• Submission of applications for exemption from courses passed at other universities</li> <li>• Interruption of studies for 2021 academic year</li> <li>• Submission of all combined reports from (internal &amp; external) examiners for students eligible for the June graduation ceremony.</li> <li>• Late registration for all undergraduate and postgraduate students</li> <li>• Closing date for confirmation to write May/June examinations by postgraduate students</li> </ul>	
<b>Saturday</b>	24		
<b>Sunday</b>	25		
Monday	26	<b>UNIVERSITY HOLIDAY</b>	
Tuesday	27	<b>FREEDOM DAY</b>	
Wednesday	28	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Executive Committee of the Senate</li> </ul>	10h00
Thursday	29	<ul style="list-style-type: none"> <li>• <b>Meeting 6:</b> Joint Council and Senate Appeals Committee (Academic Exclusions)</li> </ul>	10h00
Friday	30	<ul style="list-style-type: none"> <li>• <b>Last day</b> for submission of name lists for Graduation Ceremonies</li> <li>• Last day for submission of mini-dissertation, dissertation and thesis reports to the Examination Department by supervisors for consideration and endorsement by PGC and approval of eligible candidates by ECS.</li> </ul>	08h30

MAY 2021			Time
<b>Saturday</b>	1	<b>LABOUR DAY</b>	
<b>Sunday</b>	2		
Monday	3		
Tuesday	4		
Wednesday	5	• <b>Meeting:</b> SHCS EXCO Committee	
Thursday	6	• <b>Meeting:</b> SMUREC	<b>09h00</b>
Friday	7		
<b>Saturday</b>	8		
<b>Sunday</b>	9		
Monday	10	• <b>Meeting:</b> ICT Steering Committee • Closing date for submission of lists names for graduation ceremonies	<b>10h00</b>
Tuesday	11		<b>08h30</b>
Wednesday	12	• <b>Meeting 7:</b> Joint Council and Senate Academic Exclusions Appeals Committee	<b>10h00</b>
Thursday	13	• Open Day	
Friday	14	• Open Day	<b>10h00</b>
<b>Saturday</b>	15		
<b>Sunday</b>	16		
Monday	17		
Tuesday	18		
Wednesday	19		
Thursday	20		
Friday	21		
<b>Saturday</b>	22		
<b>Sunday</b>	23		
Monday	24	• <b>Meeting:</b> MANCO	<b>08h30</b>
Tuesday	25		
Wednesday	26		
Thursday	27		<b>08h30</b>
Friday	28	• <b>Meeting 2: Senate</b>	<b>10h00</b>
<b>Saturday</b>	29		
<b>Sunday</b>	30		
Monday	31	• Research Methodology (REME) course	<b>10h00</b>

JUNE 2021				Time
Tuesday	1		<ul style="list-style-type: none"> <li>Closing date for the submission of semester/assessment marks for the mid-year Examinations</li> <li>Research Methodology (REME) course continues</li> </ul>	9h00
Wednesday	2		<ul style="list-style-type: none"> <li>Research Methodology (REME) course continues</li> <li>Meeting: EXCOCommittee</li> </ul>	
Thursday	3		<ul style="list-style-type: none"> <li><b>Meeting:</b> SMUREC</li> <li>Research Methodology (REME) course continues</li> </ul>	09h00
Friday	4		<ul style="list-style-type: none"> <li>Research Methodology (REME) course continues</li> <li><b>Meeting:</b> Executive Committee of the Council</li> <li>Publication of year marks for mid-year exams</li> </ul>	09h00 10h00
<b>Saturday</b>	5			
<b>Sunday</b>	6			
Monday	7		<ul style="list-style-type: none"> <li><b>Meeting:</b> Postgraduate Committee</li> <li>Graduation Ceremony - <b>2020 graduates to walk the stage</b> School of Science &amp; Technology School of Health Care Sciences</li> </ul>	10h00 09h00
Tuesday	8		<ul style="list-style-type: none"> <li>Graduation Ceremony – <b>2020 graduates to walk the stage</b> School of Pharmacy School of Medicine School of Oral Health Sciences</li> </ul>	09h00
Wednesday	9		<ul style="list-style-type: none"> <li>Graduation Ceremony – School of Science &amp; Technology</li> </ul>	09h00
Thursday	10		<ul style="list-style-type: none"> <li>Graduation Ceremony – School of Health Care Sciences &amp; School of Pharmacy</li> </ul>	09h00
Friday	11		<ul style="list-style-type: none"> <li>Graduation Ceremony – School of Medicine and School of Oral Health Sciences</li> </ul>	09h00
<b>Saturday</b>	12			
<b>Sunday</b>	13			
Monday	14		<ul style="list-style-type: none"> <li>Revision week commences</li> </ul>	
Tuesday	15			10h00
Wednesday	16			
Thursday	17		<ul style="list-style-type: none"> <li><b>Meeting:</b> MANCO</li> </ul>	08h30
Friday	18		<ul style="list-style-type: none"> <li>Revision week ends</li> </ul>	10h00
<b>Saturday</b>	19			
<b>Sunday</b>	20			
Monday	21		<ul style="list-style-type: none"> <li><b>Meeting:</b> Senate - Library Committee</li> <li>Mid-year Examinations commence</li> </ul>	10h00
Tuesday	22		<ul style="list-style-type: none"> <li><b>Meeting:</b> Senate - Information Communications Technology Committee</li> </ul>	10h00
Wednesday	23		<ul style="list-style-type: none"> <li><b>Meeting:</b> Senate - Research, Ethics and Postgraduate Studies Committee</li> </ul>	10h00
Thursday	24		<ul style="list-style-type: none"> <li><b>Meeting:</b> Senate -Teaching and Learning Committee</li> </ul>	10h00
Friday	25		<ul style="list-style-type: none"> <li><b>Closing date</b> for submission of 2022 applications for the following programmes: <ul style="list-style-type: none"> <li>MBChB, BDS, BSc Physio, B Pharm, B Dental Therapy,</li> <li>B Radiography (Diagnostics) and B Nursing &amp; Midwifery</li> </ul> </li> </ul>	10h00
<b>Saturday</b>	26			
<b>Sunday</b>	27			
Monday	28			14h00
Tuesday	29			08h30
Wednesday	30		<ul style="list-style-type: none"> <li><b>Meeting:</b> Senate Community Engagement Committee</li> </ul>	10h00

JULY 2021			Time
Thursday	1	• <b>Meeting:</b> Senate: Academic Planning Committee	10h00
Friday	2	• <b>Meeting:</b> SMUREC	
<b>Saturday</b>	<b>3</b>		
<b>Sunday</b>	<b>4</b>		
Monday	5		
Tuesday	6	• <b>Meeting:</b> MANCO	08h30
Wednesday	7	• <b>Meeting:</b> SHCS EXCO Committee	
Thursday	8		
Friday	9	• Mid-year Examinations end	
<b>Saturday</b>	<b>10</b>		
<b>Sunday</b>	<b>11</b>		
Monday	12	• <b>Meeting:</b> MANCO	08h30
Tuesday	13		
Wednesday	14	• <b>Meeting:</b> Executive Committee of the Senate	10h00
Thursday	15	• Mid-year Supplementary examinations commence	
Friday	16	• <b>Meeting:</b> Postgraduate Committee	10h00
<b>Saturday</b>	<b>17</b>		
<b>Sunday</b>	<b>18</b>		
Monday	19		
Tuesday	20	• <b>Meeting:</b> Board - School of Health Care Sciences	10h00 13h00
Wednesday	21		10h00 13h00
Thursday	22		10h00
Friday	23	<ul style="list-style-type: none"> <li>• <b>Closing date</b> for the VC's Research Excellence Awards</li> <li>• <b>Closing date</b> for the VC's Teaching Excellence Awards</li> <li>• Mid-year Supplementary examinations end</li> <li>• End of Semester 1</li> </ul>	08h30
<b>Saturday</b>	<b>24</b>		
<b>Sunday</b>	<b>25</b>		
Monday	26	<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Council - Remuneration Committee</li> <li>• <b>Winter recess for students commences</b></li> </ul>	10h00
Tuesday	27	• <b>Meeting:</b> Honorary Degrees Committee	10h00
Wednesday	28		
Thursday	29		
Friday	30	<ul style="list-style-type: none"> <li>• <b>Release</b> of mid-year results</li> <li>• <b>Closing date</b> for the submission of <b>2022</b> application for all other programmes including but not limited to: BSc, BSc Dietetics, B Speech Language Pathology &amp; Audiology, B Occupational Therapy, B Oral Hygiene, Higher Certificate in Vaccinology and Higher Certificate in Medical Emergency, etc.</li> </ul>	
<b>Saturday</b>	<b>31</b>		

AUGUST 2021			Time
<b>Sunday</b>	1		
Monday	2	• <b>Meeting:</b> MANCO	<b>08h30</b>
Tuesday	3		
Wednesday	4	• <b>Meeting:</b> SHCS EXCO Committe	
Thursday	5	• <b>Meeting:</b> SMUREC	<b>10h00</b>
Friday	6	• <b>Winter recess for students ends</b>	<b>10h00</b>
<b>Saturday</b>	<b>7</b>		
<b>Sunday</b>	<b>8</b>		
Monday	<b>9</b>	<b>NATIONAL WOMEN'S DAY</b>	
Tuesday	10	<b>COMMENCEMENT OF SEMESTER 2</b>	
Wednesday	11	• <b>Meeting 7:</b> Joint Council and Senate Appeals Committee (Academic Exclusions)	<b>10h00</b>
Thursday	12	• <b>Meeting:</b> Senate Community Engagement Committee	<b>10h00</b>
Friday	13	• <b>Meeting:</b> Postgraduate Committee	<b>10h00</b>
<b>Saturday</b>	<b>14</b>		
<b>Sunday</b>	<b>15</b>		
Monday	16	• <b>Meeting:</b> ICT Steering Committee	<b>10h00</b>
Tuesday	17	• <b>Meeting:</b> MANCO	<b>08h30</b>
Wednesday	18		<b>10h00</b>
Thursday	19		<b>10h00</b>
Friday	20		<b>10h00</b>
<b>Saturday</b>	<b>21</b>		
<b>Sunday</b>	<b>22</b>		
Monday	23		
Tuesday	24		<b>10h00</b>
Wednesday	25	• SMU Research Days	<b>10h00</b>
Thursday	26	• SMU Research Day	<b>10h00</b> <b>14h00</b>
Friday	27	• SMU Research Day	<b>08h30</b>
<b>Saturday</b>	<b>28</b>		
<b>Sunday</b>	<b>29</b>		
Monday	30	• <b>Meeting:</b> Senate - Research, Ethics and Postgraduate Studies Committee	<b>10h00</b> <b>13h00</b>
Tuesday	31	• <b>Meeting:</b> Senate - Information Communications Technology Committee	<b>10h00</b>

<b>SEPTEMBER 2021</b>				<b>Time</b>
Wednesday	1		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Senate - Library Committee</li> <li>• <b>Meeting:</b> SHCS EXCO Committee</li> </ul>	<b>10h00</b>
Thursday	2		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> SMUREC</li> <li>• <b>Meeting:</b> Senate Teaching and Learning Committee</li> </ul>	<b>09h00</b> <b>10h00</b>
Friday	3		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Executive Committee of Council</li> <li>• Closing date for confirmation to write October/November examinations by postgraduate students</li> </ul>	<b>10h00</b> <b>13h00</b>
<b>Saturday</b>	4			
<b>Sunday</b>	5			
Monday	6		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Board - School of Health Care Sciences</li> <li>• <b>Meeting:</b> MANCO</li> </ul>	<b>10h00</b> <b>08h30</b>
Tuesday	7			
Wednesday	8			
Thursday	9			
Friday	10			
<b>Saturday</b>	11			
<b>Sunday</b>	12			
Monday	13		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> MANCO</li> </ul>	<b>08h30</b>
Tuesday	14		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Senate Academic Planning Committee</li> </ul>	<b>10h00</b>
Wednesday	15		<ul style="list-style-type: none"> <li>• <b>Council Workshop (Strategic Reflections)</b></li> </ul>	<b>09h00</b>
Thursday	16			
Friday	17			
<b>Saturday</b>	18			
<b>Sunday</b>	19			
Monday	20		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Postgraduate Committee</li> </ul>	<b>10h00</b>
Tuesday	21			
Wednesday	22			
Thursday	23		<ul style="list-style-type: none"> <li>• <b>UNIVERSITY HOLIDAY</b></li> </ul>	
Friday	24		<ul style="list-style-type: none"> <li>• <b>HERITAGE DAY</b></li> </ul>	
<b>Saturday</b>	25			
<b>Sunday</b>	26			
Monday	27		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> Executive Committee of the Senate</li> </ul>	<b>10h00</b>
Tuesday	28			
Wednesday	29		<ul style="list-style-type: none"> <li>• <b>Meeting:</b> SMUREC</li> </ul>	<b>09h00</b>
Thursday	30			

OCTOBER 2021				Time
Friday	1		• <b>Meeting:</b> Senate Teaching and Learning Committee	10h00
<b>Saturday</b>	2			
<b>Sunday</b>	3			
Monday	4		• <b>Meeting:</b> ICT Steering Committee	10h00
Tuesday	5		• <b>Meeting 8:</b> Joint Council and Senate Appeals Committee (Academic Exclusions)	10h00
Wednesday	6		• <b>Meeting:</b> MANCO • <b>Meeting:</b> SHCS EXCO Meeting	08h30
Thursday	7		• <b>Meeting:</b> SMUREC	09h00
Friday	8		• <b>Meeting:</b> Senate Academic Planning Committee • Closing date for the submission of assessment marks for end-of year Examinations	10h00
<b>Saturday</b>	9			
<b>Sunday</b>	10			
Monday	11		•	10h00
Tuesday	12		• <b>Meeting:</b> Senate Research, Postgraduate Studies, Ethics Committee • <b>Meeting:</b> Senate Library Committee	10h00 14h00
Wednesday	13		• <b>Meeting:</b> Honorary Degrees Committee	10h00
Thursday	14			
Friday	15		• Publication of year-marks for end-of-year examinations	
<b>Saturday</b>	16			
<b>Sunday</b>	17			
Monday	18		• <b>Meeting:</b> MANCO • Revision Week Commences	08h30
Tuesday	19		• <b>Meeting:</b> Postgraduate Committee	10h00
Wednesday	20			
Thursday	21		• <b>Meeting:</b> Human Resources Committee of Council	10h00
Friday	22		• Revision Week ends	
<b>Saturday</b>	23			
<b>Sunday</b>	24			
Monday	25		• End-of-year Examinations Commence	08h30
Tuesday	26			
Wednesday	27			
Thursday	28			
Friday	29		• VC's Research and Teaching Excellence awards ceremony	
<b>Saturday</b>	30			
<b>Sunday</b>	31			

NOVEMBER 2021			Time
Monday	1		
Tuesday	2		
Wednesday	3	• <b>Meeting:</b> SHCS EXCO Committee	<b>10h00</b>
Thursday	4	• <b>Meeting:</b> SMUREC	<b>09h00</b>
Friday	5		
<b>Saturday</b>	6		
<b>Sunday</b>	7		
Monday	8	• <b>Meeting:</b> MANCO	<b>08h30</b>
Tuesday	9		
Wednesday	10		
Thursday	11		
Friday	12	• <b>Meeting:</b> Executive Committee of the Council	<b>10h00</b>
<b>Saturday</b>	13		
<b>Sunday</b>	14		
Monday	15	• <b>Meeting:</b> MANCO	<b>08h30</b>
Tuesday	16		
Wednesday	17		
Thursday	18	• <b>Meeting 4: Senate</b>	<b>10h00</b>
Friday	19	• End-of-year Examinations end • VC's Research and Teaching Excellence Awards Ceremony	
<b>Saturday</b>	20		
<b>Sunday</b>	21		
Monday	22	• Supplementary / Deferred Examinations commence	
Tuesday	23		
Wednesday	24		
Thursday	25		
Friday	26		
<b>Saturday</b>	27		
<b>Sunday</b>	28		
Monday	29		
Tuesday	30	• <b>Closing date</b> for Doctoral registration (first time students)	

DECEMBER 2021				Time
Wednesday	1		• <b>Meeting:</b> SHCS EXCO Committee	
Thursday	2			
Friday	3		• Supplementary / Deferred Examinations end	
<b>Saturday</b>	4			
<b>Sunday</b>	5			
Monday	6		• <b>Meeting:</b> Executive Committee of the Senate (Approval of Results)	<b>10h00</b>
Tuesday	7			
Wednesday	8			
Thursday	9		• <b>Oath-taking Ceremony:</b> School of Oral Health Sciences • <b>Meeting:</b> Senate Community Engagement Committee	<b>09h00</b>
Friday	10			<b>09h00</b>
<b>Saturday</b>	11			
<b>Sunday</b>	12			
Monday	13		• Release and publication of year-end Examination results	
Tuesday	14			
Wednesday	15		• <b>All academic activities end for 2021</b> • <b>University closes: All administrative activities end.</b> • <b>End of Semester 2</b>	
Thursday	16		<b>DAY OF RECONCILIATION</b>	
Friday	17			
<b>Saturday</b>	18			
<b>Sunday</b>	19			
Monday	20			
Tuesday	21			
Wednesday	22			
Thursday	23			
Friday	24			
<b>Saturday</b>	25		<b>CHRISTMAS DAY</b>	
<b>Sunday</b>	26		<b>DAY OF GOODWILL</b>	
Monday	27		<b>PUBLIC HOLIDAY</b>	
Tuesday	28			
Wednesday	29			
Thursday	30			
Friday	31			

### Dates for SHCSRC and SMUREC Meetings

MEETINGS	SHCSRC		SMUREC	
	CLOSING DATES FOR SUBMISSION OF DOCUMENTATION	MEETING DATES	CLOSING DATES FOR SUBMISSION OF DOCUMENTATION	MEETINGS DATES
01/2021	04 January 2021	13 January 2021	18 January 2021	04 February 2021
02/2021	25 January 2021	10 February 2021	15 February 2021	04 March 2021
04/2021	22 March 2021	31 March 2021	14 April 2021	06 May 2021
05/2021	26 April 2021	05 May 2021	17 May 2021	03 June 2021
06/2021	24 May 2021	09 June 2021	15 June 2021	02 July 2021
07/2021	21 June 2021	07 July 2021	19 July 2021	05 August 2021
08/2021	26 July 2021	04 August 2021	16 August 2021	02 September 2021
09/2021	23 August 2021	08 September 2021	17 September 2021	07 October 2021
10/2021	20 September 2021	06 October 2021	18 October 2021	04 November 2021
11/2021	03 November 2021	17 November 2021		

## **SCHOOL COMMITTEES**

### **SHCS Board**

1. Dean (Chairperson)
2. Members
  - Heads of Departments
  - Professors and Associate Professors
  - Permanently appointed Senior Lecturers
  - Permanently appointed Lecturers
  - The representative of the respective School student council
3. Ex-officio members
  - VC & Principal
  - Registrar
  - Deputy Registrar
  - Assistant Registrar
  - Director: Research
  - Director: Student Affairs
  - Director: Finance
  - Director: Human Resources
  - Director: Centre for Academic Excellence
  - Director: Library and Information Service
  - Bio-ethicist

### **SHCS Executive Committee**

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

### **SHCS Research & Ethics Committee**

1. Chairperson
2. Deputy Chairperson
3. Departmental representatives
  - Human Nutrition & Dietetics
  - Nursing Science
  - Occupational Therapy

- Physiotherapy
  - Public Health
  - Speech-Language Pathology & Audiology
4. Ex-officio members
- Dean: SHCS
  - Director: Research

<b>SHCS Selection Committee</b>
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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

<b>SHCS Examination Committee</b>
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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

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

<b>SHCS Community Service Learning Committee</b>
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1. Chairperson
2. Deputy Chairperson
3. Members: Ideally two staff members are nominated by their respective departments to serve on the committee for a period of one year
  - Human Nutrition & Dietetics

- Nursing Science
- Occupational Therapy
- Physiotherapy
- Speech Language Pathology & Audiology

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

<b>SHCS Oath Taking and Gala Dinner Committee</b>
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1. Chairperson
2. Deputy Chairperson
3. Members: A maximum of two representatives from each department
  - Human Nutrition & Dietetics
  - Nursing Science
  - Occupational Therapy
  - Physiotherapy
  - Speech-Language Pathology & Audiology
4. A representative from the Office the Dean

<b>SHCS Postgraduate Studies, Research &amp; Innovation Committee</b>
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1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department
  - Human Nutrition & Dietetics
  - Nursing Science
  - Occupational Therapy
  - Physiotherapy
  - Public Health
  - Speech-Language Pathology & Audiology
4. Ex-Officio members
  - Dean: SHCS
  - Director: Quality Assurance

**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)
Lecturer	Nemakanga NM: B. Occ Ther (UL) MPH (UL)
Junior Lecturer	Mphohoni MR: B. Occ Ther (MEDUNSA), DVP (UP), PGD – Rehab Studies (US); M Human Rehab Studies (US)
Junior Lecturer	Magane MM: B. Occ Ther (UL), M Occ Ther (SMU)
Junior Lecturer	Mohotlhoane R: BSc Occupational Therapy (WITS)
Junior Lecturer	Phasumane SDJ: B. Occ Ther (SMU), BA Hons AAC (UP)
Junior Lecturer	Gumede NL: 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 (SMU)
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 (MEDUNSA)
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)
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)
Part-time	Moatshe P: BSc Physio (SMU)

**SPEECH LANGUAGE PATHOLOGY & AUDIOLOGY****Tel: 012 521 3842**

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	Ehlert 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), Advanced Diploma in Hearing Aid Acoustics (UP), Additional Training in Cochlear Implants (US)
Lecturer	Khumalo P: BSLP&A (SMU), MA Early Intervention (UP)
Lecturer	Kgare K: BSLP&A (SMU), M Aud (WITS)
Lecturer (nGap)	Mothapo R; BSLP&A (SMU),MAAC (UP)
Lecturer (Part-time)	Lloyd-Jones A: BA(Log) (UP), MComm Path (UP)
Lecturer (Part-time)	Mahomed A: B Speech Hearing Therapy (WITS)

**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 (SMU); 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 (SMU), 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)
<b>Clinical Supervisors</b>	Pronk M: BSc Diet (PUCHE), PGDip Diabetes (USW)
	Saphe V: BSc Hons (Hum Nut Diet)
	Mehlape MR: MSc Diet (UP)
	Chuene RV: BNutr (UL)
	Khoza R: BScHons (UL)

**NURSING SCIENCE****Tel: 012 521 4305**

Professor	Mogotlane SM (Acting HOD) PhD (UKZN)
Associate Professor	Sengane MLM : MCur (RAU), DCur (RAU)
Senior Lecturer	Madalane LD: MCur (UN) PhD (UL)
Senior Lecturer	Chetty D: MTech (DUT), D Cur (UJ)
Senior Lecturer	Madumo MM: MCur (UP) PhD (UL)

Senior Lecturer	Uys Y: MCur (UP), PhD (UP)
Senior Lecturer	Black MJ: BCur (letA) (UL), MCur (SMU), D Litt et Phil (MEDUNSA)
Senior Lecturer	Malesela MJ: MCur (UJ), DCur (UJ)
Lecturer	Randa MB: MPH (UL), PhD (SMU)
Lecturer	Mkhonto FM: BCur (SMU), BCur (letA) (UNISA) MCur (SMU)
Lecturer	Motswasele-Sikwane LK: BA Cur (UNISA), MCur (UL)
Lecturer	Ntsoele MMN: BA Cur (UNISA), MCur (UL)
Lecturer	Moloko SM: MPH (UNISA)
Lecturer	Mokoena-de Beer AG: MCur (SMU) DCur (UJ)
Lecturer	Tshivhase, L: BCur (SMU), MCur (Univen) PhD (SMU)
Lecturer	Mathevula FR: MCur (UNI. VEN.), PhD (Univen)
Junior Lecturer	Makhavhu EM: MCur (TUT)

### DOE Skills Facilitators

Skills Facilitator	Mudau TS: MCur (UNISA), PhD (UFS)
Skills Facilitator	Mahlangu ME: MPH (UL)
Skills Facilitator	Thobakgale EM: MCur (UL)
Skills Facilitator	Chabedi MA: MCur (UP)
Skills Facilitator	Makinta LM: MCur (UP)
Skills Facilitator	Kgongwana T: MCur

### Part-time skills Facilitators

Skills Facilitator	Selaledi MB: MCur (SMU)
Skills Facilitator	Rangoako MR: BCur (SMU)
Skills Facilitator	Mngomezulu TA: BA Cur

<b>PUBLIC HEALTH</b>	<b>Tel: 012 521</b>
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Professor	Mokgatle M: BRad (MEDUNSA), BRad (Hons) (UP), MPH (MEDUNSA) PhD (UJ)
Senior Admin	Vacant
<b>Epidemiology &amp; Biostatistics</b>	
Professor	Mokgatle M: BRad (MEDUNSA), BRad (Hons) (UP), MPH (MEDUNSA) PhD (UJ)
Lecturer	Mogale M: BSc (MEDUNSA), MPH (MEDUNSA)
Lecturer	Huma M: MPH (MEDUNSA)
Lecturer	Lowane MP: BA in Nursing Science- Health Science Education and Health Services Management (UNISA); MPH - Health Measurements (UNIVEN); PHD Public Health (UNIVEN)
Lecturer	Cele, L: Dip Med Tech (TNT); BSc (UDW); MPH (UP)
<b>Environmental &amp; Occupational Health</b>	
Professor	Madiba S: BA Cur (UNISA), BA Cur (Hons) (UP), MPH, DrPH (MEDUNSA)
Associate Professor	Chelule PK: HDip Med Lab Tech, M Med Sc, PhD (UKZN)
Lecturer	Rammopo M: MPH (MEDUNSA)
<b>Health Systems Management &amp; Policy</b>	
Senior Lecturer	Van der Heever H: BA (Hons) (UFS), MPH (MEDUNSA), DLitt et Phil (UNISA)
Lecturer	Kleinhans A: BA (UJ), BA (Hons) (UNISA), MSc. Global Health (UM), MA (UNISA)
Lecturer	Khoza T: B Occ Ther (MEDUNSA), MPH (UL)

**Social & Behavioural Health Sciences**

Senior Lecturer Ntuli BE: BA Social Work (UNIN), MSW (University of North Carolina, Chapel Hill), MPH (MEDUNSA), DrPH (SMU)

Senior Lecturer Fernandes L: ND Med Lab Tech (Microbiol), ND Med Lab Tech (Immunology), N HDip (Micro), MSc Med Sc (Microbiol), MPH (MEDUNSA), DrPH (SMU)

Senior Lecturer Modjadji SEP: BSc Med Sci (UNIN), MSc (Med. Sc (UL), PhD (UL), DrPH (SMU)

**NRF SARChI Chair**

Professor Substance Abuse and Public Health Population Mental Health  
Mokwena KE: MSc. Ed.D. (University of South Carolina)

# SCHOOL DIPLOMA PROGRAMMES

## SHC Advanced Diploma in ON (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 any 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 and 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 training, audiometry and spirometry certificates, obtained not more than five (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 module/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 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 and two (2) written examination papers of three (3) hours each will be written at the end of each year.

#### SHC Dip 1.4 Granting of Diploma

The Diploma Occupation 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 1.5 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 1.6 Carrying of Courses

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

**SHC Dip 1.7 Curriculum Information**

CURRICULUM INFORMATION									
<b>School:</b>	HEALTH CARE SCIENCES								
<b>Qualification Name:</b>	Advanced Diploma in Occupational Health Nursing			<b>Qualification Code:</b>	AON01				
<b>Campus:</b>	Sefako Makgatho Health Sciences University			<b>Last Revision date:</b>	2012				
<b>Total SAQA Credits for Qualification:</b>	120			<b>Is this a fixed Curriculum:</b>	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 <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 4 modules are <b>COMPULSORY</b>									
MBAR271	Y	Y	24	0.2					
MNUD271	Y	Y	32	0.27					
MOCH271	Y	Y	32	0.27					
MOHN271	Y	Y	32	0.26					
<b>Total credits for Year modules</b>			<b>120</b>	<b>1</b>	<b>Total credits for</b>				
<b>TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 120; HEMIS CREDITS = 1</b>									

MODULAR INFORMATION				
<b>Offering Department:</b>	Nursing Science		<b>School:</b>	Health Care Sciences
<b>Last Revision date:</b>	2012		<b>First Year Offered (New):</b>	2013
<b>Replace this Module existing module(s)?</b>	No		<b>If YES, give the module codes:</b>	
<b>Module linked to Qualification/s:</b>	AON01			
<b>Module Code:</b> (4 alphabetic & 3 numeric)	MOCH271			
<b>Module Name:</b>	Occupational Health Nursing			
<b>Content:</b>	<p><b>Principles of Occupational Health Nursing:</b> 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 health care workers. Viewpoints and approaches to OH.</p> <p><b>Work and Safety:</b> Occupational risks/hazards, including: occupational hygiene; occupational risk/hazard identification; environmental hazards; occupational safety, which includes – accident prevention, factors causing injuries in the workplace, personal protective equipment, safety representatives and safety committees.</p> <p><b>Organisation and Management:</b> 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><b>Nursing interventions:</b> Medical surveillance; occupational disease profile; ergonomics as a multi-disciplinary science which includes: human factor, engineering, anthropometry, occupational biomechanics and work physiology. Crisis intervention and emergency care. Employee assistance programmes. Primary-, secondary- and tertiary prevention of occupational diseases; etiology</p>			

<b>Content (continued):</b>	<p>of occupational diseases/conditions; approaches in the health assessment of health status of workers, diagnostic and treatment methods and international classification of occupational disorders.</p> <p><b>Health Promotion:</b> Principles of teaching and learning. Health promotion; health marketing and group dynamics. Social Sciences behavioral concept in health &amp; illness. Community development. Reconstruction and development programmes; concepts and processes; approaches and principles.</p> <p><b>Pharmacology:</b> Pharmacology, which includes: principles of pharmacokinetics and pharmacodynamics. Administration and formulation of drugs; drugs applicable to OH nursing and the role and function of the OH practitioner.</p>				
<b>Learning Outcomes:</b>	To provide comprehensive knowledge, skills and applied competencies in OH nursing that will enable learners to contribute profitably to the economy of the country.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	32		5		090813
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6		10	10	10
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Evaluate occupation health in South Africa and the legislation applicable to occupational health.</li> <li>• Identify the related legislation and critically discuss the relevance to occupational health.</li> <li>• Apply the management principles to an occupational health service.</li> <li>• Compile a budget for an occupational health service.</li> <li>• Demonstrate understanding of the basic principles of the organisation of occupational health services and the different levels of prevention and cure provided.</li> <li>• Identify and explain core concepts in development of a safety culture for the practice of occupational health and safety.</li> <li>• Discuss the roles and responsibilities of the occupational health and safety team in ensuring health and safety in the work environment.</li> <li>• Identify the role and responsibilities of key organizational structures and agencies in relation to health and safety.</li> <li>• Compilation of an occupational disease profile for a company based on available evidence.</li> <li>• Discuss the most prevalent occupational diseases and develop surveillance programmes for these conditions.</li> <li>• Describe the health effects associated with a range of hazards encountered in the workplace.</li> <li>• Apply knowledge on accident investigation procedures, including interviewing and documentation skills.</li> <li>• 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.</li> <li>• Assess and manage employees with different health problems and occupational diseases.</li> </ul>				

<b>Assessment criteria (continued)</b>		<ul style="list-style-type: none"> <li>• Explore and overview of the development of health promotion and describe the key points to attain health promotion as discussed in the Ottawa Charter.</li> <li>• Identify and describe the levels of preventions and their importance in the workplace. Describe approaches commonly used in health promotion in the workplace. Outline the process of program development of workplace health promotion.</li> <li>• Describe the types of evaluation, which can be used for evaluating workplace health promotion programmes.</li> <li>• Critically analyse the types of errors, which may occur during workplace programme evaluation.</li> <li>• Discuss EAP as a health promotion strategy.</li> <li>• Discuss the principles of pharmacokinetic and pharmacodynamics and apply it in the management of clients.</li> </ul>			
<b>Assessment method</b>		Lectures, tutorials, discussions, group work, seminars, presentations, multiple choice and essay questions, project work and end of module examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MOHN271		
<b>Module Name:</b>	Occupational Health Nursing Practice (Skills and Methods)		
<b>Content:</b>	<p>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.  Management, including financial- and human resource management, reports and policy guidelines.</p>		
<b>Learning Outcomes:</b>	To provide comprehensive knowledge, skills and applied competencies in OH nursing to render competent occupational health nursing services to employees.		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	32	5	090813

<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		0.5			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Demonstrate the skills and knowledge to conduct a systematic health assessment for pre-placement, periodic assessments and employees with health problems.</li> <li>• Design a health and safety plan in collaboration with other occupational health practitioners.</li> <li>• Design and present health education and in-service programmes to employees and co-workers.</li> <li>• Perform special screening tests related to occupational health including spirometry, audiometry and vision screening.</li> <li>• Apply skills and knowledge to manage injuries on duty and complete the relevant documents.</li> <li>• Conduct a field survey as a research or occupational health project.</li> </ul>				
<b>Assessment method</b>	Clinical work, clinical practice assessment and portfolios.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Portfolio			
	Practical (duration)				
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MBAR271
<b>Module Name:</b>	Research Methodology
<b>Content:</b>	Scientific theory and research; knowledge building; professional research and professional practice. Ethical aspects of research; quantitative and qualitative research processes; types of research; critique of published research and needs analysis and case study design.
<b>Learning Outcomes:</b>	Learners should be able to select a researchable problem, define the problem and generate questions and hypotheses regarding 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.

<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
		24		5		090813	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Y	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		6		10	10	10	
<b>Pre-requisite modules for this module:</b>		None					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>Apply scientific theory and research; knowledge and professional research and practice principles.</li> <li>Apply the ethical aspects of research – qualitative and quantitative processes.</li> <li>Describe and apply the types of research.</li> <li>Demonstrate the ability to critique published research.</li> <li>Select the researchable problem, define the problem and generate questions and hypotheses about the problem.</li> <li>Determine the parameters for an investigation and select research methods; conduct a literature search; develop a proposal and instrument; and demonstrate ethical conduct during execution of the above.</li> </ul>					
<b>Assessment method</b>		Lectures, tutorials, discussions, group work, seminars, presentations, multiple choice and essay questions, project work and end of module examination					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory (duration)	Theory					
	Practical (duration)	3 hours					
	% contribution to Summative Assessment Mark	100%					
	Sub minimum	40%					

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MNUD271
<b>Module Name:</b>		Nursing Dynamics
<b>Content:</b>		Nursing theories/nursing diagnosis; nursing philosophy; professionalism; role and scope and other related disciplines.

<b>Learning Outcomes:</b>		Professional and ethical practice within nursing's knowledge base/framework.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		32		5		090813
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6		10	10	10
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>Apply nursing theories/nursing diagnosis/nursing philosophies in occupational health practice.</li> <li>Demonstrate understanding of professionalism, role and scope and other related disciplines in occupational health.</li> <li>Discuss professional and ethical practice of the occupational health nurses within the knowledge base/framework</li> </ul>				
<b>Assessment method</b>		Lectures, tutorials, discussions, group work, seminars, presentations, multiple choice and essay questions, project work and end of module examination				
<b>Mark Structure:</b>		Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		
		Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
		Theory (duration)	Theory			
		Practical (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

Applicants must have:

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

#### SHC B1.1.2 Admission

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

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

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

### SHC B1.2 Registration with Statutory Body and Clinical Requirements

#### SHC B1.2.1 Registration with HPCSA

- (i) All students admitted to the first year of study must register as a student 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 B1.2.2 Clinical Requirements

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

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

The practical training programme is designed to meet the requirements for registration 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 B1.2.3 Leave of Absence and Clinical Hours

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

**SHC B1.2.4 Duration**

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

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

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

**SHC B1.4 Special Supplementary Assessment**

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

**SHC B1.5 Sick Continuous Assessments**

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

**SHC B1.6 Modules Taken in Advance**

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

**SHC B1.7 Carrying of Modules**

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

**SHC B1.8 Granting of Degree**

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

**SHC B1.9 Degree with Cum Laude**

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

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

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

SHC B1.11 Curriculum Information

CURRICULUM INFORMATION									
<b>School:</b>		HEALTH CARE SCIENCES							
<b>Qualification Name:</b>		BSc Dietetics			<b>Qualification Code:</b>		BDIA01		
<b>Campus:</b>		Sefako Makgatho Health Sciences University			<b>Last Revision date:</b>				
<b>Total SAQA Credits for Qualification:</b>		512			<b>Is this a fixed Curriculum:</b>		Yes		
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
1 <sup>st</sup> Semester					2 <sup>nd</sup> Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 5 modules are <b>COMPULSORY</b>					The following 5 modules are <b>COMPULSORY</b>				
MSCH011	S1	N	12	0.10	MSCH012	S2	N	12	0.09
MBIO011	S1	N	12	0.10	MANB012	S2	N	12	0.09
MEHS011	S1	N	8	0.10	MEHS012	S2	N	4	0.03
MNTR011	S1	Y	20	0.20	MDIE012	S2	Y	24	0.18
MBEH011	S1	N	12	0.09	MCOM012	S2	N	12	0.09
<b>Total credits for Semester 1 modules</b>			<b>64</b>	<b>0.5</b>	<b>Total credits for Semester 2 modules</b>			<b>64</b>	<b>0.5</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1</b>									
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2				
1 <sup>st</sup> Semester					2 <sup>nd</sup> Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 5 modules are <b>COMPULSORY</b>					The following 6 modules are <b>COMPULSORY</b>				
MDEC021	S1	Y	16	0.125	MDEC022	S2	Y	12	0.094
MDEB021	S1	Y	12	0.094	MDEB022	S2	Y	12	0.094
MDED021	S1	N	8	0.063	MDEA022	S2	N	8	0.063
MPIA021	S1	N	16	0.125	MPIA022	S2	N	16	0.125
MDEA021	S1	Y	12	0.094	MBHA022	S2	N	8	0.063
					MCPA022	S2	N	8	0.063
<b>Total credits for Semester 1 modules</b>			<b>64</b>	<b>0.5</b>	<b>Total credits for Semester 2 modules</b>			<b>64</b>	<b>0.5</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1</b>									
PERIOD OF STUDY / YEAR LEVEL 3					PERIOD OF STUDY / YEAR LEVEL 3				
1 <sup>st</sup> Semester					2 <sup>nd</sup> Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 modules are <b>COMPULSORY</b>					The following 5 modules are <b>COMPULSORY</b>				
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					
<b>Total credits for Semester 1 modules</b>			<b>64</b>	<b>0.5</b>	<b>Total credits for Semester 2 modules</b>			<b>64</b>	<b>0.5</b>

TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 4									
Year Subjects									
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 4 modules are <b>COMPULSORY</b>									
MDEC040	Y	Y	48	0.375					
MDEA040	Y	Y	32	0.267					
MDEB040	Y	Y	24	0.188					
MDER040	Y	Y	24	0.188					
<b>Total credits for Semester 1 modules</b>			<b>128</b>	<b>1</b>					
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1									

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MEHS010
<b>Module Name:</b>	English for Health Sciences
<b>Content:</b>	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation
<b>Learning Outcomes:</b>	On successful completion the learner will be able to: <ul style="list-style-type: none"> <li>Read faster and with greater understanding</li> <li>Identify main and supporting arguments</li> <li>Condense information into notes</li> <li>Draw information from graphs and tables</li> <li>Decode meanings of scientific words using word formation techniques in science</li> </ul>

	<ul style="list-style-type: none"> <li>• Present information in acceptable formats – spoken and written</li> <li>• Write an academic essay by synthesising information from multiple sources and acknowledging the sources</li> <li>• Discuss in pairs, groups and class</li> <li>• Make formal presentations with the help of PowerPoint slides</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		6		110101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5	1			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students are assessed for the learning/competence of the following knowledge and skills items.</li> <li>• 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.</li> <li>• Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.</li> <li>• Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic</li> <li>• All assessments are not included for CA marks. Some assessments are used for self-reflection and improvement.</li> </ul>				
<b>Assessment method</b>		Tests and examinations; oral presentations; assignments			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDIE012				
<b>Module Name:</b>	Introduction to Dietetics				
<b>Content:</b>	Dietetics profession (scope of profession and practice, Dietetics vs. Nutrition professional scope, HPCSA, South African Association of Dietetics). Food choices, fads and fallacies, principles of dietary planning, food exchange lists, food guides, food finder, food composition tables, South African Food based Dietary Guidelines (SAFDG), benefits and challenges, food labelling.				
<b>Learning Outcomes:</b>	<p>After successful completion of the module the student must demonstrate:</p> <ul style="list-style-type: none"> <li>• basic knowledge and an informed understanding of the scope of the dietetics and the nutrition professions, their practices, and their regulatory bodies;</li> <li>• an ability to identify and motivate factors that influence food choices</li> <li>• fundamental understanding of the standards for meal planning and their application in the planning and evaluation of appropriate meals for different purposes/clients/groups/communities;</li> <li>• the ability to effectively communicate information to the general public regarding food based dietary guidelines and educating clients about the required portions of different foods according to specific needs.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	24		5		091801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Differentiate/compare the professional scope and practice of dietetics and nutrition name their regulatory bodies</li> <li>• Explain the critical role(s) of the HPCSA and the regulatory bodies for dietitians and nutritionists</li> <li>• Analyse, motivate and discuss factors that influence food choices</li> <li>• Discuss SA food based dietary guidelines and explain how a dietitian or a nutritional expert should implement these guidelines in different contexts</li> <li>• Explain the value of food exchange lists and food guides for the work of the dietitian/nutritional expert</li> <li>• Demonstrate the use of appropriate food finder software</li> </ul>				

		<ul style="list-style-type: none"> <li>• Interpret food composition tables</li> <li>• By means of appropriate written and verbal communication strategies, educate the general public/clients about the food based dietary guidelines and required portions of food according to specific need</li> <li>• Plan, analyse and evaluate meals using food exchange lists, food guides, food finder software, food composition tables and South African Food based Dietary Guidelines</li> <li>• Correctly read and interpret food labels</li> <li>• Peer review basic meal plans and provide motivated feedback for remediation</li> <li>• Solve basic contextual case studies...</li> <li>• In groups of three, devise a basic meal plan for a specific target population and illustrate the use of food exchange lists, food guides, food finder software etc. to justify all food choices for the meal plan.</li> </ul>			
<b>Assessment method</b>		Assignments; tests; practical assignments; practical tasks			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

	issues; <ul style="list-style-type: none"> <li>• present and communicate information, ideas and opinions in well-structured arguments in the field of health communication;</li> <li>• select and plan a mass communication strategy for a health organisation;</li> <li>• demonstrate the ability to apply basic computer skills such as report writing, electronic literature search, PowerPoint presentations, etc.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		5		050101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4				
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Define and clarify concepts, theory and elements of communication</li> <li>• Explain the communication process, including how people listen, talk and interpret messages</li> <li>• Demonstrate effective listening, speaking and writing skills in different but specified contexts</li> <li>• Motivate the determinants, value and rules of effective interpersonal communication</li> <li>• Differentiate between verbal and non –verbal communication and motivate the role of each in the communication process</li> <li>• Critically discuss the art and value of non-verbal communication</li> <li>• Discuss classification and efficiency of communication channels</li> <li>• Demonstrate counselling skills</li> </ul>				
<b>Assessment method</b>	Assignments; tests; practical demonstration; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MDEC021				
<b>Module Name:</b>		Nutritional Assessment				
<b>Content:</b>		Assessment of nutritional status: Interviewing skills (socioeconomic and medical history); Clinical findings, Anthropometric measurements, Skinfolds, Body Measurements (Height, length, weight, circumferences); Biochemical results, Dietary intake analysis, Systematic Clinical assessment (Palpation and analysis of all relevant body parts), Biochemical information (finger pricking skill, urine testing); Dietary intakes (flash cards, food models, photographic book, scales, stadiometer, calipers, tapes); Nutrition Screening.				
<b>Learning Outcomes:</b>		After successful completion of the module the student should demonstrate:				
<b>Learning Outcomes (continued)</b>		<ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of nutritional assessment concepts and tools, and the ability to select and use these tools appropriately;</li> <li>• the ability to conduct a professional nutritional assessment interview to ascertain the socioeconomic background and medical history of a client;</li> <li>• the ability to conduct accurate clinical assessments, including anthropometric measurements, skinfold measurements, relevant body measurements, and to identify and relate the indices with reference standards;</li> <li>• the ability to analyse, interpret and accurately record the results of all measurements;</li> <li>• detailed knowledge and grounded understanding of advantages and limitations of biochemical assessments and the ability to use the results of biochemical tests to identify disease conditions;</li> <li>• identify different biological specimens used and which nutrients they are applicable to test for;</li> <li>• the ability to conduct finger pricking and urine testing skills and communicate results and the interpretation thereof to patients in an appropriate manner;</li> <li>• detailed knowledge and understanding of, and the ability to use, different tools to determine/plan/assess dietary intake;</li> <li>• the ability to analyse and interpret dietary intake data and to integrate all the appropriate information from nutritional assessments to make clinical judgements/diagnosis;</li> <li>• actions in accordance with acceptable ethical and professional behaviour as required from clinical practice.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		16		6		091801
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		4	1			
<b>Pre-requisite modules for this module:</b>		MDIE012; MNTR011				
<b>Co-requisites modules for module:</b>		MDEB021				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Identify, describe, and effectively use nutritional assessment tools</li> <li>• Conduct interviews to ascertain the socioeconomic background and medical history of a patient</li> <li>• Peer-assess the conducting of interviews</li> </ul>				

		<ul style="list-style-type: none"> <li>• Demonstrate the following: Anthropometric measurements, skinfold measurements, body measurements;</li> <li>• Identify and relate indices with reference standards</li> <li>• Analyse and accurately interpret the results of systematic clinical measurements</li> <li>• Accurately record the results of clinical measurements</li> <li>• Identify limitations of various measurements and indices;</li> <li>• Critically discuss the advantages and limitations of biochemical assessment</li> <li>• Identifying different specimen used and when are they applicable to test for nutrients</li> <li>• Interpret the results of biochemical tests</li> <li>• Communicate the procedures and results of clinical measurements to clients</li> <li>• Use appropriate tools to collect dietary information</li> <li>• Develop and/or adapt dietary intake tools where necessary</li> <li>• Explain the benefits and limitations of each of those tools</li> <li>• Analyse and interpret dietary intake</li> <li>• Integrate all relevant other information to make clinical judgements/diagnosis</li> <li>• Differentiate between screening and assessment</li> <li>• Always act in accordance with professional and ethical requirements.</li> </ul>			
<b>Assessment method</b>		Assignments; case studies; presentations; practicals and examinations			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practicals		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEA021
<b>Module Name:</b>	Dietetics II
<b>Content:</b>	Prevention of chronic diseases due to lifestyle (e.g. Overweight, obesity, cancer, cardiovascular health, hypertension, diabetes mellitus, TB and HIV/AIDS). Dental and bone health. Nutrition promotion strategies.
<b>Learning Outcomes:</b>	After the successful completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of lifestyle factors and conditions that cause various chronic diseases;</li> <li>• critical knowledge and understanding of, and the ability to effectively communicate, appropriate strategies for the prevention of chronic diseases due to lifestyle.</li> </ul>

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEB021		
<b>Module Name:</b>	Food and Food Science		
<b>Content:</b>	Introduction to Food Science. Adherence to safety regulations. Organization of a food service unit. Ergonomic work procedures (Basic recipe interpretation, collect required ingredients, measure accurately). Health acts governing food processing (GRAS, FDA, and SA legislation). Food Intoxication; Food spoilage; Food Additives (key compendium, advantages, disadvantages, uses and abuses). Foods containing carbohydrates (cereals, sugars and starch, fruit and vegetables). Modification of carbohydrates (swelling, gelatinisation, retrogradation, reconstitution). Food processing techniques (preparation, cooking, preservation, freezing, dehydration, PH modification, addition of salt and sugar, ultra-high temperatures packaging). Commercial food processing. Sensory and instrumental analysis,		
<b>Learning Outcomes:</b>	<p>After successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of, and insight into the origin and development of food science as a unique profession;</li> <li>• knowledge and advanced understanding of national and professional regulations that govern the practice of food science, food hygiene and food safety;</li> <li>• critical understanding of the principles of organization within food laboratories;</li> <li>• the ability to operate effectively and efficiently within a food laboratory;</li> <li>• actions in accordance with best practice in hygienic and safe lab protocols;</li> <li>• the ability to identify and critically discuss ergonomic work procedures in respect of food measuring techniques, and to describe and apply appropriate procedures for the measuring of different foods;</li> <li>• detailed knowledge and informed understanding of the compendium of additives used in food and food labelling;</li> <li>• critical knowledge of the composition and role of carbohydrates as a food ingredient and as a physiological component;</li> <li>• the ability to differentiate and appropriately apply different methods of food processing for different purposes;</li> <li>• the use of different appliances in the preparation of products/food;</li> <li>• the ability to identify and correctly use appropriate techniques of incorporating leavening agents in food;</li> <li>• the ability to modify basic recipes;</li> <li>• advanced knowledge and understanding of the methods used in sensory and instrumental analysis of food products;</li> <li>• the ability to evaluate food products in respect of research and commercial requirements.</li> </ul>		
<b>Learning outcomes (continued)</b>			
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	12	6	100301

<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1			
<b>Pre-requisite modules for this module:</b>	MSCH011; MNTR011				
<b>Co-requisites modules for module:</b>	MDED021				
<b>Assessment criteria</b>	<p>Describe, explain and critically apply in a logical manner the principles of, and analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> <li>• Skills required in the laboratory in respect of: safety procedures and best practice lab protocols;</li> <li>• Ergonomic work procedures in respect of measuring techniques, mixing methods, cooking methods and efficiency of work order;</li> <li>• Food processing, contamination and preparation techniques;</li> <li>• Key micro-organisms which may cause contamination;</li> <li>• Causes of food contamination and sources of contaminants;</li> <li>• Basic food processing techniques required to limit and reduce micro-organism activity;</li> <li>• Food processing techniques applied to the different food sources in respect of their nutrient content;</li> <li>• Processing techniques applied to the different food sources in respect of their nutrient content from a food label;</li> <li>• Food labelling;</li> <li>• Function of additives incorporated in food sources in respect of its advantages, disadvantages, uses and abuses;</li> <li>• Best practices in selection, preparation methods and processing in respect of fruit and vegetables;</li> <li>• Classification of fruit and vegetables;</li> <li>• Colour and flavour pigments in fruit and vegetables and changes during cooking and processing;</li> <li>• Carbohydrates as a food ingredient vs. a physiological component;</li> <li>• The nutrient value of cereal foods</li> <li>• Processing and preparation techniques specific to carbohydrate foods;</li> <li>• Processing and preparation techniques specific to carbohydrate foods;</li> <li>• Modifications to the carbohydrate in sugars and starches when applying moist, dry and combination heat;</li> <li>• Preparation and process basic starch sugar and cereal staple foods heat;</li> <li>• Preparation and process basic starch sugar and cereal staple foods heat;</li> <li>• Reconstitute or modify commercial food products and as appropriate replicate techniques in the lab;</li> <li>• Leavening agents in doughs and batters;</li> <li>• The use of functional ingredients in processing of food;</li> <li>• Evaluate food products in respect of research and commercial requirements;</li> <li>• Basics of food processing.</li> </ul>				
<b>Assessment method</b>	POE; Assignments, lab reports, continuous evaluation log; practicals; tests; examinations				

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

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

	<ul style="list-style-type: none"> <li>the ability to identify, apply and explain basic processing techniques specific to milk food sources;</li> <li>the ability to apply basic processing techniques specific to milk food sources;</li> <li>the ability to apply and discuss basic processing techniques specific to egg food sources;</li> <li>detailed knowledge and understanding to identify, apply and explain the uses and abuses of herbs and spices in food;</li> <li>the ability to prepare a variety of alcoholic and non-alcoholic beverages to accompany food.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		6		100301
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1			
<b>Pre-requisite modules for this module:</b>	MDEB021				
<b>Co-requisites modules for module:</b>					
<b>Assessment criteria</b>	<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"> <li>Processing techniques used to prepare protein food in general</li> <li>Basic processing techniques. specific to milk food sources</li> <li>The nutrient value of milk and dairy products</li> <li>The nutritive value of egg products, poultry, fish and sea food, meat food sources</li> <li>The basic processing techniques specific to egg food, poultry food, meat fish and sea food sources</li> <li>The uses and abuses of herbs and spices in food</li> <li>Prepare a variety of alcoholic and non-alcoholic beverages</li> <li>Appropriate serving techniques for food and beverages</li> </ul>				
<b>Assessment method</b>	POE; assignments; lab reports; continuous evaluation log; practicals; tests; examinations				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practicals		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEA022			
<b>Module Name:</b>	Health Promotion			
<b>Content:</b>	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,			
<b>Learning Outcomes:</b>	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• extensive knowledge and understanding of concepts, theories and developments related to the fields of Health Promotion and Health Education and its sub-disciplines;</li> <li>• detailed knowledge and informed understanding of the South African Health Care System, strategies for disease prevention and health promotion, factors that influence the nature of, access to, and effectiveness of health care services in SA communities, and the role of nutrition in the health care system;</li> <li>• the ability to identify, evaluate and critically discuss health determinants, risk factors, predisposing factors, and enabling factors in health promotion with a view to solve fundamental case studies within defined health contexts;</li> <li>• the ability to identify and effectively implement different intervention strategies and approaches to health promotion;</li> <li>• fundamental knowledge of, and the ability to do individual or group needs assessments as well as community profiling and mapping, with a view to plan and implement necessary health promotion and health education or strategies;</li> <li>• work together in teams to determine health educational needs and develop health education programmes for different target groups.</li> </ul>			
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		6	091305
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time	S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
	2			
<b>Pre-requisite modules for this module:</b>	MCOM012			
<b>Co-requisites modules for module:</b>	None			
<b>Assessment criteria</b>	<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"> <li>• Define Health Promotion and Health Education as fields of study or disciplines in Health Sciences;</li> <li>• Critically discuss relevant theories and concepts in the fields of Health Promotion and Health Education;</li> <li>• Explain the necessity of and the strategies for disease prevention and health promotion;</li> <li>• Critically discuss the South African Health Care System and offer advice for its enhancement;</li> <li>• Identify and discuss factors that influence the nature of, access to, and effectiveness of health care services in SA communities and solve case studies in this regard;</li> <li>• Evaluate and then describe the role of nutrition in health care delivery</li> </ul>			

<b>Assessment criteria (continued)</b>		systems; <ul style="list-style-type: none"> <li>• Differentiate and analyse health determinants, risk factors, predisposing factors, enabling factors in health promotion by solving certain case studies;</li> <li>• Identify, evaluate and explain different intervention strategies and approaches to Health Promotion in different health contexts;</li> <li>• Do individual and group needs assessments and then plan and implement health promotion and health education strategies that will answer in the identified health needs;</li> <li>• Critically discuss the role of community profiles and mapping;</li> <li>• In groups, demonstrate the ability to analyse community nutritional and educational needs and to plan an intervention strategy to address those needs</li> <li>• Differentiate and compare theories of health education;</li> <li>• Identify the characteristics of adults as learners and the principles of adult education, and explain how adults can benefit from education in health context.</li> </ul>			
<b>Assessment method</b>		Assignments; tests; class tests; practical assignment; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEB031
<b>Module Name:</b>	Diet Related Disorders
<b>Content:</b>	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).
<b>Learning Outcomes:</b>	After the successful completion of the module the student should demonstrate: <ul style="list-style-type: none"> <li>• Differentiate and classify different disease conditions;</li> <li>• Explain the possible causes of the condition (aetiology);</li> <li>• Explain the pathophysiology of the disease conditions;</li> <li>• Describe the clinical signs and symptoms of the conditions;</li> <li>• Explain the appropriate special investigations for the condition;</li> <li>• Explain the effective medical management of the condition;</li> <li>• Discuss possible complications of the conditions;</li> <li>• Explain the prognosis of the condition.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give definition of surgical procedures and the indications thereof;</li> <li>• explain the appropriate special investigations for the surgical procedures;</li> <li>• Discuss the effects of anaesthesia, surgical trauma, haemorrhage, shock, and water and electrolyte imbalance;</li> <li>• Discuss the pre-operative and post-operative care (incl. scar management);</li> <li>• Discuss Wound/ulcer/ Burns management and healing process.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		7		090731
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2				
<b>Pre-requisite modules for this module:</b>	MDEC021; MCPA022				
<b>Co-requisites modules for module:</b>	MDEE031				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Differentiate and classify different disease conditions;</li> <li>• Explain the possible causes of the condition (aetiology);</li> <li>• Explain the pathophysiology of the disease conditions;</li> <li>• Describe the clinical signs and symptoms of the conditions;</li> <li>• Explain the appropriate special investigations for the condition;</li> <li>• Explain the effective medical management of the condition;</li> <li>• Discuss possible complications of the conditions;</li> <li>• Explain the prognosis of the condition.</li> <li>• Give definition of surgical procedures and the indications thereof;</li> <li>• explain the appropriate special investigations for the surgical procedures;</li> <li>• Discuss the effects of anaesthesia, surgical trauma, haemorrhage, shock, and water and electrolyte imbalance;</li> <li>• Discuss the pre-operative and post-operative care (incl. scar management);</li> <li>• Discuss Wound/ulcer/ Burns management and healing process.</li> </ul>				
<b>Assessment method</b>		Class presentations; tests; practical tests			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory		
	Practical (duration)		3h		
	% contribution to Summative Assessment Mark		100		
	Sub minimum		40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEE031			
<b>Module Name:</b>	Therapeutic Nutrition			
<b>Content:</b>	Nutrition care process, nutritional support; nutritional management of medical conditions that include diseases of the: gastrointestinal system, liver, gallbladder and exocrine pancreas, cardiovascular system, pulmonary system; paediatric nutrition; allergies. 40 hours comprising of nutritional assessment, intervention, case presentations and counselling of medical conditions that were covered in this module.			
<b>Learning Outcomes:</b>	<p>After the successful completion of this module the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and clear understanding of various medical conditions, as well as an ability to correctly evaluate and apply the nutrition care process with a view to manage nutrition related conditions;</li> <li>• informed understanding of the nature and rationale of medical nutritional care for disease conditions, the goals of such care, and the ability to analyse, evaluate and apply the principles, strategies and practices of medical nutritional care for disease conditions;</li> <li>• the ability to conduct a nutritional assessment according to standard principles of patient care, and to analyse and accurately interpret the results with a view to alleviate nutrition related disease conditions;</li> <li>• the ability to plan and motivate an appropriate diet relevant to a client's medical condition and to communicate the goals and structure of such a plan in a coherent written and verbal format;</li> <li>• the ability to select and effectively apply various methods of nutritional support in patient care and to solve contextual case studies in groups or teams while demonstrating actions in accordance with professional and ethical considerations;</li> <li>• plan appropriate diet based on the patient's diagnosis and nutritional status results</li> <li>• the ability to plan and conduct effective dietary counselling of patients within different context.</li> </ul>			
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	16		7	091801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time	S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
	4	1	1	1
<b>Pre-requisite modules for this module:</b>	MDEC021; MDEC022; MPIA021; MPIA022; MCPA022			
<b>Co-requisites modules for module:</b>	MDEB031			
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Explain and apply the nutrition care process to manage nutrition related conditions</li> <li>• 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</li> <li>• Conduct and analyse the different nutrition screening method</li> <li>• Conduct a comprehensive nutritional assessment</li> <li>• Judge the client's diagnosis based on nutritional assessment</li> <li>• Plan appropriate diet relevant to the client's condition</li> <li>• Explain and apply various methods of nutritional support</li> <li>• Implement the nutritional care plan to manage nutrition related conditions</li> </ul>			

			<ul style="list-style-type: none"> <li>Monitor and evaluate the client</li> </ul>			
<b>Assessment method</b>		Case studies; practical reports; presentations; tests; peer assessment; examinations				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%				
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)	Theory	Practicals			
	Practical (duration)	3h	1h			
	% contribution to Summative Assessment Mark	50	50			
	Sub minimum	40	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPYA031		
<b>Module Name:</b>	Pharmacology		
<b>Content:</b>	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		
<b>Learning Outcomes:</b>	The student will be able to: <ul style="list-style-type: none"> <li>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</li> <li>Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions</li> <li>Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	4	7	013901
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S1

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MDEE032
<b>Module Name:</b>		Therapeutic Nutrition
<b>Content:</b>		<p>Nutritional management of medical conditions that include diseases of the musculo- skeletal system, endocrine pancreas, renal, cancer; neurological disorders and HIV/AIDS, nutrigenomics.</p> <p>40 hours comprising of nutritional assessment, intervention, case presentations and dietary counselling of medical conditions.</p>
<b>Learning Outcomes:</b>		<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> <li>detailed knowledge in the application of apply the nutrition care process to manage nutrition related conditions;</li> <li>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;</li> <li>Conduct, analyse and interpret the nutritional assessment principles in patient care;</li> <li>Plan appropriate diet relevant to the client's condition;</li> <li>Apply various methods of nutritional support in patient care;</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement the nutritional care plan to manage nutrition related condition;</li> <li>• Comprehensively assess and integrate the nutritional assessment components in determining the nutritional status of patients;</li> <li>• Plan appropriate diet based on the patient's diagnosis and nutritional status results;</li> <li>• Conduct dietary counselling of patients;</li> <li>• Apply the principle of nutrigenomics in patient's care.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	16		7		091801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1			
<b>Pre-requisite modules for this module:</b>	MDEE031				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<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"> <li>• Nutrition care process to manage nutrition related conditions;</li> <li>• 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;</li> <li>• Conduct and analyse the different nutrition screening method;</li> <li>• Conduct a comprehensive nutritional assessment;</li> <li>• Judge the client's diagnosis based on nutritional assessment;</li> <li>• Plan appropriate diet relevant to the client's condition;</li> <li>• Explain and apply various methods of nutritional support;</li> <li>• Implement the nutritional care plan to manage nutrition related conditions;</li> <li>• Monitor and evaluate the client.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; presentations; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practicals		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MDEA031				
<b>Module Name:</b>		Community Nutrition Interventions				
<b>Content:</b>		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. 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.				
<b>Learning Outcomes:</b>		After the successful completion of the module the student should demonstrate:				
<b>Learning Outcomes (continued)</b>		<ul style="list-style-type: none"> <li>• integrated knowledge and clear understanding of, as well as an ability to correctly evaluate and apply nutrition intervention strategies for different target groups and different community needs;</li> <li>• detailed knowledge of and the ability to identify and apply the, principles and elements/components of primary health care according to the needs of different SA communities;</li> <li>• the ability to manage childhood illnesses in an integrated manner, taking standard principles and premises into account;</li> <li>• grounded knowledge and informed understanding of the concepts and principles of ethical community based therapeutic care</li> <li>• the ability to collaborate with relevant stakeholders for the promotion and support of breastfeeding within different types of SA communities and groups;</li> <li>• integrated knowledge and practical understanding of the principles, limitations, benefits and strategies of food fortification, micronutrient supplementation, nutrition education, health promotion, dietary diversification, nutrition rehabilitation and other nutrition intervention strategies;</li> <li>• the ability to collaborate and effectively communicate with relevant stakeholders in the delivery of community nutrition interventions through the lifecycle, including immunisation, deworming and GMP;</li> <li>• the ability to educate communities regarding the importance and role of nutrition for health and wellness via presentations at primary health care centres and community based centres.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		7		191801
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		4	1			
<b>Pre-requisite modules for this module:</b>		MDEA022				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse				

		and evaluate concepts and facts related to:			
		<ul style="list-style-type: none"> <li>• Recommend appropriate nutrition intervention strategies</li> <li>• Formulate an appropriate nutrition intervention strategy</li> <li>• Apply appropriate selection criteria for nutrition interventions</li> <li>• Apply principles of primary health care, integrated management of childhood diseases and community based therapeutic care approaches</li> <li>• Assess the feasibility for implementing food fortification, micronutrient supplementation, nutrition education, health promotion, dietary diversification, nutrition rehabilitation and other nutrition intervention strategies</li> <li>• Apply the code for marketing breast milk substitute, BFHI and other initiatives</li> <li>• Interpret growth monitoring and promotion indices and adherence to protocols.</li> <li>• Recommend appropriate medium and method for delivering nutrition education.</li> </ul>			
<b>Assessment method</b>		Assignments; case studies; presentations; practical assignment; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEA032
<b>Module Name:</b>	Community Nutrition Programme Management
<b>Content:</b>	The concept of community, community nutrition practice, national nutrition within national health, the National Health Act, Integrated Nutrition Programme, and other Nutrition Policies. Programme development and planning, including targeting and selection of beneficiaries, staffing. Definition of identified nutrition problems. Conduct community nutrition assessment by collecting demographic, socio- economic, health- and nutrition data, analysis and interpretation, nutrition and nutrition related problem identification (i.e.: geographic data, social and political structures, demographic data, health and nutrition statistics, education data, including literacy data, household food consumption and insecurity, housing data, transport and communication, labour (including employment statistics). Causes of malnutrition. The national and global nutrition situation. Determining or setting priorities, formulate problem goals or objectives, select appropriate interventions, identifying resources (human, material and financial), development of an action/implementation plan, including work schedule, responsible personnel and the budget, develop monitoring and evaluation framework. The students are allocated to primary health care facilities, district

	offices, schools, community projects, and early development centres to conduct a nutrition situation analysis.				
<b>Learning Outcomes:</b>	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge and clear understanding of the concept, theory and end goals of community nutrition programmes within national and international contexts;</li> <li>the ability to identify and implement the three types of prevention and levels of intervention in community nutrition programmes;</li> <li>the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the planning and implementation of community nutritional programmes and the management thereof to the benefit of target populations;</li> <li>the ability to analyse and evaluate policy making and regulatory processes, with specific reference to the content and value of the Integrated Nutrition Programme of SA, and to interpret and integrate nutrition and related health policies and conceptual frameworks in management roles;</li> <li>integrated knowledge and understanding of the quadruple burden of diseases in developing countries, and the national and global nutrition situation; the ability to identify and analyse the causes of malnutrition/(under nutrition according to UNICEF conceptual framework and to offer possible solutions within different contexts;</li> <li>conduct community diagnoses/community assessment/ needs analysis/ nutrition situation assessment using both the individual and public health indicators;</li> <li>facilitate and monitor community or public participation in the selection, planning implementation and evaluation of appropriate nutritional intervention strategies;</li> <li>management of and/or participation in a team chosen to conceptualise, develop and implement an appropriate nutrition programme for a specific target group, using available human, material, financial and scheduling resources in an effective manner, with the purpose of addressing identified nutritional needs;</li> <li>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.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	16		7		091801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1			
<b>Pre-requisite modules for this module:</b>	MDEA031				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<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"> <li>Explain of community nutrition as a discipline;</li> <li>Apply ethics and professional guidelines in community nutrition;</li> </ul>				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDED031
<b>Module Name:</b>	Food Service Administration I
<b>Content:</b>	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.
<b>Learning Outcomes:</b>	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and clear understanding of the development and scope of the SA food industry and its concept/model, as well as an ability to correctly evaluate and apply all related principles, procedures, guidelines etc. within the context of food service administration;</li> <li>• the ability to identify, analyse and interpret the inputs, transformation and outputs of the SA food service systems model;</li> <li>• the ability to differentiate the different food service systems and to select and implement a suitable food service system for different food service facilities;</li> <li>• informed understanding of ration scales with special reference to nutritional requirements of different target groups;</li> <li>• the ability to plan appropriate menus for different target groups according to specified needs, inclusive of menu adaptations for therapeutic dietary requirements, and to analyse and identify the specifications of food items for different types of menus;</li> <li>• analyse, critically reflect on and address complex challenges related to the adaptation and modification of food preparation to suit different therapeutic diets;</li> </ul>
<b>Learning Outcomes (continued)</b>	

	<ul style="list-style-type: none"> <li>informed understanding of the objectives of food preparation and the ability to manage menu planning with a view to attain such objectives;</li> <li>the ability to plan and manage the production and preparation of food in a large scale, inclusive of adjustment of recipes to account for large scale production;</li> <li>management of / participation in a team with the task of planning and implementing the menu item production plan in different contexts, monitoring the progress of the team and taking responsibility for task outcomes and application of appropriate resources;</li> <li>the ability to conduct a plate waste study in an ethically acceptable manner and to communicate the results of the study in a coherent manner.</li> </ul>			
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		7	100303
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time	S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
	4	1		
<b>Pre-requisite modules for this module:</b>	MDED021; MDEB021; MDEB022			
<b>Co-requisites modules for module:</b>	None			
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Critically discuss the food service industry and concept/model</li> <li>Identify and assess the inputs, transformation and outputs of the food service systems model;</li> <li>Differentiate the different food service systems and identify suitable food service systems for different food service facilities;</li> <li>Discuss and motivate the necessity of ration scales with special reference to nutritional requirements of different groups</li> <li>Discuss menu planning and factors to be considered in the planning process;</li> <li>Plan, implement and evaluate adequate normal diet menus for different target groups</li> <li>Adapt normal diet menus to therapeutic diets;</li> <li>Draw specifications of food items needed on the menu;</li> <li>Discuss the objectives of food preparation;</li> <li>Adapt and modify food preparation to suit therapeutic diets;</li> <li>Plan the production of food in a large scale;</li> <li>Explain the preparation of different food items in a large scale;</li> <li>Explain the adjustment of recipes for preparation for production of food in large scale;</li> <li>Adjust recipes to yield the required amount of portions;</li> <li>Implement the menu item production plan;</li> <li>Conduct a plate waste study.</li> </ul>			
<b>Assessment method</b>	Peer review; practical assignment; presentations; tests; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%	
		% Formative Assessment Mark	60%	
		% Summative Assessment Mark	40%	

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

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

<b>Assessment criteria (continued)</b>		<ul style="list-style-type: none"> <li>Assess different type of food service facilities according to standards and facility purpose/end goals;</li> <li>Plan and draw a schematic food service floor plan;</li> <li>Develop and explain the workflow in the food service floor plan;</li> <li>Distinguish and explain the factors affecting the selection of the food service equipment's</li> <li>Discuss the procedure to be followed when selecting and purchasing food service equipment's;</li> <li>Critically evaluate, compare and select equipment's according to the needs of the food service facility;</li> <li>Discuss and implement the hygiene and safety regulations;</li> <li>Evaluate food service equipment's for prevention of accidents;</li> <li>Train staff with regard to safety measures;</li> <li>Discuss the procurement and acquiring of food supplies;</li> <li>Distinguish and critically discuss the different types of food suppliers;</li> <li>Estimate the food products required for certain menus at different food service facilities;</li> <li>Compile a master order;</li> <li>Differentiate between acceptable and unacceptable food products at the time of delivery;</li> <li>Explain how to control delivery in terms of quality, quantity and cost records;</li> <li>Implement the storage principles of different food items in a proper way;</li> <li>Ability to plan, co-ordinate and supervise quality assured quantity food production in any food service unit/facility.</li> </ul>			
<b>Assessment method</b>		Class group tasks; tests; observation by visiting food service units and writing reports; practical tasks and assignments; presentations			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEC031
<b>Module Name:</b>	Bioethics
<b>Content:</b>	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.				
<b>Learning Outcomes:</b>	After the successful completion of the module the student should demonstrate:				
<b>Learning Outcomes (continued)</b>	<ul style="list-style-type: none"> <li>• integrated knowledge and clear understanding of legal concepts and legislation governing the scope and practice of health professionals, the difference between the scope of the different health professions, scope of practice as determined by professional associations; and the processes of professional registration and restoration;</li> <li>• assess, evaluate and apply the guidelines that determine fitness to practice and critically explain the process of identification and rehabilitation;</li> <li>• the ability to identify, analyse and critically reflect on the awareness and sensitivity to patient's affiliations;</li> <li>• the ability to take appropriate action and act ethically and professionally within all health-related contexts;</li> <li>• critical understanding of, and the ability to apply the Patient's Right Charter and the principles of Batho-Pele and the Department of Health 10-point plan;</li> <li>• detailed knowledge of, and the ability to implement the codes of conduct of health professionals;</li> <li>• critical understanding of the regulation of information on professional stationery, signing of documents, issuing of prescriptions and the determination of appropriate fees and commission;</li> <li>• accurate and coherent written communication via reporting and documenting of information as required by the profession;</li> <li>• Identify limitation of learning and self-development.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		7		091901
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2				
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Apply Acts and laws in the context of health professionals;</li> <li>• Differentiate between the scope of the profession and scope of practice and professional associations;</li> <li>• Explain the process professional registrations and restoration;</li> <li>• Evaluate fitness to practice and explain process of identification and rehabilitation;</li> <li>• Compare different oaths and ethical principles governing practice of health professional;</li> <li>• Apply the Patient's Right Charter; and the principles of Batho-Pele;</li> <li>• Explain the codes of conducts and application to different health professionals;</li> <li>• Explain the regulation regarding information on professional stationery, signing of documents and issuing of prescription;</li> <li>• Analyze how the fees and commission is determined;</li> <li>• Explain referral networks of different health professions;</li> <li>• Write a report about the case/scenario and document accurately and clearly;</li> </ul>				

			<ul style="list-style-type: none"> <li>Identify limitation of learning and self-development</li> </ul>			
<b>Assessment method</b>		Tests; assignments; practical tasks; peer assessment; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%				
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEC032
<b>Module Name:</b>	Research Methodology and Biostatistics
<b>Content:</b>	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).
<b>Learning Outcomes:</b>	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> <li>Explain the concept of research;</li> <li>Identify a research problem and develop a study;</li> <li>Determine the research question(s), aims, objectives and the purpose of the study clearly;</li> <li>Determine the type of research and tools applicable to a specific study;</li> <li>Demonstrate an ability to develop a hypothesis;</li> <li>Critically review literature;</li> <li>Explain different sampling methods;</li> <li>Determine the sample size for the study;</li> <li>Explain how to collect data appropriately;</li> <li>Demonstrate an ability to choose a relevant research statistical methods to analyse data;</li> <li>Identify applicable statistical software to use in analysing data;</li> <li>Demonstrate an ability to correctly interpret results;</li> <li>Compile references accordingly and consistently;</li> <li>Demonstrate an ability to write a concise research proposal and report;</li> <li>Ability to write an abstract;</li> <li>Ability to develop a research presentation verbally or in poster form;</li> <li>Explain the different avenues for disseminating information;</li> <li>Demonstrate a knowledge of ethical and legal considerations governing</li> </ul>

	research (ethical clearances, participant consent, confidentiality, anonymity, plagiarism).				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		7		090901
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2				
<b>Pre-requisite modules for this module:</b>	MDEC031				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<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"> <li>• The concept of research;</li> <li>• Identification of a research problem and development of a study;</li> <li>• Determination the research question(s), aims, objectives and the purpose of the study clearly;</li> <li>• The type of research and tools applicable to a specific study;</li> <li>• Developing a hypothesis;</li> <li>• Reviewing literature;</li> <li>• Sampling methods and techniques;</li> <li>• Sample size determination;</li> <li>• Data collection;</li> <li>• Selection of relevant research statistical methods to</li> <li>• Analyse data;</li> <li>• Identification of applicable statistical software to use in analysing data;</li> <li>• Interpreting results;</li> <li>• Compiling references accordingly and consistently;</li> <li>• Writing a concise research proposal and report;</li> <li>• Writing an abstract;</li> <li>• Developing a research presentation verbally or in poster form;</li> <li>• The different avenues for disseminating information;</li> <li>• Ethical and legal considerations governing research (ethical clearances, participant consent, confidentiality, anonymity, plagiarism).</li> </ul>				
<b>Assessment method</b>	Tests; assignments; practicals; peer assessments; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MDEB032				
<b>Module Name:</b>		Health Administration and Management				
<b>Content:</b>		Strategic planning and developing a business plan; marketing; independent practice registration and naming rights; legal terms, processes, contracts and other documents; financial administration and management; Types of private practices; HR processes, structures, administration and management.				
<b>Learning Outcomes:</b>		After the successful completion of the module the student should be able to demonstrate:				
<b>Learning Outcomes (continued)</b>		<ul style="list-style-type: none"> <li>• knowledge and understanding of the principles of strategic planning for purposes of developing a sound business plan for the establishment of a private health practice;</li> <li>• the ability to follow correct procedures to register and name a private health practice;</li> <li>• the ability to differentiate types of businesses for private practice and the legal processes and requirements for establishing such practices;</li> <li>• advanced knowledge of the trends and different investments and their limits within the professional acts;</li> <li>• integrated knowledge and practical understanding of effective marketing guidelines and practices as governed by the HPCSA;</li> <li>• the ability to handle suppliers and supplies in an ethical and professional manner and to use supplier networks effectively;</li> <li>• knowledge, logical understanding of and the ability to manage basic financial practices within a private health practice;</li> <li>• the ability to manage relevant HR processes and procedures effectively, with special reference to employments contracts, training and supervision, and registration with relevant bodies.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		7		090501
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		2				
<b>Pre-requisite modules for this module:</b>		MDEC031				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Conduct strategic planning for purpose of development of private practice and business plan</li> <li>• Compile a business plan Explain the regulation, process of registration and limits of naming the practice;</li> </ul>				

		<ul style="list-style-type: none"> <li>• Discuss the different types of business legalities for private practice;</li> <li>• Describe the trends and different investments and their limits within the professional acts;</li> <li>• Discuss marketing guidelines of marketing private practice as governed by the HPCSA;</li> <li>• Explain the importance of diagnostic coding;</li> <li>• Explain the different uses of technology in clinical care and practice management;</li> <li>• Explain the relationship limits with suppliers and supplier networks;</li> <li>• Explain basic financial practices within a private practice</li> <li>• Develop HR professional employments contracts and registration with relevant employment bodies;</li> <li>• Training and supervision of support staff within the practice;</li> <li>• Explain principles of sourcing, storing and maintenance of medicines and medical devices;</li> <li>• Conduct a due diligence when wanting to partner, buy or sell a practice</li> </ul>			
<b>Assessment method</b>		Presentations; tests; assignments; group tasks; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MDEC040
<b>Module Name:</b>	Practice of Therapeutic Nutrition
<b>Content:</b>	<p>Clinical training (including general ward work, attendance of ward rounds, attendance of multidisciplinary team meetings, liaison with diet kitchens, completion of nutritional care records and documentation in patient medical files) at an accredited hospital for a period of 12 weeks.</p> <p>Apply theoretical knowledge in practice by planning and implementing nutritional care plans and nutrition education for patients with diet related diseases in the 3 practice areas: Paediatrics, Internal Medicine and Surgery</p> <p>In Paediatrics the following cases will be assessed and managed: PEM, prematurity, infant/child with congenital heart disease, cancer, burns, Diabetes Mellitus, renal, liver, GIT surgery, HIV/AIDS, paediatric enteral and parenteral feed</p> <p>In Internal Medicine the following cases will be assessed and managed: Cardiovascular; Hepatic; Renal; Pulmonary; Diabetes Mellitus, HIV/AIDS; Cancer.</p> <p>Surgery the following cases will be assessed and managed:</p> <ul style="list-style-type: none"> <li>• Neurosurgery; General surgery, Cardiothoracic; Burns, Trauma, ICU</li> </ul>

<b>Learning Outcomes:</b>	<p>After the successful completion of this module, the student should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• screen and assess the nutritional status of patients, integrating, analyzing and interpreting all components of nutritional assessments and formulating appropriate nutritional diagnoses within various contexts,</li> <li>• 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;</li> <li>• promote and monitor patient/client compliance with the nutrition care plan, including counseling of patients;</li> <li>• develop and/or modify normal and therapeutic menus according to patient/client needs;</li> <li>• adapt the nutrition care plan as a result of continuous monitoring and evaluation of the planned nutritional intervention/care provided;</li> <li>• present and communicate academic and discipline-related or professional ideas to appropriate audiences, and effectively interpret different scenarios and offer logical solutions for challenges and problems related to the field of therapeutic nutrition;</li> <li>• demonstrate the ability to work independently and/or as a member of team and take full responsibility for own decisions and actions.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	48		8		091801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		3		8	12
<b>Pre-requisite modules for this module:</b>	MDEE032				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Predict the severity of nutrition related cases and interpret nutritional assessment data to effectively implement the nutrition care plan.</li> <li>• 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</li> <li>• Formulate a nutritional diagnosis based on the integration and interpretation of nutritional assessment data</li> <li>• Recommend the appropriate nutrition care, implement, monitor, evaluate and document the nutrition care plan.</li> <li>• 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</li> <li>• Critically review the role of specific dietary recommendations /components applied to different disease conditions</li> <li>• Develop and modify normal and therapeutic menus according to patient/client needs</li> <li>• Modify the nutrition care plan as a result of continuous monitoring and evaluation of the planned nutritional intervention/care provided</li> <li>• Apply different and effective methods of communicating and imparting scientific /evidence based knowledge to patients/clients.</li> <li>• Apply different ethical principles in the health care system.</li> </ul>				

<b>Assessment method</b>		Prepared case studies and presentations; major case studies and presentations; oral and written assessments; practical tests; practical examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical	Oral	
	Practical (duration)	3h	1h	30min	
	% contribution to Summative Assessment Mark	40	40	20	
	Sub minimum	40	40	40	

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MDEB040
<b>Module Name:</b>		Practice of Medical Foodservice Administration
<b>Content:</b>		Students will spend a total of six weeks at an accredited foodservice unit. Food planning, production and management; plate waste study; modification of therapeutic diets for different medical conditions and management of special diet kitchen; food safety and hygiene, sanitation and health requirements; occupational health and safety guidelines; different safety assessment tools; human resource management - recruitment and hiring of staff, labour disputes, human and organisational conflicts, collective bargaining, job analysis, in-service training of employees, procurement process, inventory management.
<b>Learning Outcomes:</b>		<p>After the successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• advanced ability to effectively plan normal diet menus and to then modify such menus to adhere to the requirements of therapeutic diets in various contexts;</li> <li>• progressive and creative skill in developing and standardizing recipes for various purposes and target groups;</li> <li>• the ability to analyse, evaluate and present different food specifications;</li> <li>• advanced skill in drawing up master orders and procuring relevant food supplies;</li> <li>• the ability to develop accurate specifications for different food suppliers;</li> <li>• advanced administrative ability to implement the receipt, storing and issuing requirements of the practice of medical food services in an appropriate and efficient manner;</li> <li>• supervision of production and distribution of meals to groups/clients/patients;</li> <li>• the skill to monitor and improve adherence of hygiene and safety regulations;</li> <li>• the ability to conduct a plate waste study and to implement improvements;</li> <li>• advanced ability to conduct sensory evaluation of food produced in a health foodservice unit;</li> <li>• the ability to effectively monitor patients' satisfaction with service delivery and to implement action plans to improve thereon when necessary;</li> </ul>

	<ul style="list-style-type: none"> <li>progressive ability to effectively manage resources in food service administration;</li> <li>the ability to plan and implement in-service training of staff based on a thorough needs analysis.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	24		8		091801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		2		8	8
<b>Pre-requisite modules for this module:</b>	MDED032				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Plan normal diet menu and modify to therapeutic diet</li> <li>Develop and standardise recipes</li> <li>Draw food specifications</li> <li>Draw up master order and procure relevant food supplies</li> <li>Draw specifications for different food suppliers</li> <li>Plan receiving, storage and issuing of food supplies</li> <li>Supervise production and distribution of meals to groups/clients/patients</li> <li>Monitor adherence of hygiene and safety regulations</li> <li>Conduct the plate waste study</li> <li>Conduct sensory evaluation of food produced in the foodservice unit</li> <li>Monitor patient's satisfaction with service delivery</li> <li>Demonstrate ability to manage resources in the food service administration,</li> <li>Conduct in-service training based on the need analysis</li> </ul>				
<b>Assessment method</b>	Presentations; POE; seminars; practical examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	3h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MDEA040				
<b>Module Name:</b>		Practice of Community Nutrition				
<b>Content:</b>		<p>Students spend eight full weeks executing the planned nutrition programmes at primary health care facilities, schools, and other community-based centres (e.g. community –based projects – such as growing your own greenery, personal income generation; establishing support groups) or be involved in district plans. 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>				
<b>Learning Outcomes:</b>		<p>After the successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• implement, monitor and evaluate community nutrition programmes in various contexts and focused on various community nutrition needs;</li> <li>• organize, procure and mobilize resources (i.e. lesson plans, counselling cards, recipes, teaching aids to be used during the implementation of the planned programme) with a view to educate community groups with regards to good nutrition and the importance of nutrition requirements for healthy living;</li> <li>• plan and conduct a simple analysis and evaluation of existing community nutrition programmes and offer structured advice for the improvement thereof;</li> <li>• plan, present and keep record of nutrition services to the community through health centres, early childhood development centres, schools and community based project, and monitor its implementation and the success thereof;</li> <li>• plan, compile and effectively disseminate an implementation report regarding various community nutrition challenges and/or projects to the relevant stakeholders;</li> <li>• present scientific/evidence-based nutrition information to relevant stakeholders with a view to offer solutions to community nutrition challenges.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		32		8		091801
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
			2		8	10
<b>Pre-requisite modules for this module:</b>		MDEA032				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Conduct a rapid nutritional assessment of individuals found in the various sites practice in the community</li> <li>• Identify and critically analyse and interpret the identified problems /issues in the community</li> <li>• Develop and implement interventions based on the objectives/identified</li> </ul>				

		problems <ul style="list-style-type: none"> <li>• Compare and contrast the different solutions to the identified problem</li> <li>• Recommend appropriate referral and follow up plans</li> <li>• Evaluate, document and monitor the effectiveness of the intervention.</li> </ul>			
<b>Assessment method</b>		Presentations; POE; seminars; examination.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Oral		
	Practical (duration)	3h	30min		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

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

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

## SHC B2 Bachelor Nursing and Midwifery (BNM)

### SHC B2.1 ADMISSION AND SELECTION REQUIREMENTS

#### SHC B5.1.1 Admissions

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

#### SHC B2.1.2 Selection

An applicant for the BNM programme must have:

- (a) A Matriculation/Matriculation Exemption Certificate with a pass mark in two or all of the following courses: Mathematics, Physical Science and Biology preferably on the higher grade, symbol E or standard grade symbol C. OR National Senior Certificate (NSC) and meet the minimum admission requirements for a Bachelor's Degree of 21 points alculated as follows:

- Life Science / Biology. 4
  - Mathematics 4
  - Physical Science 4
- NB! ANY TWO OF THE ABOVE = 8**
- English as language of learning NQF 4 =4
  - Three additional subjects 3 9

- (b) Computer literacy NQF level 3

Recognition of prior learning where applicable.

#### SHC B2.2 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.*

- (iii) A student who interrupts studies must re-register with the SANC within thirty days of renewing his/her registration and pay the prescribed re-registration-fee.
- (iv) A student previously enrolled with SANC as an auxiliary nursing assistant/ enrolled nurse, must resign from being an enrolled nurse, must change his/her status with SANC to that of student nurse, within thirty days of registering for the degree.

### **SHC B2.3 SELECTION: 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.
- (ii) Before registration foreign students must at least 6 months in advance:
  - a) Obtain a matric certificate or equivalent thereof from SAQA and HESA;
  - b) Submit their school leaving certificate to the Universities of South Africa for approval;
  - c) Obtain a study permit from the Department of Home Affairs;
  - d) Obtain a provisional letter of acceptance for study at Sefako Makgatho Health Sciences University (SMU) and submit this to SANC
  - e) Follow the guidelines of SANC to apply for registration with SANC.
  - f) Evidence of personal medical aid cover.
  - g) Valid passport and or any valid form of identity document.

### **SHC B2.4 DURATION AND CLINICAL REQUIREMENTS**

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

### **SHC B2.5 ASSESSMENT CRITERIA (THEORY) BNSA**

A student must sit for formative and summative assessment according to the 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 B2.6 CALCULATION OF YEAR MARK**

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

### **SHC B2.7 REGISTRATION YEAR/PROMOTION RULE**

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

### **SHC B2.8 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, and Midwifery) of the summative assessment

### **SHC B2.9 FAILURE IN YEAR EXAMINATIONS**

- (a) A student who fails a major subject, i.e., any nursing subject, MUST repeat the year of study.
- (b) A student, who fails a module(s) in the standard and supplementary examination, is:
  - Allowed to repeat that module/subject once only in the following year; and should the failed module/subject be or form part of a major subject, i.e., Nursing subject, the student repeats the year
- (b) A student who repeats a year of study MUST **HAVE CLINICAL EXPOSURE OF ALL CLINICAL MODULE(S) PASSED**. A student who repeats clinical module(s) passed is exempted from summative assessments provided there is proof that clinical attendance was 80%. **Should there be no proof of attendance the student will be assessed at the end of the year. Failure to comply with this ruling might result in exclusion or extension of training.**

### SHC B2.10 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 B2.11 CARRYING OF COURSES

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

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

### SHC B2.12 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 has been met, and  
(c) the course and tests can be fitted into his/her time schedule.

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

Courses that have pre-requisites are as follows:

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

### SHC B2.13 THE AWARD OF THE DEGREE WITH DISTINCTION

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

### SHC B2.14 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

### SHC B2.15 Curriculum Information

### NEW PROGRAMME: BACHELOR OF NURSING AND MIDWIFERY

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

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

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

**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 <sup>4</sup>
The following 3 modules are <b>COMPULSORY</b>				
SPHY 020	Y	N	16	0.13
SNUA 020	Y	Y	24	0.19
SNUP 020	Y	Y	44	0.35
SPHA 020	Y	N	16	0.13
SMIC 020	Y	N	12	0.10
SPSY 020	Y	N	12	0.10
<b>Total credits for Year modules</b>			<b>124</b>	<b>1</b>

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

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

PERIOD OF STUDY / YEAR LEVEL 3				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>
The following 3 modules are <b>COMPULSORY</b>				
<b>Total credits for Year modules</b>				

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

**TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 144; HEMIS CREDITS = 1**

PERIOD OF STUDY / YEAR LEVEL 4					PERIOD OF STUDY / YEAR LEVEL 4				
Year Modules					Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are <b>COMPULSORY</b>					The following 9 modules are <b>COMPULSORY</b>				
					SNUA 040	Y	y	20	0.14
					SNUP 040	Y	Y	20	0.14
					SMID 040	Y	Y	24	0.17
					SMIP 040	Y	Y	36	0.26
					SRES 040	Y	N	12	0.09
					SREP 040	Y	N	4	0.03
					SUML 040	Y	N	16	0.11
					SUMP 040	Y	N	8	0.06
<b>Total credits for Year modules</b>					<b>Total credits for Semester modules</b>			<b>140</b>	<b>1</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 140; HEMIS CREDITS = 1</b>									

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

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

	Open and closed fractures; Manage wounds, and bleeding in a simulated situation , rationale for and assessment of each step of CPR according to latest guidelines				
<b>Learning Outcomes:</b>	<p>Apply knowledge of biological and natural sciences, psycho-social sciences and pharmacology in the provision of safe nursing care, throughout the life span, in variety of health care settings and communities in response to population needs.</p> <p>Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing and midwifery that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks.</p> <p>Aware of the overall meaning and purpose of professional nursing.</p> <p>Able to apply professional and ethical knowledge to identify, assess and address the basic needs of individual patients at all stages of development in life.</p> <p>Effectively utilize the basic principles of scientific nursing in rendering care to an individual (including basic principles of health education) relevant to the different stages of development.</p> <p>Competent in the integration of nursing science and related subject content.</p>				
<b>Module Information:</b>	<b>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	24		5		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	8			2	2
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency development in fundamentals of nursing care for level 1 based on outcome knowledge, skill development, value and meaning integration. Recognize environmental (inner and outer) factors that influence health</p> <p>Identify family involvement in the provision of nursing care</p> <p>Demonstrate awareness of the types of healthcare systems and settings and work effectively within a system</p> <p>Awareness of the impact of the implementation of healthcare policies, their implementation and procedures in nursing.</p> <p>Show competence in Basic emergency care.</p> <p>Demonstrate awareness of the creation of a therapeutic environment.</p> <p>Demonstrate awareness in the basic scientific nursing knowledge and processes applied to nursing.</p> <p>Apply principles of learning and teaching in self-development and in teaching individuals. Organize and manage self.</p> <p>Assess educational needs of individuals and give health education.</p> <p>Identify common health problem patterns and trends throughout the life cycle.</p> <p>Demonstrate the awareness of the significance of information in the application of nursing knowledge</p> <p>Cooperate and collaborate with health care team members</p> <p>Demonstrate awareness of principles of verbal, written &amp; culture sensitive communication. Keep accurate records.</p> <p>Demonstrate awareness of professional behavior/etiquette effective supervision of ancillary staff. Take responsibility and show initiative at level of operation and in controlled circumstances.</p> <p>Safe and effective use of appropriate technology in the provision of basic nursing care</p>				
<b>Assessment method</b>	Continuous formative theoretical assessment (E-learning exercises, tests, assignments, projects). Summative assessment: 1 x 3 hour papers				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	<b>SNUP010</b>		
<b>Module Name:</b>	<b>NURSING SCIENCE AND ART PRACTICE 1</b>		
<b>Content:</b>	<p>Theories of Fundamental nursing care and practice, skill and competencies; basic nursing skills according to the needs approach: creating a safe and conducive environment, hand washing, care accessories, assessment /examination tray, emergency tray, sleep and comfort needs, psychosocial needs, nutritional needs, monitoring vital signs, hygiene and grooming, oxygen needs, elimination needs, mobility and exercise, fluid and electrolyte balance, admission of a patient, care of patient's property, last offices.</p> <p>The nursing process and the design of a care-plan</p> <p>Communication: report writing, handing and taking over at the end of a session, answering a telephone call, making a telephone call</p> <p>Record keeping</p>		
<b>Learning Outcomes:</b>	<p>Demonstrate the ability to identify the basic needs of people at all stages of development</p> <p>Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care</p> <p>Demonstrate competence in the performance of psychomotor nursing skills.</p> <p>Utilize appropriate equipment, instruments and processes relevant to nursing care</p> <p>Demonstrate ability to create and maintain a safe and therapeutic environment relevant to the situation</p> <p>Demonstrate the ability to assist individuals in a health-related emergency.</p> <p>Demonstrate basic principles of communication.</p>		
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	36	5	090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	<b>Full time</b>	Year

<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	14		2	4
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	Evidence of knowledge acquisition and competency development in nursing practice. Complete a family study. Give evidence of attendance of all skill development sessions. Acquire an 80% attendance. Demonstrate required competency in practical experiential learning according to programme requirements. Accumulate a total of 360hrs (projects, visits, professional development and simulation)				
<b>Assessment method</b>	Formative individual and group assignments, tests and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and Hour book and evidence of prescribed (SANC) clinical experiential learning (360 hrs.)				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	OSCE			
	Duration	1hour/student			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SENG 010
<b>Module Name:</b>	ENGLISH LANGUAGE
<b>Content:</b>	Use appropriate vocabulary; in context; visual aids during academic presentation; Show cultural and interpersonal sensitivity; Manage self responsibly and show self-confidence; non-verbal communication; oral discussions within a group; Read faster and with greater understanding, identify main and supporting arguments; Condense information into notes; Define, identify and explain concepts from reading material; Draw an effective mind map from text; Draw information from graphs and tables; Decode meanings of scientific words using word formation techniques in science; Present information in acceptable formats – spoken and written; Write an academic essay from multiple sources and acknowledging the sources; Critically evaluate information, Establish a cause and effect in an argument. Interpret visuals and share in a group. Construct effective sentences using correct grammar and Write a summary on a text. Library Orientation

<b>Learning Outcomes:</b>		<p>Demonstrate ability to orally communicate perspectives from a variety of sources including academic material to display effective interpersonal skills in communications working with diverse individuals and groups in a variety of academic and social context.</p> <p>Demonstrate ability to read and interpret a variety of text, comparing justifying and evaluating ideas and synthesize information by integration of ideas with personal opinions stimulating critical and creative thinking.</p> <p>Write coherent sentences, paragraphs essays summaries and scientific reports</p> <p>Effectively master MS Word for use on hard drive floppy disks and other devices.</p> <p>Effectively use word-processing to produce academic tasks and use CALL (computer assisted language learning)</p>			
<b>Module Information:</b>		<b>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order (Six Numbers)</b>
		8		5	090806, 90801, 090805
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time	Year
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>
		4	1		
<b>Independent Learning</b>		2			
<b>Pre-requisite modules for this module:</b>		None			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		<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>summarize</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> Participation in group and class discussions, use of PowerPoint effectively to present an academic topic</p> <p>Self-reflection and improvement.</p>			
<b>Assessment method</b>		<p>Tests, comprehension analysis; Discuss in pairs, groups and class; formal presentations (PowerPoint)</p> <p>Essay/paragraph writing; language use; reading and presenting information in graphs and tables and bullet forms</p>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		SPSY 010			
<b>Module Name:</b>		INTRODUCTION TO PSYCHOLOGY 1			
<b>Content:</b>		Foundations of psychology; Learning Theories; Developmental Psychology; Personality, emotions, motivation and stress Psychophysiology; Interpersonal skills, cognitive processes, reception and sensation memory, social psychology and introduction to research.			
<b>Learning Outcomes:</b>		Students must have an understanding of basic principles and processes of psychology, understand and apply knowledge and link it to theories, develop a basic understanding of human development, personality, emotion and stress. Understand the link between mind and body.			
<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>	
		12		5	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	
		SMU		Full time	
<b>Periods per week:</b>		<b>Classes</b>		<b>Tutorial</b>	
		5		2	
<b>Pre-requisite modules for this module:</b>		None			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		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			
<b>Assessment method</b>		Integrated formative assessment (includes group and individual assignments, and tests) and integrated summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the programme will also be used.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
	Theory/practical		Theory		
	Duration		3 hours		
	% contribution to Summative Assessment		60%		

	Mark				
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		SEPP 010					
<b>Module Name:</b>		ETHOS AND PROFESSIONAL PRACTICE					
<b>Content:</b>		History of nursing as a profession, evolution of nursing in Southern Africa, professionalism, nursing education as the foundation of professional practice, introduction to professional practice, professional conduct, the role of the regulatory body, the role of the nursing associations and trade unions, ethics and the law, ethical issues in professional conduct, the ethical framework of professional practice, the scope of Practice for nurses and midwives, the disciplinary function of the Nursing Council, ethical professional challenges					
<b>Learning Outcomes:</b>		Students must identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework.					
<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>	
		8		5		090806, 90801, 090805	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		4	0	0	0	0	
<b>Pre-requisite modules for this module:</b>		None					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		Ethical code, professional accountability and responsibility and standards for the practice of nursing and midwifery are interpreted and applied consistently in line with the spirit and intent Advocacy activities to promote individual, group and community rights with respect to law and health care provision Practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of the South African Nursing Council (SANC) and Health Care legislation, a Primary Health Care approach.					
<b>Assessment method</b>		Integrated assessment where the knowledge of ethos and professional practice is applied. Written tests, role play, case studies, assignments, report writing					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SANA 010				
<b>Module Name:</b>	HUMAN ANATOMY				
<b>Content:</b>	Macro and microscopic structures of the body: Identify and describe human body structures in relations to normal functions performed. The cell, tissues; body systems: Skeletal system and joints, muscular, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, Skin, Reproductive, Endocrine, Nervous, Sense organs.				
<b>Learning Outcomes:</b>	Identify and describe human body structures in relations to normal functions performed. Apply the knowledge gained effectively in the provision of care and health education to patients Students will be able to:				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	16		5		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6	2		2	2
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	Students should be able to use terminology appropriately; identify and describe Structures, their Relations, Functions; relate these to the Abnormalities of the human body macro and microscopically. Attend prescribed practical and partake in experimental and other projects. Apply knowledge effectively in nursing practice for all Levels of development and at all levels of care.				
<b>Assessment method</b>	Six tests (on each section), are undertaken before commencement on a new module. Before the commencement of examination, an Additional Test (Computer Test) consisting of content of all work covered throughout the semester, is written The semester Mark is calculated by the adding of the Additional Test mark and the best out of tests written throughout the semester. Should a student pass (>50%) every test and obtain 60% average, the student can be exempted from writing exam.				

<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory/practical	Theory	Practical			
	Duration	2hours	1hour			
	% contribution to Summative Assessment Mark	80%	20%			
	Sub minimum	40%	N/A			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SCHE 010		
<b>Module Name:</b>	CHEMISTRY 1C		
<b>Content:</b>	<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>		
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• to change</li> <li>• Associate the sub-microscopic structure of matter with its physical and chemical behaviour</li> <li>• Understand the forces of cohesion in compounds</li> <li>• Apply chemical shorthand to represent reactions and identify reaction types</li> <li>• Understand the extraordinary properties of water and the diversity of aqueous mixtures</li> <li>• Identify acidic properties of aqueous solutions and the use of the pH scale</li> <li>• Recognize important groups of inorganic compounds</li> <li>• Identify the major organic compound groups with emphasis on the more biological entities</li> <li>• Associate natural molecules such as monosaccharide's, disaccharides, polysaccharides proteins and lipids to fundamental life functions</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	12	5	090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	<b>Full time</b>	S1

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SBIO 010		
<b>Module Name:</b>	BIOPHYSICS 1C		
<b>Content:</b>	Mathematical review and units; Mechanics, Molecular phenomena Temperature, heat, energy, Pressure, Electricity and magnetism, Waves, sound and optics Nuclear radiation		
<b>Learning Outcomes:</b>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations.</li> <li>• To apply the fundamentals laws of physics to anatomical and physiological functions of the human body.</li> <li>• Relate various physical concepts to real life situations.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	12	5	090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S2

<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5			2	2
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		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.				
<b>Assessment method</b>		Formal written tests; Tutorials; written summative assessment				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory/practical	Theory				
	Duration	2 hours				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SNUA 020
<b>Module Name:</b>	NURSING SCIENCE AND ART 2
<b>Content:</b>	Symptom management, Medical – surgical nursing of the conditions of selected systems, cardio-vascular, haematological (inclusive of blood vessels and the lymphatic system), respiratory, renal, gastro-intestinal systems. Management of the disorders of the accessory organs of digestion. Introduction to child care: Child Health: Medical and surgical conditions of the child; Nursing care of Infectious and contagious diseases, HIV/AIDS. Tuberculosis, Haemorrhagic fevers. Multiple trauma and emergency care, Pre-, intra- and post- operative care, wound care and burns, haematology and blood diseases,
<b>Learning Outcomes:</b>	Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs; Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of individual, the family and the community, in accordance with the national legislative and policy frameworks at all levels of health care; Access, produce and manage information effectively to a range e.g. audiences including health information systems.

<b>Module Information:</b>		<b>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order (Six Numbers)</b>	
		24		6		090806, 90801, 090805	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		10			2	2	
<b>Pre-requisite modules for this module:</b>		SNUA 010, SNUP 010					
<b>Co-requisites modules for module:</b>		Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUA 020					
<b>Assessment criteria</b>		<p>Evidence of knowledge acquisition and competency in wound care, pre- peri &amp; post-operative care, management of specific medical and surgical conditions.</p> <p>Integrate principles of health and pathology in specific fields of nursing</p> <p>Demonstrate integration of principles of ethical, legal and professional practice and conduct in nursing practice.</p> <p>Incorporate standards of evidence based care in paediatric and adult general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in paediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p>Cooperate and collaborate with peers, faculty and others nurses in all settings, multi-disciplinary team.</p> <p>Integrate principles of cultural sensitivity in all forms of communication and develop skills to keep legal and accurate written records.</p> <p>Integrate life- saving skill competencies in all relevant settings Effective supervision of 1st level staff</p>					
<b>Assessment method</b>		Integrated formative individual and group assignments and tests. Summative 2 x 3 hrs paper.					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)						40%
		% Formative Assessment Mark					60%
		% Summative Assessment Mark					40%
	Minimum final mark to pass (%)						50%
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory/practical		Theory	Theory			
	Duration		3 hours	3 hours			
	% contribution to Summative Assessment Mark		60%	60%			
	Sub minimum		40%	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SNUP 020				
<b>Module Name:</b>	NURSING SCIENCE AND ART PRACTICE 2				
<b>Content:</b>	<p>Medical and surgical nursing practice in the selected systems: Principles of an aseptic technique; administration of medications (intramuscular and oral), collection and transportation of specimen (urine: routine for testing,, 24hour specimen, mid-stream; stool; sputum, glucose-tolerant test, cerebrospinal fluid, pleural fluid, peritoneal aspirations), interpretation of laboratory results; preparation of the patient for procedures (Invasive and non-invasive) inclusive of pre-operation preparation, insertion of tubes (nasogastric, urinary catheter, flatus tube,) nasogastric feeding, parenteral nutrition, wound care inclusive of removal of sutures, clips and tapes; observations, record keeping, Procedures to care for patients with Infectious and contagious diseases, HIV/AIDS. Tuberculosis, Haemorrhagic fevers.</p>				
<b>Learning Outcomes:</b>	<p>Demonstrate the ability to identify the basic needs of people at all stages of development  Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care  Demonstrate competence in the performance of psychomotor nursing skills.  Utilize appropriate equipment, instruments and processes relevant to nursing care  Demonstrate ability to create and maintain a safe and therapeutic environment relevant to the situation  Demonstrate the ability to assist individuals in a health-related emergency.  Demonstrate basic principles of communication.</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order (Six Numbers)</b>	
	44		6	090806, 90801, 090805	
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	3	14			5
<b>Pre-requisite modules for this module:</b>	SNUA 010, SNUP 010				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUP 020				
<b>Assessment criteria</b>	<p>Perform a comprehensive health assessment: Nursing care is implemented in an integrated manner according to care plans. Health care status of individuals, groups and/or communities identifies changes in the general status in time to implement preventive or corrective measures in the interest of general wellbeing. Conditions are accurately diagnosed and managed according to generally accepted treatment guidelines. Nursing interventions are based on individualised plans that reflect comprehensive and integrated assessment of mentally ill persons, and understanding of common emotional and behavioural disorders, as well as major psychiatric disorders (perceptual and severe mood disorders). Interventions with mentally ill persons are consistent with generally accepted psycho-social techniques, and contribute to the therapeutic management of these patients. Submit proof of supervised direct patient care in general nursing care for 440hrs. Record keeping.</p>				
<b>Assessment method</b>	Integrated formative individual and group assignments and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning.				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SPHY 020				
<b>Module Name:</b>	PHYSIOLOGY 1B				
<b>Content:</b>	GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including the Gastrointestinal system, Endocrinology, Body temperature, Respiration, Acid/Base balance, Renal Physiology and Reproduction) PHYSIOLOGY PRACTICALS Practical on selected topics to illustrate the theory				
<b>Learning Outcomes:</b>	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				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)	<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> (Six Numbers)	
	16	6		090806, 90801, 090805	
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>		<b>Period</b> (Year/1 <sup>st</sup> /2 <sup>nd</sup> Sem)	
	SMU	Full time		Year	
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6			2	2
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>The student would be expected to have a sound knowledge of the basic physiology of the systems covered.</li> <li>The student would be expected to use the physiology of the systems covered</li> </ul>				

			and apply it to the field of nursing.		
			<ul style="list-style-type: none"> <li>The student would be expected to know normal physiological values for parameters applicable to nursing.</li> </ul>		
<b>Assessment method</b>			<ul style="list-style-type: none"> <li>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.</li> <li>The summative assessment method consists of an end of year written examination paper.</li> </ul>		
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%	
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SPHA 020
<b>Module Name:</b>	PHARMACOLOGY
<b>Content:</b>	<p>Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs</p> <p>Selected sections of legal acts relating to dispensing, recommended standards for evaluation of courses for the dispensing of medicine by health care professionals ( authorised prescribers) licensed to dispense medicines in terms of Act 101 of 1965 as amended, extract of SA Pharmacy Council Guidelines for Good Practice, an example of a package insert, additional examples of calculations, how to give medication and adverse reactions report form</p>
<b>Learning Outcomes:</b>	<p>The student will be able to:</p> <p>Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System</p> <p>Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions</p> <p>Integrate the principles and practice of rational drug use and appreciate the importance of life- long learning regarding drug development and treatment guidelines</p> <p>Evaluate the prescription and access patient profile</p> <p>Dispense the prescription</p> <p>Hand medicine to patients and give appropriate advice and warnings</p>

	Maintain professional dispensing records Manage the procurement and storage of medicines				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order (Six Numbers)</b>
	16		6		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6	1.5	2		
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	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				
<b>Assessment method</b>	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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SMIC 010
<b>Module Name:</b>	MICROBIOLOGY
<b>Content:</b>	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.

<b>Learning Outcomes:</b>		<b>Specific Outcome 1:</b> Able to understand, describe and identify the fundamentals and the key principles of medical microbiology. <b>Specific Outcome 2:</b> Apply theoretical knowledge in infection control.				
<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order (Six Numbers)</b>
		12		6		090806, 90801, 090805
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Year
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5			2	2
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>						
<b>Assessment method</b>		Continuous formative theoretical assessment (E-learning exercises, tests, assignments, projects). Summative assessment: 1 x 3 hour papers				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory/practical		Theory	Practicals		
	Duration		2 hours	1½hrs		
	% contribution to Summative Assessment Mark		65%	35%		
	Sub minimum		40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SPSY 020
<b>Module Name:</b>	PSYCHOLOGY 2
<b>Content:</b>	Developmental Psychology, Personality theories, Medical and social psychology
<b>Learning Outcomes:</b>	Know and understand the basic concepts in child development, social and medical psychology Know and understand different personality theories Know and understand the ethical principles applicable in child develop, social and medical Know and understand the basic concepts social and medical psychology Know and understand the ethical principles applicable in, social and medical psychology.

<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order (Six Numbers)</b>	
		12		6		090806, 90801, 090805	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		5			2	2	
<b>Pre-requisite modules for this module:</b>		SPSY 010					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		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.					
<b>Assessment method</b>		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.					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
	% Formative Assessment Mark		60%				
	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory/practical	Theory					
	Duration	3 hours					
	% contribution to Summative Assessment Mark	60%					
	Sub minimum	40%					

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SNUA 030
<b>Module Name:</b>	NURSING SCIENCE AND ART 3
<b>Content:</b>	Neurological system, endocrine system, metabolic system, reproductive system, ophthalmology, otorhinolaryngology, integumentary system (dermatology), musculo-skeletal system, reproductive system (women's health studies, Men's health), orthopedics.
<b>Learning Outcomes:</b>	Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of individual, the family and the community, in accordance with the national legislative and policy frameworks at all levels of health care

		Access, produce and manage information effectively to a range e.g. audiences including health information systems				
<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
		24		7		090806, 90801, 090805
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Year
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		10			2	2
<b>Pre-requisite modules for this module:</b>		SNUA 020, SNUP 020				
<b>Co-requisites modules for module:</b>						
<b>Assessment criteria</b>						
<b>Assessment method</b>						
<b>Mark Structure:</b>		Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		
		Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
		Theory/practical	Theory	Theory		
		Duration	3 hours	3 hours		
		% contribution to Summative Assessment Mark	60%	60%		
		Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SNUP 030
<b>Module Name:</b>	NURSING SCIENCE AND ART PRACTICE 3
<b>Content:</b>	Medical and surgical nursing. Selected conditions from the body systems: neuro (unconscious patient, psychotic patient, etc.), endocrine (care of a diabetic patient) and reproductive system (male and female) , ear, nose and throat, eye care, swabbing and irrigation and instillations of medications, management of fractures and other orthopaedic conditions, skin care, catheterization, vulval swabbing, preparation of patient for special procedures, e.g. radiological, biopsies, Palliative care
<b>Learning Outcomes:</b>	Demonstrate the ability to identify the basic needs of people at all stages of development Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care Demonstrate competence in the performance of psychomotor nursing skills. Utilize appropriate equipment, instruments and processes relevant to nursing care

	<p>Demonstrate ability to create and maintain a safe and therapeutic environment relevant to the situation</p> <p>Demonstrate the ability to assist individuals in a health-related emergency.</p> <p>Demonstrate basic principles of communication</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	20		7		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	8		2	2
<b>Pre-requisite modules for this module:</b>	SNUA 020, SNUP 020				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUP 030				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency in specific medical and surgical conditions in this module including a group research project.</p> <p>Effectively integrate knowledge of basic and social sciences in nursing practice.</p> <p>Create a therapeutic environment for specific healthcare groups.</p> <p>Cooperate and collaborate with peers, faculty and other nurses in all settings</p> <p>Integrate life- saving skill competencies in all relevant settings</p> <p>Effective supervision of care in general units.</p> <p>Develop ethical, legal and professional practice appropriate for the level of education. Integrate safety of nursing care delivery for self and others in general care for specific healthcare settings.</p> <p>Submit 640 hours for practice</p>				
<b>Assessment method</b>	<p>Practical assessment in simulation and in practice using assessment tools on E-learning, workbooks, and clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Submit a case study.</p> <p>Summative assessment: OSCE</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Practicals			
	Duration	OSCE			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SMID				
<b>Module Name:</b>	MIDWIFERY AND NEONATAL NURSING SCIENCE 1				
<b>Content:</b>	Normal pregnancy, birth Legislation; Normal post-natal and new-born care and applicable Legislation				
<b>Learning Outcomes:</b>	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	24		7		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	10			2	2
<b>Pre-requisite modules for this module:</b>	SNUA 020, SNUP 020				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMID 030				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency in midwifery, ie, care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, physical examination, taking of an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being a midwife.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care antenatal, birth postnatal and newborn care.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV. Demonstrate creativity in the planning of care with consideration of safety</p>				
<b>Assessment method</b>	Formative individual and group assignments and tests. 2 x 3 hrs papers.				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SMIP 030				
<b>Module Name:</b>	MIDWIFERY AND NEONATAL NURSING SCIENCE PRACTICE 1				
<b>Content:</b>	Low risk midwifery :Health education pre- pregnancy, midwifery register: how this is completed and every other documentation what it is, how documented and why, antenatal care and associated practice and documentation, intra partum and all the associated practice and documentation, post-partum and all the associated practice and documentation including the care of the neonate				
<b>Learning Outcomes:</b>	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> (Six Numbers)	
	36		7	090806, 90801, 090805	
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> (Year/1 <sup>st</sup> /2 <sup>nd</sup> Sem)
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	14			4
<b>Pre-requisite modules for this module:</b>	SNUA 020, SNUP 020				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMIP 030				
<b>Assessment criteria</b>	Evidence of knowledge acquisition and competency in midwifery, i.e., care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation.				

		<p>Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, taking of an obstetric history Practice standards of care as a way of being a midwife. Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care. 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. Submit proof of 360hrs Clinical instruction in midwifery care (including TOP) and direct clinical experience in midwifery (Midwifery 1).</p>			
<b>Assessment method</b>		Practical assessment in simulation and in practice using assessment tools on E-learning, workbooks, and clinical workshops. Submit clinical workbook and hour book and evidence of prescribed (SANC) clinical experiential learning. Submit a case study. Summative assessment: OSCE			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Practicals			
	Duration	OSCE			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SSCI 030
<b>Module Name:</b>	SOCIOLOGY
<b>Content:</b>	Concepts: Society culture, Demographics, Social group and processes, Family, Race relations,
<b>Learning Outcomes:</b>	<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for sociology</p> <p><b>KNOWLEDGE:</b> Demonstrate ability to evaluate scientific knowledge of sociology and apply it to healthcare and nursing.</p> <p><b>SKILLS:</b> Communicate effectively with clients, family and team members orally and in writing.</p> <p><b>VALUES:</b> Evaluate self-organization, society as organization and healthcare systems. <b>MEANING:</b> Demonstrate knowledge and application of leadership within a given context <b>EXPERIENCE:</b> Show evidence of internalization of ethical principles and values of cultural sensitive holistic care in nursing.</p>

<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> (Six Numbers)	
		12		7		090806, 90801, 090805	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> (Year/1 <sup>st</sup> /2 <sup>nd</sup> Sem)	
		SMU		Full time		Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		5				2	
<b>Pre-requisite modules for this module:</b>		None					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		Evidence of knowledge acquisition in sociology applied to healthcare, theories, and principles of human health behaviour and healthcare practices. Demonstrate ability to apply knowledge in nursing practice.					
<b>Assessment method</b>		Continuous formative Individual and group assignments, tests, debates and discussions. Summative 1 x 3 hour paper.					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory/practical		Theory				
	Duration		3 hours				
	% contribution to Summative Assessment Mark		60%				
	Sub minimum		40%				

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

	Integrate effectively relevant knowledge and skills within the ethical-legal precepts of the profession to render quality nursing care. Initiate quality control measures to improve nursing care in the unit. Apply the principles of teaching and learning to meet the educational needs of patients, peers and students in a health care unit. Demonstrate competence to assess and manage patients with emergency medical and surgical conditions.				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	20		7		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	8				2
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks				
<b>Assessment method</b>	Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests. Summative assessment method includes a written examination paper 1x3hours				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			
<b>Module Code:</b> (4 alphabetic & 3 numeric)	SUMP				
<b>Module Name:</b>	UNIT MANAGEMENT PRACTICE 1				
<b>Content:</b>	Unit management, quality management, Management of a nursing unit on a daily basis Development of a duty roster, delegation of duties supervision of staff within the scope of practice, writing of reports. Ward rounds. Inspection of a nursing unit.				

	Decision-making and problem solving within scope of practice. Checking of Emergency trolley.				
<b>Learning Outcomes:</b>	<p>Apply learning strategies effectively to address own and other's professional and personal ongoing learning needs in a self-critical manner</p> <p>Effectively manage a health care unit and health facility based on the understanding of roles and relationships within the multidisciplinary team</p> <p>Demonstrate administrative principles in the management of a health care unit.</p> <p>Integrate effectively relevant knowledge and skills within the ethical-legal precepts of the profession to render quality nursing care.</p> <p>Initiate quality control measures to improve nursing care in the unit.</p> <p>Apply the principles of teaching and learning to meet the educational needs of patients, peers and students in a health care unit.</p> <p>Demonstrate competence to assess and manage patients with emergency medical and surgical conditions.</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	8		7		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2	4			2
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks				
<b>Assessment method</b>	Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests and demonstrations in the real workplace Summative assessment method includes a clinical evaluation in the real situation or an OSCE.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Practicals			
	Duration	OSCE			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SNUA 040				
<b>Module Name:</b>	NURSING SCIENCE AND ART 4				
<b>Content:</b>	High care, assessment of a critically ill patient, quality, policies, and protocols, ECG and arrhythmias, vascular problems, invasive haemodynamic monitoring, fluid and electrolyte imbalance, shock, ventilation, nutrition, emergency drugs, nursing care of a patient with a neurological condition, disaster management, oncology and palliative care				
<b>Learning Outcomes:</b>	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of individual, the family and the community, in accordance with the national legislative and policy frameworks at all levels of health care</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	20		8		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	8			2	2
<b>Pre-requisite modules for this module:</b>	SNUA 030, SNUP 030				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUA 040				
<b>Assessment criteria</b>	<p>Analyze relevant scientific specific information in the provision of high care in nursing</p> <p>Select and apply appropriate theory and integrate principles of health and health promotion and the impact of multiple factors influencing health care in critical care situation.</p> <p>Work effective within an integrated health care system and demonstrate ability to function independently and supervise a nursing unit.</p> <p>Select and apply valid and reliable research (group mini-dissertation). Meet level 8 competencies for nursing practice.</p> <p>Select and apply appropriate evidence based care for critical care, oncology care, disaster care and geriatrics.</p> <p>Evaluate lifesaving skill competencies and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and inter professional collaboration</p> <p>Evaluate and analyse cultural sensitive nursing practices in critically ill patients and their families. Show competence in record keeping.</p> <p>Demonstrate effective leadership. Effective coordination, use and supervision of ward staff and nursing team.</p> <p>Demonstrate responsibility and ability to exercise leadership to establish quality of care in unfamiliar contexts. Participate in clinical teaching; establish respect in peer and interdisciplinary relations.</p> <p>Complete a portfolio of evidence on professional practice, clinical teaching and unit management. Group research project.</p>				

<b>Assessment method</b>		Formative individual and group assignments and tests, portfolio of evidence on legal aspects of nursing. Summative assessment 2x 3hours written examination.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SMID 040
<b>Module Name:</b>	<b>MIDWIFERY AND NEONATAL NURSING SCIENCE 2</b>
<b>Content:</b>	High risk pregnancy, birth Legislation; complicated delivery, complications postnatally and a sick new-born
<b>Learning Outcomes:</b>	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the</p>

	suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	24		8		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	10			2	2
<b>Pre-requisite modules for this module:</b>	SNUA 030, SNUP 030, SMID 030, SMIP 030				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMID 040				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency in midwifery, ie, care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, taking of an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being a midwife.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care, antenatal, birth, postnatal and newborn care.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV. Demonstrate creativity in the planning of care with consideration of safety</p>				
<b>Assessment method</b>	<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 hours (360). Case studies.</p> <p>All clinical requirements must be completed before the summative assessment. Group research project to be completed and presented.</p> <p>Summative assessment comprises of 2x3hours papers</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SMIP 040				
<b>Module Name:</b>	MIDWIFERY AND NEONATAL NURSING SCIENCE PRACTICE 2				
<b>Content:</b>	Practice to manage high risk pregnancy; complicated delivery, complications post-natally and a sick new-born				
<b>Learning Outcomes:</b>	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework.</p>				
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	36		8		090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	14	1.5		4
<b>Pre-requisite modules for this module:</b>	SNUA 030, SNUP 030, SMID 030, SMIP 030				
<b>Co-requisites modules for module:</b>	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMID 040				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency in midwifery, ie, care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, physical examination, taking an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being a midwife.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p>				

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

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SREP 040		
<b>Module Name:</b>	INTRODUCTION TO RESEARCH PRACTICE		
<b>Content:</b>	Write a research proposal and conduct research Write a research report		
<b>Learning Outcomes:</b>	Learners should be able to: <ul style="list-style-type: none"> <li>• Select a researchable problem</li> <li>• Define the problem and generate questions and hypotheses about the problem,</li> <li>• Select and understand research methods,</li> <li>• Conduct literature searches</li> <li>• Develop research proposal</li> <li>• Demonstrate ethical conduct in doing or developing the above</li> <li>• Plan and conduct a research project</li> <li>• write a research report</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	4	8	090806, 90801, 090805
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	Year

<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2			2	2
<b>Pre-requisite modules for this module:</b>		None			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		The student will demonstrate the following competencies: Ability to: identify a researchable topic/problem, formulate a research title, undertake literature reviews and searches, select and implement a research design, construct a problem statement, purpose and objectives of study, Select and implement sample selection, recruiting population required, formulate research questions, collect and analysis data. Write a report.			
<b>Assessment method</b>		Formative assessment will be in the form of supervision of students to monitor progress. Summative assessment writing of a research report			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Submission of a research report			
	Duration				
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	N/A			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SMUL 040
<b>Module Name:</b>	UNIT MANAGEMENT AND LEADERSHIP 2
<b>Content:</b>	Unit management: contemporary issues in management: personnel management, leadership, management of change, decision-making, performance appraisal, risk management, quality improvement. Contemporary ethical issues, ethical decision making, ethical codes, health and human rights Principles of Teaching and Learning, clinical teaching including health education.
<b>Learning Outcomes:</b>	Apply learning strategies effectively to address own and other's professionals and personal ongoing learning needs in a self-critical manner Effectively manage a health care unit and health facility based on the understanding of roles and relationships within the multidisciplinary team Demonstrate administrative principles in the management of a health care unit. Integrate effectively relevant knowledge and skills within the ethical-legal prescripts of the profession to render quality nursing care. Initiate quality control measures to improve nursing care in the unit. Apply the principles of teaching and learning to meet the educational needs of patients, peers and students in a health care unit. Demonstrate competence to assess and manage patients with emergency medical and surgical conditions.

<b>Module Information:</b>		<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>	
		16		8		090806, 90801, 090805	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		6	0	0	0	2	
<b>Pre-requisite modules for this module:</b>		None					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks					
<b>Assessment method</b>		Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests and demonstrations in the real workplace Summative assessment: written examination 1x 3hour paper					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory/practical		Theory				
	Duration		3 hours				
	% contribution to Summative Assessment Mark		60%				
	Sub minimum		40%				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	SUMP 040
<b>Module Name:</b>	UNIT MANAGEMENT AND LEADERSHIP PRACTICE 2
<b>Content:</b>	Unit administration and clinical teaching, ordering and receiving of stock, auditing of patients' records, writing of reports, ward rounds, inspection of a nursing unit, unit protocol development, standard operating procedure (SOP) development and implementation, ordering, receiving and storing of Schedule drugs 5,6 & 7, control of schedule drugs, disaster management plan, triage, checking of emergency trolley
<b>Learning Outcomes:</b>	Develop skills in unit management and principles of a positive practice environment, development of standards of care in nursing, Quality improvement in a nursing unit, policy development. Risk management in a nursing unit. Complete a portfolio of evidence on unit management and clinical teaching and

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

## SHC B3 Bachelor Nursing Sciences and Arts PROGRAMME (BNSA01) (phasing out)

### SHC B3.1 ADMISSION AND SELECTION REQUIREMENTS

#### SHC B3.1.1 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 B3.1.2 Selection

An applicant for the BNSA programme must have:

- (a) a National Senior Certificate endorsed for bachelor's degree study (or equivalent school leaving certificate with full

- Exemption certificate issued by the South Africa matriculation Board);
- (b) an APS of at least 26;
- (c) passed in the following subjects at the following, or better levels of achievement

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

### SHC B3.2 REGISTRATION WITH THE SA NURSING COUNCIL

- (v) Registration with SANC is compulsory for the completion of qualification.
- (vi) 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.*
- (vii) 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.
- (viii) 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 B3.3 SELECTION: FOREIGN APPLICANTS

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

### SHC B3.4 DURATION AND CLINICAL REQUIREMENTS

- (iv) 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.
- (v) 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.
- (vi) All clinical requirements as per SANC regulations, Regulation 425 will apply.

### SHC B3.5 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:

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

### SHC B3.6 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 B3.7 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 B3.8 NURSING PRACTICE (CLINICAL) BNSA

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

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

### SHC B3.9 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 B3.10 FAILURE OF THE FOURTH AND FINAL YEAR OF STUDY

- (d) 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
- (e) Should a student fail more than two courses in the fourth-year, s/he must repeat the full year.
- (f) If a student fails, the final year twice he /she may be refused readmission.

### SHC B3.11 CARRYING OF COURSES

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

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

### SHC B3.12 COURSES TAKEN IN ADVANCE

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

- (d) the student is repeating not more than one course;
- (e) the pre-requisite(s) for course have been met, and
- (f) 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 B3.13 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 B3.14 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.

### SHC B3.15 CURRICULUM INFORMATION

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

PERIOD OF STUDY / YEAR LEVEL 1				
Semester 1				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>
The following 3 modules are <b>COMPULSORY</b>				
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
<b>Total credits for Year modules</b>			<b>60</b>	<b>0.42</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1</b>				

PERIOD OF STUDY / YEAR LEVEL 1				
Semester 2				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 11 modules are <b>COMPULSORY</b>				
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
<b>Total credits for Semester modules</b>			<b>60</b>	<b>0.42</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1</b>				

PERIOD OF STUDY / YEAR LEVEL 2				
Semester 1				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>
The following 3 modules are <b>COMPULSORY</b>				
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
<b>Total credits for Year modules</b>			<b>72</b>	<b>0.48</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 124; HEMIS CREDITS = 1</b>				

PERIOD OF STUDY / YEAR LEVEL 2				
Semester 2				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 13 modules are <b>COMPULSORY</b>				
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
<b>Total credits for Semester modules</b>			<b>38</b>	<b>0.33</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 124; HEMIS CREDITS = 1</b>				

PERIOD OF STUDY / YEAR LEVEL 3					PERIOD OF STUDY / YEAR LEVEL 3				
Year Modules					Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are <b>COMPULSORY</b>					The following 12 modules are <b>COMPULSORY</b>				
MNUA 031	S	Y	8	0.06	MNUA 032	S	Y	8	0.06
MUPR 031	S	Y	16	0.09	MUPR 032	S	Y	16	0.09
MCNA 031	S	Y	8	0.06	MCNA 032	S	Y	8	0.06
MMWA 031	S	Y	8	0.06	MMWA 032	S	Y	8	0.06
MNPA 031	S	Y	8	0.06	MSCA 032	S	Y	8	0.06
MSCA 031	S	Y	8	0.06	MNPA 032	S	Y	8	0.06
<b>Total credits for Year modules</b>			<b>60</b>	<b>0.39</b>	<b>Total credits for Semester modules</b>			<b>60</b>	<b>0.39</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 144; HEMIS CREDITS = 1</b>									

PERIOD OF STUDY / YEAR LEVEL 4					PERIOD OF STUDY / YEAR LEVEL 4				
Year Modules					Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are <b>COMPULSORY</b>					The following 9 modules are <b>COMPULSORY</b>				
MMWA 041	S	Y	12	0.10	MMWA 042	S	Y	8	0.06
MNUA 041	S	Y	12	0.10	MNUA 042	S	Y	8	0.06
MNPA 041	S	Y	12	0.10	MNPA 042	S	Y	8	0.06
MUPR 041	S	Y	36	0.30	MUPR 042	S	Y	24	0.20
<b>Total credits for Year modules</b>			<b>72</b>	<b>0.60</b>	<b>Total credits for Semester modules</b>			<b>48</b>	<b>0.20</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 140; HEMIS CREDITS = 1</b>									

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:	Level 1 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework for fundamental general nursing care: KNOWLEDGE: demonstrate awareness, apply foundational, and technically orientated nursing and scientific theory of basic nursing care

	<p>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 behaviour.</p> <p>MEANING: Identify and use language and concepts unique to nursing.</p>				
<b>Module Information: 180 periods/14W</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	12		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Contact		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5p/w				
<b>Pre-requisite modules for this module:</b>	N/A				
<b>Co-requisites modules for module:</b>	N/A				
<b>Assessment</b>	Continuous formative theoretical assessment (E-learning exercises, tests, assignments). Summative assessment: 1 x 3hr paper.				
<b>Assessment criteria</b>	<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 therapeutic environment.</p> <p>Demonstrate awareness in the basic scientific nursing knowledge and processes applied to nursing.</p> <p>Apply principles of learning and teaching in self-development and in teaching individuals. Organize and manage self.</p> <p>Assess educational needs of individuals and give elementary health education.</p> <p>Identify common health patterns and trends of humans throughout the life cycle.</p> <p>Demonstrate the awareness of the significance of information in the application of nursing knowledge</p> <p>Cooperate and collaborate with students, faculty and other nurses</p> <p>Demonstrate awareness of principles of verbal, written &amp; culturally sensitive communication. Keep accurate records.</p> <p>Demonstrate awareness of professional behaviour/etiquette effective supervision of ancillary staff. Take responsibility and show initiative at level of operation and in controlled circumstances.</p>				

		<p>Safe and effective use of appropriate technology 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.          (Paediatric, OPD, medical and surgical units): 40 hours' orientation, 40hours family study, 60 hours' skill development. 35 hours' emergency care.</p>			
<b>Assessment methods</b>		<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>			
<b>Mark structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory			
	Duration	3 HRS			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNUS 012		
<b>Module Name:</b>	NURSING SCIENCE AND ART 1		
<b>Content:</b>	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		
<b>Learning Outcomes:</b>	<p>Level 1 outcomes for KSVME framework for basic nursing:  <b>KNOWLEDGE:</b> demonstrate awareness, apply foundational, and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process.  <b>SKILL DEVELOPMENT AND EXPERIENCE:</b>          Skill development in basic nursing assessment, scientific principles (nursing care process) and application of knowledge  <b>VALUES.</b> Identify and develop attributes of professional behaviour.  <b>MEANING:</b> Identify and use language and concepts unique to nursing</p>		
<b>Module Information:</b> 120 periods/12 W	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	8	3	090899
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>
	SMU	Full	S 2

<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4,5/W				
<b>Pre-requisite modules for this module:</b>	Pass 1 <sup>st</sup> semester.				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Formative and summative theory and clinical assessment. Continuous assessment of skill development is simulation and in clinical practice. Submission of workbook.				
<b>Assessment criteria</b>	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 (paediatric, OPD, medical and surgical units). Total = 600 hours				
<b>Assessment methods</b>	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.)				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory			
	Duration	3 HRS			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR 011
<b>Module Name:</b>	NURSING PRACTICE 1

<b>Content:</b>	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				
<b>Learning Outcomes:</b>	Level 1 outcomes for KSVME framework for basic nursing <b>KNOWLEDGE:</b> demonstrate awareness, apply foundational, and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process. <b>SKILL DEVELOPMENT AND EXPERIENCE:</b> Skill development in basic nursing assessment, scientific principles (nursing care process) and application of knowledge <b>VALUES.</b> Identify and develop attributes of professional behaviour. <b>MEANING:</b> Identify and use language and concepts unique to nursing				
<b>Module Information: 120 periods/12 W</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	16		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5 (3 hours/week)			
<b>Pre-requisite modules for this module:</b>	Pass 1 <sup>st</sup> semester.				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Formative and summative theory and clinical assessment. Continuous assessment of skill development is simulation and in clinical practice. Submission of workbook.				
<b>Assessment criteria</b>	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 (paediatric, OPD, medical and surgical units). Total = 600hrs				
<b>Assessment methods</b>	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.)				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR 012				
<b>Module Name:</b>	NURSING PRACTICE 1				
<b>Content:</b>	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				
<b>Learning Outcomes:</b>	Level 1 outcomes for KSVME framework for basic nursing KNOWLEDGE: demonstrate awareness, apply foundational, and technically orientated nursing and scientific theory of basic nursing care using a scientific nursing process. SKILL DEVELOPMENT AND EXPERIENCE: Skill development in basic nursing assessment, scientific principles (nursing care process) and application of knowledge VALUES. Identify and develop attributes of professional behaviour. MEANING: Identify and use language and concepts unique to nursing				
<b>Module Information: 120 periods/12 W</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
	12		3	090899	
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period</b>	
	SMU		Full	S 2	
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5 (3hours/week)			
<b>Pre-requisite modules for this module:</b>	Pass 1 <sup>st</sup> semester.				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Formative and summative theory and clinical assessment. Continuous assessment of skill development is simulation and in clinical practice. Submission of workbook.				
<b>Assessment criteria</b>	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.				

		<p>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 (paediatric, OPD, medical and surgical units). Total = 600hrs</p>			
<b>Assessment methods</b>		<p>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.)</p>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Practical			
	Duration	1hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MEHS 011
<b>Module Name:</b>	ENGLISH LANGUAGE
<b>Content:</b>	<p>Reading – basic and advanced          Writing – basic and advanced (scientific writing)          Oral Communication and Presentation          Library Orientation</p>
<b>Learning Outcomes</b>	<p>On successful completion the learner will be able to</p> <ul style="list-style-type: none"> <li>• Read faster and with greater understanding</li> <li>• Identify main and supporting arguments</li> <li>• Condense information into notes</li> <li>• Draw information from graphs and tables</li> <li>• Decode meanings of scientific words using word formation techniques in science</li> <li>• Present information in acceptable formats – spoken and written</li> <li>• Write an academic essay by synthesizing information from multiple sources and acknowledging the sources</li> <li>• Discuss in pairs, groups and class</li> <li>• Make formal presentations with the help of PowerPoint slides</li> </ul>

<b>Module Information: 30 p in 14 weeks</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	4		2		110101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full Time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	1	1			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT</b>					
<b>Assessment Criteria</b>	<p>Assessment criteria  Students are assessed for the learning/competence of the following knowledge and skills items.  Reading: Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; Summarise a long text into its essentials.  Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.  Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic  Not all assessments are included for CA marks. Some assessments are used for self-reflection and improvement.</p>				
<b>Assessment Methods</b>	<p>Assessment method:  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  B: Summative Assessment  Weightage  Externally moderated 1 x 2hr 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>				
<b>Mark Structure:</b>	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%				

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

	academic topic Not all assessments are included for CA marks. Some assessments are used for self-reflection and improvement.				
<b>Assessment Methods</b>	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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final % Formative Assessment Mark	60%			
	Final % Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	1 ½ hrs			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b>	MPHY 012		
<b>Module Name:</b>	BIOPHYSICS 1C		
<b>Content:</b>	Mathematical review and units Mechanics Molecular phenomena Temperature, heat, energy Pressure Electricity and magnetism Waves, sound and optics Nuclear radiation		
<b>Learning Outcomes</b>	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.		
<b>Module Information: 90 P IN 12 WEEKS</b>	<b>SAQA Credits</b>	<b>ITS Course Level Code</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	16	3	149999

<b>Delivery Information:</b>		<b>Campus</b>		<b>Full Time</b>		<b>Year</b>	
		SMU		Contact, full time		S2	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		7,5	0	2	0	0	
<b>Pre-requisite modules for this module:</b>		None					
<b>Co-requisites modules for module:</b>		None					
<b>ASSESSMENT</b>							
<b>Assessment Criteria</b>		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.					
<b>Assessment Methods</b>		Formal written tests; Tutorials; written summative assessment					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
	Final mark	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory / Practical		Theory				
	Duration		2 Hours				
	% contribution to Summative Assessment Mark		100%				
	Sub minimum		40%				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPCL 011		
<b>Module Name:</b>	PSYCHOLOGY 1		
<b>Content:</b>	Foundations of Psychology Learning Theories Developmental Psychology Personality, emotions, motivation and stress Psychophysiology		
<b>Learning Outcomes</b>	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.		
<b>Module Information:</b> 120 periods in 14 weeks	<b>SAQA Credits</b>	<b>ITS Course Level Code</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	8	03	180101
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>
	SMU	FT	S 1

<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6,5	None	None	None	None
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT</b>	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
<b>Assessment Criteria</b>	<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>				
<b>Assessment Methods</b>	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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3hrs			
	% of Exam Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPCL 012
<b>Module Name:</b>	PSYCHOLOGY 1
<b>Content:</b>	Interpersonal skills, cognitive processes, reception and sensation memory, social psychology and introduction to research.
<b>Learning Outcomes</b>	Students must have a basic understanding of cognitive processes, social interaction, interpersonal skills and research.

<b>Module Information:</b> 120 periods in 12 weeks	<b>SAQA Credits</b>		<b>ITS Course Level Code</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		03		1801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		FT		S 2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5,5	None	2	None	None
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT</b>	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
<b>Assessment Criteria</b>	<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>				
<b>Assessment Methods</b>	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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
<b>Summative Assessment Paper:</b>	Theory / Practical	Theory			
	Duration	3hrs			
	% of Exam Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MANA 011
<b>Module Name:</b>	Human Anatomy A 1 <sup>st</sup> semester
<b>Content:</b>	Introduction to Anatomy Back & Thorax Neuroanatomy Head & Neck

<b>Learning Outcomes</b>	<p>Introduction to Anatomy Students will be able to:</p> <ul style="list-style-type: none"> <li>• Know the anatomical position and different planes and sections of the human body</li> <li>• Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure</li> <li>• Know and classify organs and structures</li> <li>• Differentiate and understand different histologically as well as macroscopic aspects of tissue and organ</li> <li>• Differentiate between the central nervous system and peripheral nervous system and know their components respectively</li> <li>• Differentiate between the somatic nervous system and the autonomic nervous system and know their components respectively</li> </ul> <p>These apply to the following anatomical regions Back &amp; Thorax Neuroanatomy Head &amp; Neck</p>				
<b>Module Information: 90 periods in 14 weeks</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	8		3		130402
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full Time		S1
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5	1,5			
<b>Pre-requisite modules for this module:</b>	N/A				
<b>Co-requisites modules for module:</b>	N/A				
<b>ASSESSMENT</b>					
<b>Assessment Criteria</b>	<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:</p> <p><b><u>Introduction to Anatomy</u></b></p> <ul style="list-style-type: none"> <li>• Skeletal system</li> <li>• Skin, fascia and muscle</li> <li>• Nervous system</li> <li>• Pleural cavities and lungs:</li> <li>• Mediastinum:</li> <li>• Pericardium and heart:</li> <li>• Vessels and nerves of the thorax:</li> <li>• Surface anatomy of the thorax:</li> </ul> <p><b><u>Neuroanatomy:</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to neuroanatomy:</li> <li>• Meninges and dural venous sinuses:</li> <li>• Cisterns and the ventricular system:</li> <li>• Basal nuclei and medullary centres:</li> <li>• Diencephalon:</li> <li>• Brainstem:</li> <li>• Cerebellum:</li> <li>• Blood supply of the brain:</li> </ul>				

		<ul style="list-style-type: none"> <li>• Cranial nerves:</li> <li>• Spinal cord and tracts:</li> </ul> <b>Head and neck:</b> <ul style="list-style-type: none"> <li>• Osteology of the skull and mandible.</li> <li>• Muscles and structures of the neck, face and scalp:</li> <li>• Vessels and nerves of the head and neck:</li> <li>• Digestive system of the head and neck:</li> <li>• Respiratory system of the head and neck:</li> <li>• Orbit and Eye:</li> <li>• Ear:</li> </ul>			
<b>Assessment Methods</b>		<p>Six tests (on each module), are undertaken before commencement of a new module.</p> <p>4 tests in the 1 semester and 2 tests in the 2<sup>nd</sup> 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 (&gt;50%) every test that comprises and obtain 60%, the student can be exempted from writing exam.</p>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark = % Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory	Practical		
	Duration	2 hrs	1hr		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	N/A		
<b>Module Code:</b> (4 alphabetic & 3 numeric)	MANA 012 2 <sup>nd</sup> semester				
<b>Module Name:</b>	Human Anatomy				
<b>Content:</b>	Upper limb Abdomen & Pelvis Lower Limb & Perineum				
<b>Learning Outcomes</b>	<p>Introduction to Anatomy</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Know the anatomical position and different planes and sections of the human body</li> <li>• Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure</li> <li>• Know and classify organs and structures</li> <li>• Differentiate and understand different histologically as well as macroscopic aspects of tissue and organ</li> <li>• Differentiate between the central nervous system and peripheral nervous system and know their components respectively</li> <li>• Differentiate between the somatic nervous system and the autonomic nervous system and know their components respectively</li> </ul> <p>These apply to the following anatomical regions</p>				

	Upper limb Abdomen & Pelvis Lower Limb & Perineum				
<b>Module Information: 60 periods in 12 weeks</b>	<b>SAQA Credits</b>	<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
	8	3		130402	
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>		<b>Period</b>	
	SMU	Full Time		S2	
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1			
<b>Pre-requisite modules for this module:</b>	N/A				
<b>Co-requisites modules for module:</b>	N/A				
<b>ASSESSMENT</b>					
<b>Assessment Criteria</b>	<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:</p> <p><u>Upper limb</u> Shoulder and pectoral regions Axilla and Brachial Plexus. Arm and cubital fossa: Forearm and hand. Vessels and nerves of the upper limb: Joints of the upper limb:</p> <p><u>Abdomen and Pelvis</u> 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><u>Lower limb</u> 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>				
<b>Assessment Methods</b>	<p>Six tests (on each module), are undertaken before commencement of a new module. 4 tests in the 1<sup>st</sup> semester and 2 tests in the 2<sup>nd</sup> 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.</p>				

<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory / Practical		Theory	Practical		
	Duration		2 hrs	1hr		
	% contribution to Summative Assessment Mark		80%	20%		
	Sub minimum		40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MCHY 011		
<b>Module Name:</b>	CHEMISTRY 1C		
<b>Module Content:</b>	<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>		
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Recognize the variable composition of matter and energy and its ability to change</li> <li>Associate the sub-microscopic structure of matter with its physical and chemical behaviour</li> <li>Understand the forces of cohesion in compounds</li> <li>Apply chemical shorthand to represent reactions and identify reaction types</li> <li>Understand the extraordinary properties of water and the diversity of aqueous mixtures</li> <li>Identify acidic properties of aqueous solutions and the use of the pH scale</li> <li>Recognize important groups of inorganic compounds</li> <li>Identify the major organic compound groups with emphasis on the more biological entities</li> <li>Associate natural molecules such as monosaccharide's, disaccharides, polysaccharides proteins and lipids to fundamental life functions</li> </ul>		
<b>Module Information:</b> 120 p in 14 weeks	<b>SAQA Credits</b>	<b>ITS Course Level Code</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	16	02	140401
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>
	SMU	Full Time	S 1

<b>Periods per Week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	7	1			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT:</b>					
<b>Assessment Criteria:</b>	Describe, explain and apply in a logical manner the principles, concepts and facts related to matter, atomic structure, periodic chart, chemical bonding, chemical equations/reactions and reaction rates, water properties, Acid-base behaviour, organic chemistry as well as lipids and proteins.				
<b>Assessment Methods:</b>	A combination of formative assessment (tests, practical reports/test, quizzes) and summative assessment (3 hours written examination).				
<b>Assessment Weighting:</b>	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
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3 h			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNUA 021
<b>Module Name:</b>	NURSING SCIENCE & ART 11
<b>Content:</b>	Paediatric nursing (30periods) Medical surgical nursing (Pre- and peri-operative care, wound care and burns, cardiovascular, haematology and blood diseases, respiratory)
<b>Learning Outcomes:</b>	<p>Level 2 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework for integrated general nursing care:</p> <p><b>KNOWLEDGE:</b> Integrate and apply technically orientated evidence-based nursing and scientific theory in general paediatric medical and surgical care of selected conditions.</p> <p><b>SKILLS;</b> Integrate appropriate technical evidence-based care in paediatric nursing, peri-operative care and medical surgical care in specific units of care, wound care. 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><b>VALUES.</b> Integrate knowledge of ethical and professional practice appropriate for the level as a nurse in a paediatric peri-operative and specific medical surgical nursing care.</p> <p><b>MEANING:</b> Integrate and use scientific language and concepts unique to the multi-disciplinary healthcare environment.</p>

<b>Module Information: 180 periods/14</b>	<b>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	12		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independe nt Learning</b>
	6	5			
<b>Pre-requisite modules for this module:</b>	Passed 1 <sup>st</sup> year modules				
<b>Co-requisites modules for module:</b>	All foundational modules; ANATM109, Biophysics, Chemistry, Psychology 1				
<b>Assessment</b>	Formative and summative theory Continuous formative theoretical assessment (E-learning exercises, tests, assignments). Summative assessment: 1 x 3-hour papers clinical examination				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency development in evidence-based wound care, pre- peri- &amp; post-operative care basic unit management and specific 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 paediatric 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 paediatric 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.</p> <p>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 Research; Established nursing informatics, retrieval skills and accurate record keeping</p>				
<b>Assessment methods</b>	Formative individual and group assignments and tests. Summative 1 x 3 hrs paper. Clinical examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		

	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practice		
	Duration	3 hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNUA 022		
<b>Module Name:</b>	NURSING SCIENCE AND ART 11		
<b>Content:</b>	Introduction to Ward administration and professional practice (30 periods) Medical and surgical nursing practice renal, gastrointestinal system. and evidence-based research.		
<b>Learning Outcomes:</b>	<p>Level 2 outcomes for KSVME (skill and experience) framework for integrated general and community nursing</p> <p>KNOWLEDGE: Integrate and apply technically orientated evidence-based nursing and scientific theory in general paediatric medical and surgical care of selected conditions.</p> <p>SKILLS;</p> <p>Integrate research that is valid and reliable in nursing practice. Integrate pharmacology.</p> <p>Incorporate standards of evidence-based care in general nurse practice.</p> <p>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</p> <p>Submit proof of 600 hrs. (projects, case studies, simulated learning, visits) 446 is supervised direct general nursing care and theatre</p> <p>Give proof that all the learning outcomes were met for this level.</p> <p>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 paediatric 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>		
<b>Module Information: 120p/12 w</b>	<b>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	8	3	090899
	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full	1 Year M T1 & 2

Periods per week: SMU		Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	4			
<b>Pre-requisite modules for this module:</b>		Passed all first year modules				
<b>Co-requisites modules for module:</b>		n/a				
<b>Assessment</b>		Formative and summative clinical assessment, general and community workbook, simulation & e-learning.				
<b>Assessment criteria</b>		<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 integration of principles of Ethical, legal and professional practice and conduct in nursing practice.</p> <p>Incorporate standards of evidence-based care in paediatric and general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in paediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p>Cooperate and collaborate with peers, faculty and 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.</p> <p>Assume responsibility for self and lower level students and workers under guidance.</p> <p>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>				
<b>Assessment methods</b>		Formative individual and group assignments and tests. Clinical formative and summative examination in general and community care				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory/Practical	Theory	Practice			
	Duration	3 hrs	1hr			

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR 021				
<b>Module Name:</b>	NURSING PRACTICE 11				
<b>Content:</b>	Paediatric nursing (30periods) Medical surgical nursing (Pre- and peri-operative care, wound care and burns, cardiovascular, haematology and blood diseases, respiratory)				
<b>Learning Outcomes:</b>	<p>Level 2 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework for integrated general nursing care:</p> <p><b>KNOWLEDGE:</b> Integrate and apply technically orientated evidence-based nursing and scientific theory in general paediatric medical and surgical care of selected conditions.</p> <p><b>SKILLS;</b> Integrate appropriate technical evidence-based care in paediatric nursing, peri-operative care and medical surgical care in specific units of care, wound care, 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><b>VALUES.</b> Integrate knowledge of ethical and professional practice appropriate for the level as a nurse in paediatric peri-operative and specific medical surgical nursing care.</p> <p><b>MEANING:</b> Integrate and use scientific language and concepts unique to the multi-disciplinary healthcare environment.</p>				
<b>Module Information: 180 periods/14</b>	<b>SAQA Credits</b> (4; 8; 12; 16; 20; 24; 28;32)		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	8		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5			
<b>Pre-requisite modules for this module:</b>	Passed NUPR 101/102				
<b>Co-requisites modules for module:</b>	All foundational modules: ANATM109, Biophysics, Chemistry, Psychology 1				
<b>Assessment</b>	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.				
<b>Assessment criteria</b>	<p>Evidence of knowledge acquisition and competency development in evidence-based wound care, pre- peri &amp; post-operative care basic unit management and specific 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 paediatric and general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries</p>				

		<p>and infection control.</p> <p>Create a therapeutic environment in paediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p>Cooperate and collaborate with peers, faculty and 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.</p> <p>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>			
<b>Assessment methods</b>		Formative individual and group assignments and tests. Summative 1 x 3 hrs paper. Clinical examination.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Practice			
	Duration	1hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR 022
<b>Module Name:</b>	Nursing Practice 11
<b>Content:</b>	Introduction to Ward administration and professional practice (30 periods) Medical and surgical nursing practice renal, gastrointestinal system. and evidence-based research.
<b>Learning Outcomes:</b>	<p>Level 2 outcomes for KSVME (skill and experience) framework for integrated general and community nursing</p> <p><b>KNOWLEDGE:</b> Integrate and apply technically orientated evidence-based nursing and scientific theory in general paediatric medical and surgical care of selected conditions.</p> <p><b>SKILLS;</b></p> <p>Integrate research that is valid and reliable in nursing practice. Integrate pharmacology.</p> <p>Incorporate standards of evidence-based care in general nurse practice.</p> <p>Competency development in pre and post-operative care, wound care, blood and</p>

	<p>blood products management, basic ward administering principles, infection control, development of a therapeutic environment, culture sensitive care.</p> <p>EXPERIENCE Submit proof 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 paediatric peri-operative and specific medical surgical nursing care. MEANING: Integrate and use scientific language and concepts unique to the multi-disciplinary healthcare environment.</p>				
<b>Module Information: 120p/12 w</b>	<b>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
	8		3	090899	
	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full		1 Year M T1 & 2
<b>Periods per week: SMU</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		4			
<b>Pre-requisite modules for this module:</b>	Passed first year courses				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Formative and summative clinical assessment, general and community workbook, simulation & e-learning.				
<b>Assessment criteria</b>	<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 integration of principles of Ethical, legal and professional practice and conduct in nursing practice.</p> <p>Incorporate standards of evidence-based care in paediatric and general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in paediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p>Cooperate and collaborate with peers, faculty and 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.</p> <p>Assume responsibility for self and lower level students and workers under guidance.</p> <p>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>				

		Research; Established nursing informatics, retrieval skills and accurate record keeping			
<b>Assessment methods</b>		Formative individual and group assignments and tests. Clinical formative and summative examination in general and community care			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Practice			
	Duration	1hr			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPIA 021		
<b>Module Name:</b>	PHYSIOLOGY 1 B		
<b>Content:</b>	<p>GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including Homeostasis, Excitable tissues, Cardiovascular system, Blood &amp; Immunity, Nervous system and special senses) and Physiological Chemistry</p> <p>PHYSIOLOGY PRACTICALS Practical on selected topics to illustrate the theory</p>		
<b>Learning Outcomes</b>	<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>		
<b>Module Information: 120 p in 14 weeks</b>	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	12	3	130801
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>
	SMU	Contact – Fulltime	S1

<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		8	0.5	0	0	0
<b>Pre-requisite modules for this module:</b>		As specified by programme				
<b>Co-requisites modules for module:</b>		As specified by programme				
<b>ASSESSMENT</b>						
<b>Assessment Criteria</b>		<p>The student would be expected to have a sound knowledge of the basic physiology of the systems covered.</p> <p>The student would be expected use the physiology of the systems covered and apply it to the field of nursing.</p> <p>The student would be expected to know normal physiological values for parameters applicable to nursing.</p>				
<b>Assessment Methods</b>		<p>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.</p> <ul style="list-style-type: none"> <li>The summative assessment method consists of an end of year written examination paper.</li> </ul>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
		Theory / Practical	Theory			
		Duration	2 hrs			
		% contribution to Summative Assessment Mark	100%			
		Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPIA 022
<b>Module Name:</b>	PHYSIOLOGY 1B
<b>Content:</b>	<p><b>GENERAL PHYSIOLOGY</b>  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><b>PHYSIOLOGY PRACTICALS</b>  Practical on selected topics to illustrate the theory</p>
<b>Learning Outcomes</b>	The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of

		<p>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</p>				
<b>Module Information: 120 periods in 12 weeks</b>		<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>		
		12	3	130801		
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>		<b>Period</b>	
		SMU	Fulltime		S2	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	
		9	1	0	0	
<b>Pre-requisite modules for this module:</b>		As specified by programme				
<b>Co-requisites modules for module:</b>		As specified by programme				
<b>ASSESSMENT</b>						
<b>Assessment Criteria</b>		<ul style="list-style-type: none"> <li>The student would be expected to have a sound knowledge of the basic physiology of the systems covered.</li> <li>The student would be expected use the physiology of the systems covered and apply it to the field of nursing.</li> <li>The student would be expected to know normal physiological values for parameters applicable to nursing.</li> </ul>				
<b>Assessment Methods</b>		<ul style="list-style-type: none"> <li>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.</li> <li>The summative assessment method consists of an end of year written examination paper.</li> </ul>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
		Theory / Practical	Theory			
		Duration	2 hrs			
		% contribution to Summative Assessment Mark	100%			
		Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPSB 021 Semester 1				
<b>Module Name:</b>		Psychology 1 B				
<b>Content:</b>		Developmental Psychology, Personality theories				
<b>Learning Outcomes:</b>		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				
<b>Module Information:</b> 90 periods x 14 weeks 6,4 /week		<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b> 090899
		12		3		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b> S1
		SMU		Full		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5	1,5			
<b>Pre-requisite modules for this module:</b>		Psychology 101				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment</b>		Assessment in line with university Assessment Policy and NQF guidelines for validity, reliability, fairness and practicability				
<b>Assessment criteria</b>		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.				
<b>Assessment methods</b>		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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical		Theory			
	Duration		2hr paper			
	% contribution to Summative Assessment Mark		100 %			
	Sub minimum		40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPSC 021 Semester 2				
<b>Module Name:</b>		Psychology 11				
<b>Content:</b>		Medical and social psychology				
<b>Learning Outcomes:</b>		Know and understand the basic concepts social and medical psychology Know and understand the ethical principles applicable in, social and medical psychology				
<b>Module Information:</b> 90 periods x 12 weeks 7,5 /week		<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
		8		3		090899
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
		SMU		Full		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6	1,5			
<b>Pre-requisite modules for this module:</b>		Psychology MPSB 021				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment</b>		Assessment in line with university Assessment Policy and NQF guidelines for validity, reliability, fairness and practicability				
<b>Assessment criteria</b>		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.				
<b>Assessment methods</b>		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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory/practical		Theory			
	Duration		2hr paper			
	% contribution to Summative Assessment Mark		100 %			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)		MMAA021				
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		<b>Specific Outcome 1:</b> Able to understand, describe and identify the fundamentals and the key principles of medical microbiology, <b>Specific Outcome 2:</b> Apply theoretical knowledge in infection control.				
Module Information: 90 periods in 14weeks		SAQA Credits		ITS Course Level	CESM Code (3 <sup>rd</sup> Order) (Six Numbers)	
		12		03	130203	
Delivery Information:		Campus		Full/Part Time	Period (Year/1 <sup>st</sup> /2 <sup>nd</sup> Sem)	
		SMU		Full-time	1 <sup>st</sup> Sem	
Periods per week:		Classes	Practical's	Tutorial	Seminars	Independent Learning
		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"> <li>Know key concepts in medical microbiology, including role of microorganisms in specific medical syndromes</li> <li>Ability to identify micro-organisms and assess their clinical significance</li> <li>Ability to describe management of infectious diseases</li> </ul> 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%		
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<b>Module Code:</b> (4 alphabetic & 3 numeric)	MCNA 02 1				
<b>Module Name:</b>	Community health nursing 1				
<b>Content:</b>	Concepts. Principles and Theories, Health education, Health legislation Health Mother and Child Communicable diseases and non-communicable Community health nursing, mother and childcare. ICMI				
<b>Learning Outcomes:</b>	<p>Level 2 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health</p> <p><b>KNOWLEDGE:</b> Integrate and apply foundational and technically orientated nursing and scientific theory (evidence-based care) in community health care.</p> <p><b>SKILLS;</b> Assess health needs 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. Integrate appropriate technical evidence-based principles in community nursing care.</p> <p><b>VALUES.</b> Integrate knowledge of ethical and professional practice in community nursing. Respect and integrate others when providing general and community nursing care</p> <p><b>MEANING:</b> Integrate and use language unique to the community health nursing.</p>				
<b>Module Information; 120 x 14 weeks</b>	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>		
	12	3	090899		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>		
	SMU	Full	S1		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	8	0,5			
<b>Pre-requisite modules for this module:</b>	N/A				
<b>Co-requisites modules for module:</b>	N/A				
<b>Assessment</b>	<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 assessment</p>				
<b>Assessment criteria</b>	<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 integrating basic aspects of general and community care. Submit proof through completed workbooks.</p> <p>Integrate principles of health and pathology in all fields of community nursing in common communicable and non-communicable diseases.</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.  Integrate knowledge of health patterns trends &amp; behaviour of groups, families and communities in the primary health care setting  Demonstrate knowledge and skill in health education to individuals &amp; groups.  Take responsibility and initiative and show capacity to operate in unfamiliar contexts.  Submit proof of 80 hours mother childcare.</p>			
<b>Assessment methods</b>		Continuous formative individual and group assignments and tests. Written summative 1 x 3 hrs. paper Clinical assessment			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Theory	practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		
<b>Module Code:</b> (4 alphabetic & 3 numeric)		MCNA 022			
<b>Module Name:</b>		Community health nursing 1			
<b>Content:</b>		Environmental health care, Bio statistics, epidemiology, Communicable diseases and non-communicable, Health care systems, HIV and AIDS. Community health nursing, environmental health			
<b>Learning Outcomes:</b>		Level 2 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health <b>KNOWLEDGE:</b> Integrate and apply foundational and technically orientated nursing and scientific theory (evidence-based care) in community health care. <b>SKILLS;</b> Assess health needs of families and groups and develop educational and community programmes, nutrition, breastfeeding family planning and HIV. Integrate appropriate technical evidence-based principles in community nursing care. <b>VALUES.</b> Integrate knowledge of ethical and professional practice in community nursing. Respect and integrate others when providing general and community nursing care <b>MEANING:</b> Integrate and use language unique to the community health nursing.			
<b>Module Information:</b> 60p in / 12 weeks		<b>SAQA Credits</b> 4; 8; 12; 16; 20; 24; 28;32)	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
		8	3	090899	

<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>		
		SMU		Full		S2		
<b>Periods per week</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>		
		5	0,5					
<b>Pre-requisite modules for this module:</b>		n/a						
<b>Co-requisites modules for module:</b>		n/a						
<b>Assessment</b>		<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>						
<b>Assessment criteria</b>		<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 integrating basic aspects of general and community care. Submit proof through completed workbooks.</p> <p>Integrate principles of health and pathology in all fields of community nursing in common communicable and non-communicable diseases.</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 health patterns trends &amp; behavior of groups, families and communities in the primary health care setting</p> <p>Demonstrate knowledge and skill in health education to individuals &amp; groups.</p> <p>Take responsibility and initiative and show capacity to operate in unfamiliar contexts.</p> <p>Submit proof of 40 = environmental health</p>						
<b>Assessment methods</b>		<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 &amp; behavior of groups, families and communities in the primary health care setting.</p> <p>Demonstrate knowledge and skill in health education to individuals &amp; groups in general nursing and community care.</p> <p>Assess health needs of families and groups and develop educational and community programmes IN HIV.</p>						
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)						40%	
	% Formative Assessment Mark						60%	
	% Summative Assessment Mark						40%	
	Minimum final mark to pass (%)						50%	

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPYA 031				
<b>Module Name:</b>	Pharmacology Semester 1				
<b>Content:</b>	Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs				
<b>Learning Outcomes</b>	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				
<b>Module Information:</b> 60 periods in 14 weeks	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	4		3		130901
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Contact – Fulltime		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	0	0	0	0,5
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT</b>	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.				
<b>Assessment Criteria</b>	<ul style="list-style-type: none"> <li>Standardization is criterion-referenced.</li> <li>Standards for excellence are determined by all major and minor outcomes being met.</li> <li>Minimum permissible performance as applied to every learning outcome is used as the pass/fail criterion</li> </ul>				

<b>Assessment Methods</b>		<ul style="list-style-type: none"> <li>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.</li> <li>Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.</li> </ul>			
Minimum Form Assessment Mark for exam admission (%)		40%			
Final mark =	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
Minimum final mark to pass (%)		50%			
		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
Theory / Practical		Theory			
Duration		2 hrs			
% contribution to Summative Assessment Mark		100%			
Sub minimum		40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPYB 032 Semester 2				
<b>Module Name:</b>	Pharmacology				
<b>Content:</b>	Drugs and the respiratory and gastrointestinal systems Drugs and the cardio-vascular system Drugs effecting the Endocrine System				
<b>Learning Outcomes</b>	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				
<b>Module Information:</b> 60 periods in 12 weeks	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order (Six Numbers))</b>		
	4	3	130901		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>		
	SMU	Contact – Fulltime	S1		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4,5	0	0	0	0,5

<b>Pre-requisite modules for this module:</b>	None			
<b>Co-requisites modules for module:</b>	None			
<b>ASSESSMENT</b>	Assessment will comply in all respects with the University of Limpopo Assessment Policy and the NQF guidelines for validity, reliability, fairness and practicability.			
<b>Assessment Criteria</b>	<ul style="list-style-type: none"> <li>Standardization is criterion-referenced.</li> <li>Standards for excellence are determined by all major and minor outcomes being met.</li> <li>Minimum permissible performance as applied to every learning outcome is used as the pass/fail criterion</li> </ul>			
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.</li> </ul>			
Minimum Form Assessment Mark for exam admission (%)	40%			
Final mark =	% Formative Assessment Mark	60%		
	% Summative Assessment Mark	40%		
Minimum final mark to pass (%)	50%			
	<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
Theory / Practical	Theory			
Duration	2 hrs			
% contribution to Summative Assessment Mark	100%			
Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNUA 031
<b>Module Name:</b>	NURSING SCIENCE AND ART 111
<b>Content:</b>	General medical and surgical nursing. Selected conditions, neurology, endocrine and reproductive health. Research methodology 10 periods
<b>Learning Outcomes:</b>	<p>Apply and evaluate specialty general nursing care to meet Level 3 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework.</p> <p><b>KNOWLEDGE:</b> 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. Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal.</p> <p><b>SKILLS:</b> Apply and evaluate appropriate technical evidence-based care in specific healthcare conditions.</p> <p><b>VALUES:</b> 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><b>MEANING:</b> Integrate and use scientific language unique to the multi-disciplinary healthcare environment.</p> <p>Assume responsibility for self and lower level students and workers</p>

	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.				
Module Information: 120 periods in 14w weeks	SAQA Credits		ITS Course Level		CESM Code (3 <sup>rd</sup> 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	Evidence of knowledge acquisition and competency development in specific medical and surgical conditions in this module including a group research project. Effectively integrate knowledge of basic and social sciences in nursing practice. <b>Practice standards of care as a way of being as applied to different diseases.</b> Create a therapeutic environment <b>for specific healthcare groups.</b> <u>Cooperate and collaborate with peers, faculty and others nurses in all settings</u> <u>Integrate life- saving skill competencies in all relevant settings</u> <u>Effective supervision</u> of care in general units. Develop ethical, legal and professional practice appropriate for level of education. <u>Integrate safety of nursing care delivery for self and others</u> in general care for specific healthcare settings.				
Assessment methods	Assessment methods for continuous assessment. Formative individual and group assignments and tests. E-learning activities guided and supervised presentation and assignments. Portfolio of evidence. Summative assessment: 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	1h		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MNUA 032			
<b>Module Name:</b>		NURSING SCIENCE AND ART 111			
<b>Content:</b>		General medical and surgical nursing. Selected conditions, Eyes. Ear nose and throat, orthopaedics and dermatology. Oncology Research proposal. Case study.			
<b>Learning Outcomes:</b>		<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 KSVME (knowledge, skill, values, meaning and experience) framework.</p> <p><b>KNOWLEDGE:</b>  Apply and evaluate 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.</p> <p><b>SKILLS;</b> 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</p> <p><b>VALUES.</b> Integrate knowledge of ethical, legal and professional practice at level 3 as a nurse in care for specific groups of patients in general nursing.  <b>MEANING:</b> Integrate and use scientific language unique to the multi-disciplinary healthcare environment.  Assume responsibility for self and lower level students and workers under guidance.</p> <p><b>EXPERIENCE</b>  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</p> <p><b>SKILL DEVELOPMENT</b>  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>			
<b>Module Information:</b> 150p in 12 w		<b>SAQA Credits</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
		8		3	090899
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period</b>
		SMU		Full	S2
<b>Periods per week:</b> SMU		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>
		6	6		
<b>Pre-requisite modules for this module:</b>		Passed NUSA 301			
<b>Co-requisites modules for module:</b>		n/a			
<b>Assessment</b>		Formative and summative theory and clinical assessment for aspects in, general develop and present a group research protocol.			
<b>Assessment criteria</b>		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			
<b>Assessment methods</b>		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.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/practical	Practical	Theory		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSCA031		
<b>Module Name:</b>	Sociology 1		
<b>Content:</b>	Concepts: Society culture, Demographics, Social group and processes, Family, Race relations,		
<b>Learning Outcomes:</b>	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.		
<b>Module Information: 90 periods in 14 weeks</b>	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	8 credits	4	200701
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>
	SMU	Full	S1

<b>Periods per week:</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6,5				
<b>Pre-requisite modules for this module:</b>		n/a				
<b>Co-requisites modules for module:</b>		n/a				
<b>Assessment</b>		<p>Formative and summative assessment</p> <p>Continuous formative assessment, e-learning assignments, and tests. Summative assessment 1 x 3 hrs.</p> <p>Evaluate and interpret health patterns of specific groups in health seeking and health behaviour including sexuality.</p> <p>Evaluate the significance of sociology in the application of nursing.</p> <p>Develop therapeutic communication skills.</p> <p>Demonstrate effective leadership skills in groups and mentor 1<sup>st</sup> and 2<sup>nd</sup> year levels.</p> <p>Explore value systems of society and self.</p> <p>Approach nursing care holistically and demonstrate cultural sensitivity to groups/families (Ubuntu).</p>				
<b>Assessment criteria</b>		<p>Evidence of knowledge acquisition in sociology applied to healthcare and theories and principles of human health behaviour and healthcare practices.</p> <p>Demonstrate ability to apply knowledge in nursing practice</p>				
<b>Assessment methods</b>		Individual and group assignments, debates and discussions. 1 x 3-hour paper				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory/Practical	Theory				
	Duration	2hrs				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSCA032
<b>Module Name:</b>	Sociology
<b>Content:</b>	Concepts: Social pathology, Social change, Health and behaviour and welfare
<b>Learning Outcomes:</b>	<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for sociology</p> <p>KNOWLEDGE:</p> <p>Demonstrate ability to evaluate scientific knowledge of sociology and</p>

	apply it to healthcare and nursing. <b>SKILLS;</b> Communicate effectively with clients, family and team members orally and in writing. <b>VALUES:</b> Evaluate self-organization, society as organization and healthcare systems. <b>MEANING:</b> Demonstrate knowledge and application of leadership within a given context <b>EXPERIENCE:</b> Show evidence of internalization of ethical principles and values of culturally sensitive holistic care in nursing.				
<b>Module Information: 30 periods in 12 weeks</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	4 credits		4		200701
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S2
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2,5				

<b>Pre-requisite modules for this module:</b>		MSCA031			
<b>Co-requisites modules for module:</b>		n/a			
<b>Assessment</b>		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 1 <sup>st</sup> and 2 <sup>nd</sup> year levels. Explore value systems of society and self. Approach nursing care holistically and demonstrate cultural sensitivity to groups/families (Ubuntu).			
<b>Assessment criteria</b>		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			
<b>Assessment methods</b>		Individual and group assignments, debates and discussions. 1 x 3 hr paper			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory			
	Duration	1 ½ hr			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUJR 031				
<b>Module Name:</b>	NURSING PRACTICE 111				
<b>Content:</b>	General medical and surgical nursing. Selected conditions, neurology, endocrine and reproductive health. Research methodology 10 periods				
<b>Learning Outcomes:</b>	<p>Apply and evaluate specialty general nursing care to meet Level 3 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework.</p> <p><b>KNOWLEDGE:</b> 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. Integrate and apply basic foundational science knowledge and pharmacology in nursing practice for specific fields in nursing. Develop a group research proposal.</p> <p><b>SKILLS:</b> Apply and evaluate appropriate technical evidence-based care in specific healthcare conditions.</p> <p><b>VALUES.</b> 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><b>MEANING:</b> 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><b>EXPERIENCE</b> 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>				
<b>Module Information:</b> 120 periods in 14w weeks	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	16		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		3			
<b>Pre-requisite modules for this module:</b>	Passed all the 2 <sup>nd</sup> year courses.				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Formative and summative assessment. Case studies. Portfolio of evidence. Group research project. Clinical assessment.				

<b>Assessment criteria</b>		<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>Cooperate and collaborate with peers, faculty and other nurses in all settings</p> <p>Integrate life- saving skill competencies in all relevant settings</p> <p>Effective supervision of care in general units.</p> <p>Develop ethical, legal and professional practice appropriate for level of education.</p> <p>Integrate safety of nursing care delivery for self and others in general care for specific healthcare settings.</p>			
<b>Assessment methods</b>		<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>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Practical			
	Duration	1h			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR 032
<b>Module Name:</b>	NURSING PRACTICE 111
<b>Content:</b>	General medical and surgical nursing. Selected conditions, neurology, endocrine and reproductive health. Research methodology 10 periods
<b>Learning Outcomes:</b>	<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><b>KNOWLEDGE:</b></p> <p><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.</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><b>SKILLS:</b> <u>Apply and evaluate appropriate technical evidence-based care</u> in specific healthcare conditions.</p>

		<p><b>VALUES.</b> 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><b>MEANING:</b> <u>Integrate and use scientific language</u> unique to the multi-disciplinary healthcare environment.</p> <p>Assume responsibility for self and lower level students and workers under guidance.</p> <p><b>EXPERIENCE</b></p> <p>Submit proof of 35hrs simulation for <u>general nursing</u> procedures, , neurology diabetic and endocrine conditions (20 hours research) including 160 hours supervised direct patient care in general units.</p>				
<b>Module Information: 120 periods in 14w weeks</b>		<b>SAQA Credits</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
		8		3	090899	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period</b>	
		SMU		Full	S2	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
			3			
<b>Pre-requisite modules for this module:</b>		Passed all the 2 <sup>nd</sup> year courses.				
<b>Co-requisites modules for module:</b>		n/a				
<b>Assessment</b>		Formative and summative assessment. Case studies. Portfolio of evidence. Group research project. Clinical assessment.				
<b>Assessment criteria</b>		<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><b>Practice standards of care as a way of being as applied to different diseases.</b></p> <p>Create a therapeutic environment <b>for specific healthcare groups.</b></p> <p><u>Cooperate and collaborate with peers</u>, faculty and others nurses in all settings</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>				
<b>Assessment methods</b>		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				
<b>Mark Structure:</b>	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%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MCNA 031				
<b>Module Name:</b>	Community Health Nursing 11				
<b>Content:</b>	Primary health care and ALM ATA. District health care, indicators of health. Family hand Women's health, Nutrition. HIV and AIDS.				
<b>Learning Outcomes:</b>	<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health</p> <p><b>KNOWLEDGE:</b> Evidence of knowledge acquisition and application in family care. Evidence of competency development in community nursing care as applied. Health education. <u>Assess, evaluate and interpret health patterns</u> of specific groups in the community.</p> <p><b>SKILLS:</b> Meet required competencies <u>for assessment, diagnosis, treatment</u>, and evaluation of care in community health.</p> <p><b>VALUES:</b> 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><b>MEANING:</b> Assume responsibility for aspects of community nursing care with supervision</p>				
<b>Module Information:</b> 90 periods in 14 weeks	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	8		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S1
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5,5	1			
<b>Pre-requisite modules for this module:</b>	n/a				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Continuous formative assessment, e-learning activities and assignments. Completion of workbook Summative written theory assessment.				
<b>Assessment criteria</b>	<p>Identify and analyze historical trends in primary health care.</p> <p><b>Evaluate</b> <u>safety in nursing</u> care delivery for families, groups and the community and vulnerable individuals.</p> <p><u>Communicate effectively with clients</u>, family and team members orally and in writing.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups and specialized groups.</p> <p><b>Evaluate</b> the significance of information in the application of nursing knowledge in aspects of community nursing.</p>				

		<p><b>Apply and evaluate</b> foundational and technically orientated nursing and scientific theory (evidence-based care) in community nursing in primary and district health care.</p> <p><b>Evaluate</b> aspects of health and pathology with emphasis on <u>families and groups</u> and specific life-threatening community health conditions and events.</p> <p><b>Evaluate</b> the types of <u>healthcare systems</u> and settings and work effectively within a system.</p>			
<b>Assessment methods</b>		Formative individual and group assignments and tests. Summative assessment 1 x 3 hr. paper. Community project and campaign.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MCNA 032
<b>Module Name:</b>	Community Nursing 11
<b>Content:</b>	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.
<b>Learning Outcomes:</b>	<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for public health</p> <p><b>KNOWLEDGE:</b> 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> <p><b>Assess, evaluate</b> and interpret health patterns of specific groups in the community.</p> <p><b>SKILLS;</b> Meet required competencies for <u>assessment, diagnosis, treatment</u>, and evaluation of care in community health.</p> <p><b>VALUES.</b> Model and <b>evaluate</b> knowledge and principles of ethical and professional practice and conduct effectively in community nursing practice.</p> <p><b>Practice standards of care as a way of being in community nursing.</b></p> <p><b>MEANING:</b> Assume responsibility for aspects of community nursing care with supervision</p>

<b>Module Information: 90 periods in 12 weeks</b>		<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>		
		8		3		090899		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>		
		SMU		Full		S2		
<b>Periods per week</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>		
		7,5						
<b>Pre-requisite modules for this module:</b>		n/a						
<b>Co-requisites modules for module:</b>		n/a						
<b>Assessment</b>		Continuous formative assessment, e-learning activities and assignments. Completion of workbook Summative written theory assessment.						
<b>Assessment criteria</b>		Identify and analyze historical trends in primary health care. Evaluate safety in nursing care delivery for families, groups and the community and vulnerable individuals. Communicate effectively with clients, 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. Apply and evaluate 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 families and groups and specific life-threatening community health conditions and events. Evaluate the types of healthcare systems and settings and work effectively within a system.						
<b>Assessment methods</b>		Formative individual and group assignments and tests. Summative assessment 1 x 3 hrs. paper. Community project and campaign.						
<b>Mark Structure:</b>		Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark		60%				
		% Summative Assessment Mark		40%				
		Minimum final mark to pass (%)		50%				
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
		Theory/Practical		Theory	Practicals			
		Duration		3 HRS	1hr			
		% contribution to Summative Assessment Mark		60%	40%			
		Sub minimum		40%	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MMWA031				
<b>Module Name:</b>	Midwifery 1				
<b>Content:</b>	Normal pregnancy, birth Legislation				
<b>Learning Outcomes:</b>	<p>Level 4 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework for midwifery science:</p> <p><b>KNOWLEDGE:</b> 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><b>SKILLS;</b> Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth.</p> <p><b>VALUES.</b> 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><b>MEANING:</b> 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>				
<b>Module Information:</b> 120 periods in 14 weeks	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	16		4		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6	3			
<b>Pre-requisite modules for this module:</b>	n/a				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	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.				
<b>Assessment criteria</b>	<p>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 partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, physical examination, taking of an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</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.          Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife).          Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth post-natal and newborn care.          Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV Demonstrate creativity in the planning of care with consideration of safety and cost obstetrics  <b>SKILL DEVELOPMENT</b>          Submit proof of 50hrs Clinical instruction in midwifery care (including TOP) and direct clinical experience in midwifery</p>			
<b>Assessment methods</b>		<p>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.</p>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practice		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MMWA032
<b>Module Name:</b>	Midwifery 1
<b>Content:</b>	Normal post-natal and new-born care and applicable Legislation
<b>Learning Outcomes:</b>	<p>Level 4 outcomes of the KSVME (knowledge, skill, values, meaning and experience) framework for midwifery science:  <b>KNOWLEDGE:</b>          Apply and evaluate foundational and technically orientated evidence-based care of normal pregnancy, birth and postnatal and new-born care in midwifery fields in line with national and international standards.  <b>SKILLS;</b>          Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth post-natal and new-born care.  <b>VALUES.</b> Model and evaluate knowledge and principles of ethical behaviour and conduct effectively in midwifery practice.          Demonstrated holistic, cultural sensitivity care in obstetrics observing standards of obstetric care in line with patient satisfaction.  <b>MEANING:</b>          Demonstrate mastering of unique language of midwifery in healthcare.</p>

	Demonstrate competency in the role of midwife in healthcare in all settings for normal childbirth.				
<b>Module Information: 120 periods in 12 weeks</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	16		4		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6	4			
<b>Pre-requisite modules for this module:</b>	n/a				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Formative and summative theory in midwifery science. Continuous formative assessment of procedures and skills acquisition underpinning the competencies in midwifery care focused on normal in simulation and in clinical practice. E-learning, checklist, workbook.				
<b>Assessment criteria</b>	<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, labour ward and post-natal ward. Attend workshops and demonstrate competency in partogram and non-stress tests, 1st examination of new-born and examination of the placenta. Submit proof of attendance and clinical instruction 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. 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>Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care ante natal, birth post-natal and new-born care.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV Demonstrate creativity in the planning of care with consideration of safety and cost obstetrics</p>				
<b>Assessment methods</b>	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.				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNPA031				
<b>Module Name:</b>	Psychiatric Nursing Science 1				
<b>Content:</b>	Scientific foundations, aetiology, classification and symptomatology of mental illness and long-term mental conditions. Psychiatric nursing skills and mental health education.				
<b>Learning Outcomes:</b>	<p>Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental and social health</p> <p><b>KNOWLEDGE:</b> Apply and evaluate foundational and technically orientated nursing and scientific theory (evidence-based care) in mental health care.</p> <p><b>SKILLS;</b> Develop therapeutic communication skills.</p> <p><b>VALUES.</b> Model and evaluate knowledge and principles of ethical behaviour and conduct effectively in mental health nursing practice</p> <p><b>MEANING:</b> Evaluate and interpret language unique in the psychiatric fields.</p>				
<b>Module Information:</b> 60 periods in 14 weeks	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	8		3		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full		S1
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	.5			
<b>Pre-requisite modules for this module:</b>	n/a				
<b>Co-requisites modules for module:</b>	n/a				

<b>Assessment</b>		Continuous formative assessment e-learning activities and written tests. Summative written assessment 1 x 3 hours Clinical assessment			
<b>Assessment criteria</b>		Evidence of knowledge acquisition and competency development in mental health nursing care Recognize common well-defined health experiences and factors that influence mental health. 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 Acquire and implementation legislation on mental health care including policies and procedures with guidance Apply lifesaving competencies in mental health. Evaluate safety nursing care delivery for families, groups and the community and vulnerable individuals in mental healthcare. Create a therapeutic environment for a person with a mental disorder. Communicate effectively with clients, family and team members orally and in writing. Demonstrate knowledge and skill in health education to individuals/groups in mental health. Identify and analyse historical trends in mental health.			
<b>Assessment methods</b>		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			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory /Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNPA032
<b>Module Name:</b>	Psychiatric Nursing Science 1
<b>Content:</b>	Legislation Treatment modalities. Interpersonal and group skills Therapeutic communication and crisis intervention.
<b>Learning Outcomes:</b>	Level 3 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental and social health KNOWLEDGE: Apply and evaluate foundational and technically orientated nursing and scientific theory (evidence-based care) in mental health care. SKILLS; Develop therapeutic communication skills. VALUES. Model and evaluate knowledge and principles of ethical behaviour and

	conduct effectively in mental health nursing practice MEANING: Evaluate and interpret language unique in the psychiatric fields.				
Module Information: 60 periods in 12 weeks	SAQA Credits		ITS Course Level		CESM Code (3 <sup>rd</sup> 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 common well-defined health experiences and factors that influence mental health.</p> <p>Demonstrate knowledge of the impact of healthcare policy <b>psychiatric</b> fields and <b>evaluate</b> ethical issues and conduct on mental health care nursing practice in the SA healthcare context</p> <p>Acquire and implementation legislation on mental health care including policies and procedures with guidance</p> <p><b>Evaluate</b> safety nursing care delivery 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 therapeutic environment for a person with a mental disorder.</p> <p>Develop interpersonal and communication skills. Develop crisis intervention skills.</p> <p>Communicate effectively with clients, family and team members orally and in writing.</p> <p>Demonstrate knowledge and skill in health education 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%		
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%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR041				
<b>Module Name:</b>	General nursing, principles of administration and clinical teaching				
<b>Content:</b>	General geriatrics, palliative care, disaster nursing and disaster care, unit management and clinical teaching. Research project.				
<b>Learning Outcomes:</b>	<p>Level 4 outcomes for KSVME framework for general nursing, midwifery and psychiatric nursing care</p> <p><b>KNOWLEDGE:</b> Evidence of knowledge acquisition and competency development in evidence-based, geriatrics, and palliative care, disaster nursing, ward administration and clinical teaching.</p> <p><b>SKILLS;</b> 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><b>VALUES.</b> Influence and model professional behaviour.</p> <p><b>MEANING:</b> Demonstrate the ability to evaluate and analyse spoken and written language unique to nursing.</p> <p>Take on responsibility and accountability for self–development and other staff.</p>				
<b>Module Information: 150 periods in 12weeks</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	12		4		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6	5,5			
<b>Pre-requisite modules for this module:</b>	Passed MUPR031,MUPR032				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	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.				
<b>Assessment criteria</b>	<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 hemorrhage, obstetric interventions and emergencies, episiotomy.</p>				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MUPR042
<b>Module Name:</b>	General nursing, principles of administration and clinical teaching
<b>Content:</b>	General geriatrics, palliative care, disaster nursing and disaster care, unit management and clinical teaching. Research project.
<b>Learning Outcomes:</b>	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 behavior. MEANING: Demonstrate the ability to evaluate and analyze spoken and written language unique to nursing. Take on responsibility and accountability for self-development and other staff.

<b>Module Information: 150 periods in 12weeks</b>		<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
		12		4		090899	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full		S2	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		6	5,5				
<b>Pre-requisite modules for this module:</b>		Passed NUPRA 401 S1					
<b>Co-requisites modules for module:</b>		n/a					
<b>Assessment</b>		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.					
<b>Assessment criteria</b>		<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 haemorrhage, 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.  <b>EXPERIENCE</b>          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>					
<b>Assessment methods</b>		<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>					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				

<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practice		
	Duration	3hrs	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MMWA041				
<b>Module Name:</b>	Midwifery 2				
<b>Content:</b>	Abnormal pregnancy, birth				
<b>Learning Outcomes:</b>	<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for midwifery and neonatal science</p> <p><b>KNOWLEDGE:</b> Evidence of knowledge acquisition and competency development in midwifery care in case of complications and emergency life-saving care of pregnancy, perinatal care, birth.</p> <p><b>SKILLS;</b> Demonstrate acquired lifesaving competencies in midwifery field with reference to foetal surveillance, eclampsia, obstetric haemorrhage, obstetric emergencies, interventions, intra uterine resuscitation and management PMTCHIV</p> <p><b>VALUES.</b> Evaluate and apply 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</p> <p><b>MEANING:</b> Demonstrate insight in the role of midwife within a given context and evaluate models of care in midwifery.</p>				
<b>Module Information:</b> 180 periods in 14 weeks	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	16		4		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S1
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	10	3			
<b>Pre-requisite modules for this module:</b>	Passed MMWA031,MMWA032				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Continuous formative of specific skills and procedures. Abnormal mechanism, episiotomy repair, emergency interventions, interventions Summative theory 1 x 3 hrs. Clinical assessment				
<b>Assessment criteria</b>	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>Evaluate the significance of information in the application of midwifery knowledge to identify risks in obstetrics.</p> <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 foetal surveillance, eclampsia, obstetric haemorrhage, 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 foetal surveillance, and episiotomy and interventions, mechanism and management of abnormal presentation,</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 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: Midwifery hours and 30 hours(45 periods) clinical instruction.</p>			
<b>Assessment methods</b>		Formative individual video reports, e-learning tests, group and individual assignments and presentations.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MMWA042
<b>Module Name:</b>	Midwifery 2
<b>Content:</b>	Abnormal post-natal and peri- and neonatal care, premature, and congenital abnormalities, loss and grief.
<b>Learning Outcomes:</b>	Level 4 outcomes for KSVME (knowledge, skill, values meaning and

	<p>experience) framework for midwifery and neonatal science</p> <p><b>KNOWLEDGE:</b> 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><b>SKILLS;</b> Demonstrate acquired lifesaving competencies in midwifery field with reference to foetal surveillance, perinatal care, neonatal resuscitation and management PMTCHIV.</p> <p><b>VALUES.</b> Evaluate and apply ethical behaviour 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.</p> <p><b>MEANING:</b> Demonstrate insight in the role of midwife within a given context and evaluate models of care in midwifery.</p>				
<b>Module Information: 120 periods in 12 weeks</b>	<b>SAQA Credits</b>		<b>ITS Course Level</b>		<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	16		4		090899
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period</b>
	SMU		Full		S2
<b>Periods per week</b>	<b>Classes</b>	<b>Practical's</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	7	3			
<b>Pre-requisite modules for this module:</b>	Passed MMAW031				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	<p>Continuous formative of specific skills and procedures, neonatal jaundice, kangaroo mother care, fluid calculation of new-born, breastfeeding, emergencies and neonatal resuscitation. HIV nutrition</p> <p>Summative theory 1 x 3 hrs. Clinical assessment</p>				
<b>Assessment criteria</b>	<p>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.</p> <p>Evaluate the significance of information in the application of midwifery knowledge to identify risks in obstetrics.</p> <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 foetal 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 foetal surveillance, breastfeeding, newborn care and neonatal resuscitation.</p> <p>Evaluate and apply ethical behaviour patterns consistent with the code of</p>				

		<p>conduct of a midwife in the given context.          Demonstrate awareness of the value of patient satisfaction and apply strategies to improve quality of care considering BBFI          Evaluate philosophies of care and differentiate the roles of midwives' contexts.          Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning Midwifery 300 hours and 30 hours (45 periods) clinical instruction (total 62 or 90 periods) 15 post-natal cases Case Study.</p>			
<b>Assessment methods</b>		Formative individual video reports, e-learning tests, group and individual assignments and presentations. Clinical assessment			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNPA 041		
<b>Module Name:</b>	Psychiatric Nursing Science 11		
<b>Content:</b>	Mental retardation, Child and Adolescent mental health care		
<b>Learning Outcomes:</b>	<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for mental healthcare.          KNOWLEDGE: Analyse relevant scientific and discipline specific information in the provision of mental retardation, child and adolescent psychiatric care.          SKILLS; Assess and analyse and apply complex health patterns of mental health care for clients/children/adolescents.          VALUES. Influence and model professional behaviour in mental health care.          MEANING: Demonstrate the ability to evaluate and analyse spoken and written language unique to mental health nursing.</p>		
<b>Module Information:</b> 120 periods in 12 weeks	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	12	4	090899
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b>
	SMU	Full	S1

Periods per week	Classes	Practical's	Tutorial	Seminars	Independent Learning
		6	4		
<b>Pre-requisite modules for this module:</b>	PASSED 3 <sup>rd</sup> year modules				
<b>Co-requisites modules for module:</b>	n/a				
<b>Assessment</b>	Continuous formative assessment through tests and assignments Summative assessment 1x 3 hr paper. Clinical assessment.				
<b>Assessment criteria</b>	<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 mental health and health promotion and the impact of multiple factors influencing mental health care.</p> <p>Work effective within an integrated health care system at levels 1 2 &amp; 3 and demonstrate ability to function independently in mental health care.</p> <p>Analyse mental health legislation, laws and ethical principles applied to mental health nursing</p> <p>Interpret apply and influence standards of care for mental health.</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 safety in the delivery of specialized care in the fields of psychiatry</p> <p>Evaluate care and therapeutic environment in mental healthcare in various settings.</p> <p>Demonstrate interdisciplinary and inter-professional collaboration in mental healthcare.</p> <p>Evaluate and analyse culturally sensitive nursing practices in mental health care.</p> <p>Show competence in record keeping 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</p> <p>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>				
<b>Assessment methods</b>	Continuous assessment, tests, individual and group assignments, clinical individual and group proficiency assessments. Summative assessment 1 x 3 hrs. written paper and clinical assessment.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

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

		of psychiatric nursing science Evaluate care and therapeutic environment in mental healthcare in various settings. Demonstrate interdisciplinary and inter-professional collaboration in mental healthcare. Evaluate and analyse culturally sensitive nursing practices in mental health care. Show competence in record keeping 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			
<b>Assessment methods</b>		Continuous assessment, tests, individual and group assignments, clinical individual and group proficiency assessments, case studies Summative assessment 1 x 3 hr Written paper theory. Clinical assessment			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory/Practical	Theory	Practical		
	Duration	3 HRS	1hr		
	% contribution to Summative Assessment Mark	60%	40%		
	Sub minimum	40%	40%		

## SHC B4 BACHELOR OF ADVANCED NURSING SCIENCE DEGREE PROGRAMME (BANS01)

### SHC B4.1 SELECTION AND ADMISSION REQUIREMENTS

#### SHC B4.1.1 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 practiced as a registered nurse for at least one (1) year.

#### SHC B4.1.2 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 B4.1.3 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.
- (v) 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 4.2** Attendance of all clinical practicals is compulsory

### **SHC B4.3 Duration**

**SHC B4.3.1** 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.

All pathway subjects are registerable with SANC as an additional qualification

### **SHC B4.3.2 Credits for completed university diploma**

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

<b>CORE (COMPULSORY) MODULES</b>	<b>Credits</b>	<b>Pre-Requisite</b>
MSCA020 Sociology (2 <sup>nd</sup> year)	12	
<b>MODULES FOR 2<sup>ND</sup> PATHWAY/SPECIALITY</b>		
<b>CHOOSE ONE OTHER PATHWAY, EITHER CNS/NE, CNS &amp; HSM, HSM &amp; NE</b>		
<b>(REQUIRED CREDITS: 120 +)</b>		
<b>CNS MODULES</b>		
<b>022CNS II</b>		
MCNA020 Community Health Nursing Practice	24	
MTRA020 Trends in Primary Health Care ( new code MNMC030)	32	
<b>022CNS III</b>		
MHEA030 Health Promotion	32	
MNMB030 Community Development and Project Management <b>OR</b> MGEAC030 Elderly Care	20	
<b>MODULES FOR 2<sup>ND</sup> PATHWAY/ SPECIALITY</b>		
<b>CHOOSE ONE OTHER PATHWAY, EITHER CNS/NE</b>		
<b>(REQUIRED CREDITS: 120+)</b>		
<b>HSM PATHWAY</b>		
<b>REGISTER FOR: CORE MODULE</b>		
<b>HSM MODULES</b>		
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
<b>NE PATHWAY</b>		
<b>REGISTER FOR:</b>		
<b>CORE MODULE</b>		
MPRT010 Principles of Tertiary Education	8	
<b>NE MODULES</b>		
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	
<b>NB: PSYCHIATRIC NURSING SCIENCE (022PSYCH)</b>		
<b>MIDWIFERY &amp; NEONATAL CARE (022MIDNC)</b>		
<b>MEDICAL SURGICAL NURSING (022MSN)</b>		
<b>NOTE REGARDING CREDIT TOTALS</b>		
CNS & HSM	364	
HSM & NE	364	
CNS & NE	380	

## SHC B 4.4 CURRICULUM INFORMATION REQUIRED

<b>School:</b>	School of Health Care Sciences	<b>Faculty:</b>	Health Sciences					
<b>Qualification Name:</b>	Bachelor of Advanced Nursing Science	<b>Qualification Code:</b>	BANS01					
<b>Campus:</b>	SMU Campus	<b>Last Revision date:</b>	2012					
<b>Total SAQA Credits for Qualification:</b>	360	<b>Is this a fixed Curriculum:</b>	Yes					
<b>Once-off Implementation Year:</b>	Yes (All year levels changes are implemented in the same year)							
<b>Migration Implementation Years:</b>	<b>Year level 1:</b>	2013	<b>Year level 2:</b>	2014	<b>Year level 3:</b>	2015	<b>Year level 4:</b>	2016
	<b>Year level 5:</b>	2017	<b>Year level 6:</b>	20	<b>Year level 7:</b>	20		

PERIOD OF STUDY / YEAR LEVEL 2					
Year Modules					
	Module Code	Offering Period <sup>2</sup>	Possible major <sup>3</sup>	SAQA Credit	Hemis Credit <sup>4</sup>
	The following _____ module/s are <b>COMPULSORY</b>				
	Choose <b>6</b> modules (3 from each of the 2 specialization fields) of the following <b>ELECTIVE/S</b>				
<b>TOTAL CREDITS FOR YEAR LEVEL 2</b>				<b>120</b>	<b>1</b>

PERIOD OF STUDY / YEAR LEVEL 2					
Year Modules					
X <sup>1</sup>	Module Code	Offering Period <sup>2</sup>	Possible major <sup>3</sup>	SAQA Credit	Hemis Credit <sup>4</sup>
	The following <u>2</u> module/s are <b>COMPULSORY</b>				
	<b>1<sup>st</sup> ELECTIVE COMMUNITY &amp; EDUCATION</b>				
	MCNA020	1 year	Yes	24	0.2
	MTRA020	1 year	Yes	32	0.19
	MSCA020	1 year	Yes	12	.1
	MEDA020	1 year	Yes	28	.23
	MEDB020	1 year	Yes	24	0.2
	<b>TOTAL CREDITS</b>			<b>120</b>	<b>1</b>
	<b>2<sup>nd</sup> ELECTIVE - EDUCATION &amp; HEALTH SERVICE MANAGEMENT</b>				
	MHMA020	1 year	Yes	28	0.2
	MNUA020	1 year	Yes	28	0.2
	MSCA020	1 year	Yes	12	.1
	<b>TOTAL CREDITS</b>			<b>120</b>	<b>1</b>
	<b>3<sup>rd</sup> ELECTIVE - COMMUNITY &amp; HEALTH SERVICE</b>				
	MCNA020	1 year	Yes	24	0.19
	MTRA020	1 year	Yes	32	0.26
	MSCA020	1 year	Yes	12	.09
	MHMA020	1 year	Yes	28	0.23
	MNUA020	1 year	Yes	28	0.23
	<b>TOTAL CREDITS</b>			<b>124</b>	<b>1</b>



<b>Module Code:</b> (4 alphabetic & 3 numeric)		MSCA 020			
<b>Module Name:</b>		Sociology 1			
<b>Content:</b>		Concepts Society culture Demographics Social group and processes, Family race relations, Environment Social pathology Social change Health and behaviour welfare			
<b>Learning Outcomes:</b>		<ul style="list-style-type: none"> <li>• Demonstrate understanding of Concepts Society Culture Demographics Social group and processes.</li> <li>• Discuss family race relations.</li> <li>• Describe environment Social Pathology Social Change Health and behaviour welfare.</li> <li>• Apply the framework of sociology</li> </ul>			
<b>Module Information:</b>		<b>SAQA Credit</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
		16 credits		3	200701
<b>Delivery Information:</b>		<b>SMU Campus</b>		<b>Full/Part Time</b>	<b>Period Year</b>
		SMU		Full	Year
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>
		3		5	5
<b>Independent Learning</b>		10			
<b>Pre-requisite modules for this module:</b>		N/A			
<b>Co-requisites modules for module:</b>		N/A			
<b>ASSESSMENT:</b>		Formative and summative assessment			
<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>• Demonstrate understanding of Concepts Society Culture Demographics Social group and processes.</li> <li>• Discuss family race relations.</li> <li>• Describe environment Social Pathology Social Change Health and behaviour welfare.</li> <li>• Apply the framework of sociology</li> </ul>			
<b>Assessment Methods:</b>		Tests, assignments, examination.			
<b>Mark Structure:</b>		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%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		Theories and Models influencing Educational Process			
<b>Module Name:</b>		MEDB 030			
<b>Content:</b>		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.			
<b>Learning Outcomes:</b>		<ul style="list-style-type: none"> <li>• Demonstrate application of theories to nursing education and research.</li> <li>• Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory.</li> <li>• Apply the selected theories to nursing education.</li> </ul>			
<b>Module Information:</b>		<b>SAQA Credits</b> 32		<b>ITS Course Level</b>	
		32		L7	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	
		SMU		Full/Part Time	
<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>				Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>
		6		10	10
<b>Independent Learning</b>		10			
<b>Pre-requisite modules for this module:</b>		Passed Level 2 modules			
<b>Co-requisites modules for module:</b>					
<b>ASSESSMENT:</b>		Formative and summative assessment			
<b>Assessment Criteria</b>		<ul style="list-style-type: none"> <li>• Demonstrate application of theories to nursing education and research.</li> <li>• Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory.</li> <li>• Apply the selected theories to nursing education.</li> </ul>			
<b>Assessment Methods:</b>		Tests, assignments, projects, examination			
<b>Mark Structure:</b>	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%			

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MTRA 020
<b>Module Name:</b>	Trends in Primary Health Care
<b>Content:</b>	<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>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Demonstrate Competency in providing comprehensive primary health care within policies and legal framework.</li> <li>• 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.</li> <li>• Discuss trends that influence health care provision in relation to demography, socio cultural issues, economic and political factors.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discuss Primary Health Care (PHC) as a strategy of health care delivery will be</li> </ul>

	<p>explored within the framework of the transformation of the health care system.</p> <ul style="list-style-type: none"> <li>• Discuss policies for transformation at all the levels with specific references to District Health Management.</li> <li>• Demonstrate knowledge and understanding of epidemiological approaches in investigating diseases.</li> <li>• Interpret epidemiological data and understand the approaches used in the epidemiological investigations of infectious and non-infectious diseases/health problems.</li> <li>• Apply epidemiological principles, process and methods in the evaluation of health services</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b> 32	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	32	3	090809
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full	Year

<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6		10	10	10
<b>Pre-requisite modules for this module:</b>	N/A				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT:</b>	Formative and summative assessment				
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>• Demonstrate Competency in providing comprehensive primary health care within policies and legal framework.</li> <li>• 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.</li> <li>• Discuss trends that influence health care provision in relation to demography, socio cultural issues, economic and political factors.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Discuss policies for transformation at all the levels with specific references to District Health Management.</li> </ul>				
<b>Assessment Methods:</b>	Tests, projects, assignments, portfolio, examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	Final mark	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

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

		<ul style="list-style-type: none"> <li>• Discuss the role of an educator in curriculum development.</li> <li>• Demonstrate ability to design a curriculum following the SAQA &amp; NQF format; application of higher educational outcomes according to SAQA to programmes, elements for curriculum development, application of the major philosophies underpinning OBE curriculum.</li> <li>• Describe the process of submission of curriculum to SANC.</li> <li>• Describe curriculum and course or programme evaluation.</li> <li>• Demonstrate ability to maintain course or programme accreditation; role of providers, role of the ETQAs and the SANC.</li> <li>• Discuss the responsibility of the educator with regard to curriculum review; the multicultural curriculum. Submission of qualifications to SAQA (format).</li> </ul>			
<b>Assessment Methods:</b>		Tests, assignments, projects, examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	Final mark = % Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MEDA 020
<b>Module Name:</b>	Educational Principles and Processes
<b>Content:</b>	<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; Counselling 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>
<b>Learning Outcomes:</b>	<p>Module 1:</p> <ul style="list-style-type: none"> <li>• Discuss nursing philosophy, educational philosophy and personal philosophy.</li> <li>• Describe the influence of personal philosophy on teaching-learning</li> </ul>

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

		<ul style="list-style-type: none"> <li>• Discuss counselling of personnel and students.</li> <li>• Discuss conflict management, course management; management of the assessment system; principles; problems and strategies for educator evaluation.</li> <li>• Describe the principles of teaching and learning in adult education, and appropriately apply these principles during practical sessions.</li> <li>• Demonstrate competency in ensuring quality management of an educational institution.</li> </ul>			
<b>Assessment Methods:</b>		Tests, assignment, examination.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	45%			
	Final mark	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory	Theory		
	Duration	3 hours	3 hours		
	% contribution to Summative Assessment Mark				
	Sub minimum	40%	40%		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MHMA 020		
<b>Module Name:</b>	Health Service Management I		
<b>Content:</b>	<p><b>Health Services Management:</b> 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.</p>		
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Discuss manpower planning: situational analysis, job design analysis and evaluation, recruitment, selection, placement, induction.</li> <li>• Discuss the role of the manager in industrial relations and SA's industrial relations system;</li> <li>• Discuss organizational behaviour and process; Organizational change and development'; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning.</li> <li>• Discuss motivational Theories; Modes of organizing patient care; and patient advocacy, quality surveillance.</li> <li>• Demonstrate competency in providing quality health service management.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b> 28	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	28	L7	090802

<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full/Part Time		Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		6		10	10	10	
<b>Pre-requisite modules for this module:</b>		Passing level one modules					
<b>Co-requisites modules for module:</b>		None					
<b>ASSESSMENT:</b>		Formative and summative assessment					
<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>• Discuss manpower planning: situational analysis, job design analysis and evaluation, recruitment, selection, placement, induction.</li> <li>• Discuss the role of the manager in industrial relations and SA's industrial relations system;</li> <li>• Discuss organizational behaviour and process; Organizational change and development; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning.</li> <li>• Discuss motivational Theories; Modes of organizing patient care; and patient advocacy, quality surveillance.</li> <li>• Demonstrate competency in providing health service management.</li> <li>• Discuss the genesis of human rights in the world and South Africa. Nature and theories of human rights.</li> <li>• Discuss the relationship of health and human rights.</li> <li>• Discuss the international and national human rights instruments, organizations.</li> <li>• Discuss the role of the nurse and midwife patient advocacy and social justice.</li> <li>• Discuss the rights of patients, communities and all vulnerable groups.</li> <li>• 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.</li> </ul>					
<b>Assessment Methods:</b>		Tests, assignment, examination.					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		45%				
	Final mark	% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory / Practical		Theory				
	Duration		3 hours				
	% contribution to Summative Assessment Mark						
	Sub minimum		40%				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MNUA 020
<b>Module Name:</b>	Personnel Management I

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MHEA 030			
<b>Module Name:</b>	Health Promotion			
<b>Content:</b>	<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>			
<b>Learning Outcomes:</b>	<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>			
<b>Module Information:</b>	<b>SAQA Credits</b> 32		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>
	3 2		L7	090809
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full/Part Time	Year
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars/ Independent Learning</b>
	6		10	10/10
<b>Pre-requisite modules for this module:</b>	Passing level two modules			
<b>Co-requisites modules for module:</b>	None			
<b>ASSESSMENT:</b>	Formative and summative assessment			

<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>Assess the lifestyle and health needs of the individual, groups and communities</li> <li>Plan the health promotion program</li> <li>Implement the intervention specific to the health problems in South Africa</li> <li>Evaluate health promotion programs</li> <li>Market health utilizing the media and health days.</li> <li>Identify and explain the patho-physiology, management of opportunistic infections and epidemiology of HIV/AIDS in South Africa.</li> <li>Conduct pre and post counseling to patients undertaking the test</li> <li>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.</li> <li>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.</li> </ul>				
<b>Assessment Methods:</b>		Tests, assignment, projects, examination.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		45%			
	Final mark	% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical		Theory			
	Duration		3 hours			
	% contribution to Summative Assessment Mark					
	Sub minimum		40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MNMB 030	
<b>Module Name:</b>		Community Development and Project Management	
<b>Content:</b>		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	
<b>Learning Outcomes:</b>		Demonstrate cognitive, affective and managerial skills efficiently when involved in community development project..	
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
		20	090809
<b>Delivery Information:</b>		<b>ITS Course Level</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		L7	Year
		<b>Campus</b>	<b>Full/Part Time</b>
		SMU	Full/Part Time

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MGEAC 030		
<b>Module Name:</b>	Elderly Care		
<b>Content:</b>	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.		
<b>Learning Outcomes:</b>	Demonstrate competencies in assessment of the physical, physiological, social and psychological problems associated with ageing.		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>
	20	L7	090809
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full/Part Time	Year

<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6		10	10	10
<b>Pre-requisite modules for this module:</b>	Passing level two modules				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT:</b>	Formative and summative assessment				
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>Differentiate between the concepts, middle age, elderly and the age</li> <li>Identify an explain the physical, physiological changes taking place in the aged relating to the pathology</li> <li>Apply the related pathologies to the lives of the aged socially and economically</li> <li>Design health education programme based on health status, social and psychological problems of age</li> </ul>				
<b>Assessment Methods:</b>	Tests, assignment, projects, examination.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MTRA 030
<b>Module Name:</b>	Trends in Health Service Management
<b>Content:</b>	<p>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.</p> <p>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.</p>
<b>Learning Outcomes:</b>	Demonstrate effective and efficient managerial skills in health services.

<b>Module Information:</b>		<b>SAQA Credits</b> 28	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b> <b>(Six Numbers)</b>		
		28	L7	090802		
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period</b> <b>(Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
		SMU	Full/Part Time	Year		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6		10	10	10
<b>Pre-requisite modules for this module:</b>						
<b>Co-requisites modules for module:</b>		None				
<b>ASSESSMENT:</b>		Formative and summative assessment				
<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>Identify and describe contemporary issues and trends influencing health service management,</li> <li>Develop a budget for health service</li> <li>Apply the models of managed care, case management,</li> <li>Apply Ubuntu, strategic planning, in marketing, negotiations and transformation issues.</li> </ul>				
<b>Assessment Methods:</b>		Tests, assignment, projects, examination.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		45%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory / Practical		Theory			
	Duration		3 hours			
	% contribution to Summative Assessment Mark		40%			
	Sub minimum		40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MHMA 030
<b>Module Name:</b>	Health Service Management II
<b>Content:</b>	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.				
<b>Learning Outcomes:</b>	Demonstrate effective and managerial skills.				
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>		
	32	L7	090802		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
	SMU	Full/Part Time	Year		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6		10	10	10
<b>Pre-requisite modules for this module:</b>	Passing level two modules				
<b>Co-requisites modules for module:</b>	None				
<b>ASSESSMENT:</b>	Formative and summative assessment				
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>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;</li> <li>Utilization of research methodology and statistics in organizations; Influence and utilization of theories and models in the health service environment; Networking;</li> <li>Apply theoretical approaches to problem solving and decision making.</li> <li>Develop policy and procedures portfolio</li> </ul>				
<b>Assessment Methods:</b>	Tests, assignment, projects, examination.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		45%		
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MNUA 030				
<b>Module Name:</b>		Personnel management II				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		Demonstrate effective and efficiently personnel management..				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>ITS Course Level</b>	<b>CESM Code (3<sup>rd</sup> Order) (Six Numbers)</b>	
		32		L7	090802	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full/Part Time	Year	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practicals</b>	<b>Tutorial</b>	<b>Seminars</b>	
		20		10	10	
<b>Independent Learning</b>		10				
<b>Pre-requisite modules for this module:</b>		Passing level two modules				
<b>Co-requisites modules for module:</b>		None				
<b>ASSESSMENT:</b>		Formative and summative assessment				
<b>Assessment Criteria:</b>		<ul style="list-style-type: none"> <li>Describe the concept staffing management and scheduling:</li> <li>Apply Information systems in real working situation</li> <li>Develop the portfolio, which includes conditions of service and employee benefits, preparation for retirement; selected aspects of staffing; quality of work.</li> </ul>				
<b>Assessment Methods:</b>		Tests, assignment, projects, examination.				
<b>Mark Structure:</b>		Minimum Form Assessment Mark for exam admission (%)		45%		
		Final mark =	% Formative Assessment Mark	60%		
			% Summative Assessment Mark	40%		
		Minimum final mark to pass (%)		50%		
<b>Summative Assessment Paper:</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	
		Theory / Practical	Theory			
		Duration	3 hours			
		% contribution to Summative Assessment Mark				
		Sub minimum	40%			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MTRA030
<b>Module Name:</b>	Trends in Higher Education
<b>Content:</b>	<p>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>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>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>Theories influencing the educational process, development, components, selection, benefits, critical analysis, assumptions, and reflection on a theory. Application of theories to nursing education.</p>
<b>Learning Outcomes:</b>	<p>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).</p> <ul style="list-style-type: none"> <li>• Discuss enhancement of quality assessment; moderation.</li> <li>• Discuss dimensions of assessment.</li> <li>• Discuss qualitative versus quantitative assessment of theory and clinical practice;</li> <li>• Compare the paradigm shift from traditional to outcome-based assessment.</li> <li>• Demonstrate competency in selecting and applying different assessment strategies.</li> <li>• Discuss Policies and Acts influencing the educational context.</li> <li>• Discuss contemporary educational delivery systems; Community-based Education (CBE), Community-based Learning (CBL), Community- oriented Education (COE), Problem-based Learning (PBL),</li> <li>• Discuss challenges influencing nursing and nursing education.</li> <li>• Describe information management skills,</li> <li>• Discuss lifelong learning,</li> <li>• Critically discuss self-directed learning, reflection and reflective practice.</li> <li>• Describe learning facilitation and the skills of a facilitator.</li> <li>• Discuss Continuing Professional Development (CPD).</li> <li>• Design a policy on the Recognition of Prior Learning (RPL).</li> </ul>

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

		<p>in adult education.</p> <ul style="list-style-type: none"> <li>• Apply principles of teaching and learning in adult education in a classroom situation, clinical and facilitation of learning.</li> <li>• Demonstrate effective management of a teaching and learning environment and competency in college management.</li> <li>• Demonstrate application of theories to nursing education and research.</li> <li>• Discuss development, components, selection, benefits, assumptions, critical analysis and reflection on a theory.</li> <li>• Apply the selected theories to nursing education.</li> </ul>			
<b>Assessment Methods:</b>		Tests, assignments, presentations, examination, portfolio			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	45%			
	Final mark =	% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment Paper:</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark				
	Sub minimum	40%			

## SHC B5 Bachelor of Occupational Therapy Degree Programme (BOTA01)

### SHC B5.1 Selection and Admission Requirements

#### SHC B5.1.1 Selection

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

#### SHC B5.1.2 National Senior Certificate (NCS) Applicants:

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

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

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 B5.2 Registration with the HPCSA

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

#### SHC B.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.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 B.5 Registration and timetables clashes

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

#### SHC B5.6 Requirements for Progression to the next level

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

#### SHC B5.7 Assessment of Clinical Modules

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

#### SHC B5.8 Supplementary Assessment

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

**SHC B5.9 Repeating modules****SHC B5.9.1 Non-clinical module(s)**

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

**SHC B5.9.2 Clinical module(s)**

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

**SHC B5.10 Failure of final year**

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

**SHC B5.11 Carrying of Subjects**

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

**SHC B5.12 Curriculum Information**

CURRICULUM INFORMATION									
<b>School:</b>		HEALTH CARE SCIENCES							
<b>Qualification Name:</b>		Bachelor of Occupational Therapy			<b>Qualification Code:</b>		BOTA01		
<b>Campus:</b>		Sefako Makgatho Health Sciences University			<b>Last Revision date:</b>				
<b>Total SAQA Credits for Qualification:</b>		480			<b>Is this a fixed Curriculum:</b>		Yes		
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
Semester Modules					Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are <b>COMPULSORY</b>					The following 7 modules are <b>COMPULSORY</b>				
MPHY012	S2	N	12	0.1	MANA010	Y	N	32	0.267
MPCL011	S1	N	12	0.1	MSCL010	Y	N	8	0.067
MPCL012	S2	N	12	0.1	MTHE010	Y	Y	8	0.067
					MFUO010	Y	Y	8	0.067
					MITTH101	Y	Y	8	0.067
					MEHS010	Y	N	12	0.10
					MOCT010	Y	Y	8	0.067
<b>Total credits for Semester modules</b>			<b>36</b>	<b>0.3</b>	<b>Total credits for Semester 2 modules</b>			<b>84</b>	<b>0.7</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 120; HEMIS CREDITS = 1</b>									
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2				
Semester Modules					Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are <b>COMPULSORY</b>					The following 6 modules are <b>COMPULSORY</b>				
MPSA021	S1	N	20	0.156	MOTC020	Y	Y	12	0.094
MPSA022	S1	N	20	0.156	MOTB020	Y	Y	20	0.188
					MPIA022	Y	N	32	0.250
					MOTD020	Y	Y	8	0.094
					MCSA020	Y	N	4	0.031
					MOTA020	Y	Y	4	0.031
<b>Total credits for Semester 1 modules</b>			<b>40</b>	<b>0.312</b>	<b>Total credits for Semester 2 modules</b>			<b>80</b>	<b>0.688</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 120; HEMIS CREDITS = 1</b>									

PERIOD OF STUDY / YEAR LEVEL 3					PERIOD OF STUDY / YEAR LEVEL 3				
Semester Modules					Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are <b>COMPULSORY</b>					The following 5 modules are <b>COMPULSORY</b>				
MRCA031	S1	Y	8	0.067	MOTD030	Y	Y	20	0.167
MCSA031	S1	Y	16	0.133	MOTE030	Y	Y	20	0.167
					MOTA030	Y	Y	12	0.1
					MOTC030	Y	Y	28	0.166
					MOTF030	Y	Y	16	0.133
<b>Total credits for Semester 1 modules</b>			<b>24</b>	<b>0.2</b>	<b>Total credits for Semester 2 modules</b>			<b>96</b>	<b>0.8</b>
<b>TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 120; HEMIS CREDITS = 1</b>									
PERIOD OF STUDY / YEAR LEVEL 4									
Year Modules									
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 4 modules are <b>COMPULSORY</b>									
MOTB040	Y	Y	44	0.367					
MOTC040	Y	Y	40	0.333					
MOTA040	Y	Y	12	0.1					
MOTR040	Y	Y	24	0.2					
<b>Total credits for Semester 1 modules</b>			<b>120</b>	<b>1</b>					
<b>TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 120; HEMIS CREDITS = 1</b>									

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

<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>		
		12		5		110104		
<b>Delivery Information:</b>		<b>Campus</b>			<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU			Full time		Y	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>		
		6						
<b>Pre-requisite modules for this module:</b>		None						
<b>Co-requisites modules for module:</b>		None						
<b>Assessment criteria</b>		<p>Students are assessed for the learning/competence of the following knowledge and skills components:</p> <ul style="list-style-type: none"> <li>• Academic Reading – basic and intermediate</li> <li>• Understand and draw information stated explicitly and implicitly</li> <li>• Identify the main ideas of a given text</li> <li>• Present information precisely in tables and graphs</li> <li>• Paraphrase author's statements</li> <li>• Summarise a long text into essentials</li> <li>• Academic/Scientific Writing - basic and intermediate</li> <li>• Construct acceptable sentences</li> <li>• Generate well-structured, coherent paragraphs</li> <li>• Select, organize and present information in accordance with scientific writing conventions</li> <li>• Master basic grammar, punctuation and spelling, oral communication and presentation and participate in group and class discussions</li> <li>• Use PowerPoint effectively to present an academic topic</li> <li>• Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue</li> <li>• Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture</li> </ul>						
<b>Assessment method</b>		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).						
<b>Mark Structure:</b>		Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark		60%				
		% Summative Assessment Mark		40%				
		Minimum final mark to pass (%)		50%				
<b>Summative Assessment</b>				<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
		Theory (duration)		Theory				
		Practical (duration)		3h				
		% contribution to Summative Assessment Mark		100				
		Sub minimum		40				

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPHY012				
<b>Module Name:</b>		Biophysics 1C				
<b>Content:</b>		Mathematical review and units Mechanics Molecular phenomena Temperature, heat, energy Pressure Electricity and magnetism Waves, sound and optics Nuclear radiation				
<b>Learning Outcomes:</b>		The student will be able to: <ul style="list-style-type: none"> <li>• Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations.</li> <li>• To apply the fundamentals laws of physics to anatomical and physiological functions of the human body.</li> <li>• Relate various physical concepts to real life situations.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		5		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		7.5		2		
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated.</li> <li>• Discuss logically the approach to solving problems that are analogous to various real life situations.</li> </ul>				
<b>Assessment method</b>		Formal written tests; Tutorials; written summative assessment				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)		Theory			
	Practical (duration)		2h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MANA010
<b>Module Name:</b>	Human Anatomy
<b>Content:</b>	<p>Introduction to Anatomy</p> <p>The Back</p> <p>The Upper Limb</p> <p>The Thorax</p> <p>The Head and Neck</p> <p>Neuro-anatomy</p> <p>The Abdomen and Pelvis</p> <p>The Lower Limb</p>
<b>Learning Outcomes:</b>	<p>Terminology and movement</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the anatomical position.</li> <li>2. Identify and describe all anatomical planes, sections, directions and movements, as well as execute the movements.</li> </ol> <p>Skeletal system</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Use the terminology related to the bones and joints, skin, fascia and muscle</li> </ol> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. List and describe the various types, locations and functions of fascia, skin and muscles</li> <li>2. Use terminology related to muscles correctly.</li> </ol> <p>Nervous system</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. Classify the nervous system according to structure and function.</li> <li>2. Differentiate between the central nervous system and peripheral nervous system, somatic and autonomic systems, as well as describe the components of each system.</li> </ol> <p>Cardiovascular and lymphatic systems</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between the cardiovascular system and lymphatic system, as well as the three types of circulation.</li> <li>2. List and describe the different components of the cardiovascular and lymphatic systems.</li> <li>3. Use the terminology related to the cardiovascular system and lymphatic system and give relevant examples.</li> </ol> <p>Back</p> <p>Vertebral column and joints</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the general characteristics parts and movements of the vertebral column, its joints, muscles and ligaments.</li> <li>2. Identify, describe and draw the parts of a typical vertebra.</li> </ol> <p>Muscles and surface anatomy</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the muscles found in each of the main groups of back muscles</li> <li>2. Locate and describe the triangles found on the back.</li> <li>3. Identify and describe the nerves of the back.</li> <li>4. Identify the bony and muscular landmarks palpable on a patient.</li> </ol> <p>Upper limb</p> <p>Regions : Scapular and Pectoral</p> <p style="padding-left: 40px;">Axilla</p> <p style="padding-left: 40px;">Arm and cubital fossa</p> <p style="padding-left: 40px;">Fore-arm</p> <p style="padding-left: 40px;">Hand</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe the regions of the upper limb, bony landmarks, ligaments, joints and muscles of each region.</li> </ol>

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

<b>Assessment criteria</b>		Display the ability to identify, describe, differentiate between and discuss the following: <ul style="list-style-type: none"> <li>• Terminology and movement</li> <li>• Skeletal system</li> <li>• Skin, fascia and muscle</li> <li>• Nervous system</li> <li>• Cardiovascular and lymphatic systems</li> <li>• Back: Vertebral column and joints; muscles and surface anatomy</li> <li>• Upper limb</li> <li>• Thorax (including thoracic wall; diaphragm; pleura and pleural cavities; mediastinum; pericardium and heart; vessels and nerves of the thorax; surface anatomy)</li> <li>• Head and neck (including: osteology of the skull and mandible; muscles and structures of the neck, face and scalp; vessels and nerves of the head and neck; digestive system of the head and neck; respiratory system of the head and neck; orbit and eye; ear)</li> <li>• Neuro-anatomy: meninges and dural venous sinuses; cisterns and ventricular systems; basal nuclei and medullary centers; diencephalon; brainstem; cerebellum; blood supply; cranial nerves; spinal nerves and tracts)</li> <li>• Abdomen and pelvis: anterior and posterior abdominal walls; peritoneum, oesophagus, stomach, pancreas, duodenum, spleen, liver, gallbladder, intestines; kidneys, ureters and suprarenal glands; sacroiliac joint; pelvic walls, diaphragm and pelvic organs</li> <li>• Lower limb</li> </ul>			
<b>Assessment method</b>		Tests, assignments, tutorials and examinations			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	2h		
	% contribution to Summative Assessment Mark	65	35		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPIA020
<b>Module Name:</b>	Physiology IB
<b>Content:</b>	GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including excitable tissues, the cardiovascular system, blood & Immunity, the gastrointestinal system, endocrinology, body temperature, reproduction, neurophysiology, special senses, respiration, renal physiology, body fluids, acid base) and Physiological Chemistry PHYSIOLOGY PRACTICALS Practicals on selected topics to illustrated the theory
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The student will be able to demonstrate competency to measure selected physiological phenomena</li> </ul>

	<ul style="list-style-type: none"> <li>The student will display the ability to analyse problems of a physiological nature in the context of the specialized field.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	32		5		130801
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	8	0.3			2
<b>Pre-requisite modules for this module:</b>	MBPB012				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>The student must have a sound knowledge of the basic physiology of the systems covered.</li> <li>The student must use the physiology of the systems covered and apply it to the field of the specialized field.</li> <li>The student must be able to identify the normal physiological values for parameters applicable to the specialized field.</li> </ul>				
<b>Assessment method</b>	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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPCL011
<b>Module Name:</b>	Introduction to Psychology
<b>Content:</b>	Foundations of Psychology Learning Theories Developmental Psychology Personality, Emotions, Motivation & Stress Psychophysiology
<b>Learning Outcomes:</b>	Students must know and understand the basic principles and perspectives in psychology. Students must be able to understand and apply all the knowledge gathered in psychology I course and link theories in their specific discipline and their studies. Students must have a basic understanding of human development; personality;

		emotion; motivation and stress. Students must know and understand the link between mind and body interaction.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		6		180101
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5		2		
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>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.</li> <li>Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress.</li> <li>Students must be able to explain the link between mind and body interaction.</li> </ul>				
<b>Assessment method</b>		Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

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

<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
		12		6		180101	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		S2	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		5		2			
<b>Pre-requisite modules for this module:</b>		None					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Students must be able to apply a basic understanding of cognitive processes.</li> <li>• Students must be able to explain the role of social interaction and apply it to their specific field.</li> <li>• 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.</li> </ul>					
<b>Assessment method</b>		Assignments; tests; examination					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
	% Formative Assessment Mark		60%				
	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)		Theory				
	Practical (duration)		3h				
	% contribution to Summative Assessment Mark		100				
	Sub minimum		40				

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

<b>Content (continued)</b>		<ul style="list-style-type: none"> <li>Decision making process</li> <li>Non-parametric tests</li> <li>Correlation and regression</li> </ul>				
<b>Learning Outcomes:</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>have the skills to find, critically evaluate and interpret research related literature and to synthesise a literature review.</li> <li>be enriched with the theoretical background of research design types.</li> <li>apply the principles of research to their own research topics.</li> <li>develop skills to understand the development of a research protocol</li> <li>Understand ethical principles of research</li> <li>Understand apply the basic statistics concepts and representations</li> <li>Understand the laws of probability</li> <li>Present normal and standardized curves and apply distributions</li> <li>Understand how to work with qualitative data</li> <li>Be able to perform significance tests</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		7		149999
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		3		2		
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<p>Research design:</p> <ul style="list-style-type: none"> <li>Ability to use research tools and understand the basic approach to research</li> <li>Describe the guidelines to develop a research proposal</li> <li>Understanding of ethical principles of research</li> </ul> <p>Statistics:</p> <ul style="list-style-type: none"> <li>Understand the role of statistics</li> <li>Apply statistical tools and do calculations</li> <li>Be able to present data</li> <li>Apply distribution theorems and compare distributions</li> <li>Explain the general procedure of decision making</li> <li>Apply the significance test principles</li> </ul>				
<b>Assessment method</b>		Tests, tutorials, examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPSA021				
<b>Module Name:</b>		Research Assessment and Developmental Psychology				
<b>Content:</b>		Research Methods Psychological Assessment Developmental Psychology (Child)				
<b>Learning Outcomes:</b>		At the end of the module the student will: <ul style="list-style-type: none"> <li>• Know, understand and apply the basic principles in social research</li> <li>• Know and understand the basic aspects of assessment across cultures and the different steps in social research</li> <li>• Know, understand and integrate the basic concepts and theories in child development</li> <li>• Know and integrate the ethical principles applicable in research, assessment, child development.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		20		6		108101
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5	1	2		2
<b>Pre-requisite modules for this module:</b>		MPCL011				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria:</b>		At the end of the module students will: <ul style="list-style-type: none"> <li>• Name, describe and apply the basic principles in social research</li> <li>• State and explain the basic aspects of assessment across cultures and the different steps in social research</li> <li>• List, describe and apply the basic concepts and theories in child development</li> <li>• List, describe and integrate the ethical principles applicable in research, assessment, child development.</li> </ul>				
<b>Assessment method:</b>		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.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			

	Sub minimum	40		
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<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPSA022		
<b>Module Name:</b>		Personality, Medical and Social Psychology		
<b>Content:</b>		Social Psychology Personality Theories Medical Psychology		
<b>Learning Outcomes:</b>		<p>At the end of the module the student will:</p> <ul style="list-style-type: none"> <li>• Understand and apply the concepts applicable in social psychology.</li> <li>• Know and understand the different personality theories</li> <li>• Know and comprehend the position of medical psychology in within the discipline of psychology</li> <li>• Know and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.</li> </ul>		
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		20		180101
<b>Delivery Information:</b>		<b>Campus</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Independent Learning</b>
		5	1	2
<b>Pre-requisite modules for this module:</b>		MPCL012		
<b>Co-requisites modules for module:</b>		None		
<b>Assessment criteria</b>		<p>At the end of the module students will:</p> <ul style="list-style-type: none"> <li>• Name, describe and apply the basic principles in social research</li> <li>• State and explain the basic aspects of assessment across cultures and the different steps in social research</li> <li>• List, describe and apply the basic concepts and theories in child development</li> <li>• Explain and apply different concepts applicable in social psychology.</li> <li>• Name and describe the different personality theories</li> <li>• Recognize and explain the position of medical psychology in within the discipline of psychology</li> <li>• List, describe and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.</li> </ul>		
<b>Assessment method</b>		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.		
<b>Mark Structure:</b>	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			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MSCL010				
<b>Module Name:</b>		Sociology				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		5		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		2				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>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.</li> </ul>				
<b>Assessment method</b>		Assignments; tests; examination				
<b>Mark Structure:</b>	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			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MTHE010				
<b>Module Name:</b>	Therapeutic Media I				
<b>Content:</b>	<p><b>THEORY</b> The course covers an outline of occupational performance, its development and occupational dysfunction.</p> <p><b>PRACTICE</b> Students are introduced to the performance of activities.</p>				
<b>Learning Outcomes:</b>	The student will know and understand occupational performance and it's most important concepts; the variety of occupations that are performed by individuals; occupations/activities according to accepted classification methods; occupational life stories of clients; human development according to the lifespan perspective (which includes characteristics of human development, the domains and life stages/periods; occupational performance at various life stages; the importance of occupation to man and his health; the concept of occupational health and well-being; the concept of occupational dysfunction; a detailed analysis of activities to determine treatment potential, thus knowledge and understanding of appropriate activities are selected according to client's needs; activity presentation, how to make the necessary structure, adaptations / simulation to meet the needs of clients; activity grading principles; Creative Ability Model according to Du Toit and the Model of Human Occupation according to Kielhofner.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		5		091404
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	1	3			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	The student is able to: Discuss and explain occupational performance and its most important concepts; determine the variety of occupations that are performed by individuals; describe occupations/activities according to accepted classification methods; narrate occupational life stories of clients; explain human development according to the lifespan perspective (which includes characteristics of human development, the domains and life stages/periods; describe occupational performance at various life stages); explain the importance of occupation to man and his health; explain the concept of occupational health and well-being; explain the concept of occupational dysfunction; do a detailed analysis of activities to determine treatment potential, thus appropriate activity selection according to client's needs; explain activity presentation, explain how to make the necessary structure, adaptations / simulation to meet the needs of clients; grade				

		activities appropriately; explain Creative Ability Model according to Du Toit and the Model of Human Occupation according to Kielhofner.			
<b>Assessment method</b>		Assignments; tests; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTD020		
<b>Module Name:</b>		Therapeutic Media II		
<b>Content:</b>		<p>THEORY</p> <p>The evaluation and measurement of occupational performance forms the core of this course Included are:</p> <ul style="list-style-type: none"> <li>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.</li> <li>foundations for such evaluations: kinesiology, biophysical procedures, work measurement, work study and ergonomics.</li> </ul> <p>The course is concluded with the occupational treatment processes.</p> <p>PRACTICE</p> <p>Students learn to perform a number of activities used to simulate activity demands such as woodwork, needlework, domestic activities, music and drama, leisure and personal management activities. The skill to assess occupational performance is developed.</p>		
<b>Learning Outcomes:</b>		The student will know and understand how to: Handle materials and objects effectively; use all basic hand tools, utensils, equipment and selected power tools with skill; apply the various activity processes with skill; make a number of end products according to norms prescribed; independently learn new activity skills; take precautionary measures; manage activity resources; apply business skills where applicable (e.g. ordering, maintenance); analyse activities to determine treatment potential; present activities to clients at all levels of creative ability; apply principles of adaptation.		
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		12	6	091404
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU	Full time	Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>
		8		
		<b>Seminars</b>	<b>Independent Learning</b>	

<b>Pre-requisite modules for this module:</b>		MTHE010			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		The student is able to: Handle materials and objects effectively; use all basic hand tools, utensils, equipment and selected power tools with skill; apply the various activity processes with skill; make a number of end products according to norms prescribed; independently learn new activity skills; take precautionary measures; manage activity resources; apply business skills where applicable (e.g. ordering, maintenance); analyse activities to determine treatment potential; present activities to clients at all levels of creative ability; explain principles of adaptation.			
<b>Assessment method</b>		Assignments; tests; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTF030
<b>Module Name:</b>		Therapeutic Media III
<b>Content:</b>		<p><b>THEORY</b></p> <p>The emphasis is on the development, use and management of occupational programmes in the areas of work, leisure, play, social participation and personal management. Included are the processes of analysis, adaptation, selection, presentation and structuring of activities. The model of "creative ability" is used as a general clinical reasoning tool during assessment and treatment of occupational dysfunction. Students learn to develop and control an occupational area.</p> <p><b>PRACTICE</b></p> <p>Students learn to analyze and adapt principles in the assessment and treatment of occupational dysfunction. Specialized techniques such as the use of counseling skills, group dynamics, splints, assistive devices and therapeutic apparatus are covered.</p>
<b>Learning Outcomes:</b>		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

<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
		16		7		091404	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Y	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		6					
<b>Pre-requisite modules for this module:</b>		MOTD020					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		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					
<b>Assessment method</b>		Assignments; tests; examination					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory (duration)		Theory				
	Practical (duration)		3h				
	% contribution to Summative Assessment Mark		100				
	Sub minimum		40				

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MOCT010
<b>Module Name:</b>	Occupational Therapy Applied I
<b>Content:</b>	<p>MOCT010 is a non-clinical subject.</p> <ul style="list-style-type: none"> <li>• Students learn to observe client factors/ areas of occupations/ performance contexts and environments context of people at different stages of the life cycle.</li> <li>• Students learn to observe how dysfunction impacts on occupational performance components and areas</li> <li>• Students are exposed to the application of the occupational therapy process in different settings</li> <li>• Student observes the facilities; services rendered and staff involvement in Occupational Therapy settings as well as the types of health services rendered</li> </ul>

	in those facilities				
<b>Learning Outcomes:</b>	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.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		5		091404
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2				
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	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.				
<b>Assessment method</b>	Assignments; tests and oral examinations				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Practical			
	Practical (duration)	2h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MOTC020
<b>Module Name:</b>	Occupational Therapy Applied II
<b>Content:</b>	MOTC020 is a clinical subject and promotion subject and the general rules apply. <ul style="list-style-type: none"> <li>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;</li> </ul>

	<ul style="list-style-type: none"> <li>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;</li> <li>Students learn to structure and carry out the planned activity for a person with disability under full supervision;</li> <li>Students learn to give a written/verbal evaluation of the assessment, planning and execution of the activity for a person with disability.</li> <li>Students do clinical work in different areas such as paediatrics, physical (neuro / med / surg) and psychiatry.</li> </ul>				
<b>Learning Outcomes:</b>	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).				
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>		
	12	6	091404		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
	SMU	Full time	Y		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	2				
<b>Pre-requisite modules for this module:</b>	MOTA010				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	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).				
<b>Assessment method</b>	Oral; practicals; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTD030			
<b>Module Name:</b>		Occupational Therapy Applied III (Physical)			
<b>Content:</b>		<p>MOTD030 is a clinical subject and an examination takes place at the end of the year.</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Students learn to structure and carry out the planned programme of a selected diagnosis;</li> <li>• Students learn to give verbal and/or written evaluation of the assessment, planning and execution of the treatment programme on a selected diagnosis.</li> </ul> <p>The students do field work blocks in the areas of physical (neuro/med/surg) and paediatrics.</p>			
<b>Learning Outcomes:</b>		<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>			
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>	
		20	7	091404	
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU	Full time	Y	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
			12		
<b>Pre-requisite modules for this module:</b>		MOTC020			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		<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</p>			

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MOTE030		
<b>Module Name:</b>	Occupational Therapy Applied III (Psychosocial)		
<b>Content:</b>	<p>MOTE030 is a clinical subject and an examination takes place at the end of the year.</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Students learn to structure and carry out the planned programme of a selected diagnosis;</li> <li>• Students learn to give verbal and/or written evaluation of the assessment, planning and execution of the treatment programme on a selected diagnosis.</li> </ul> <p>The students do field work blocks in the area of psychiatry.</p>		
<b>Learning Outcomes:</b>	<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>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	20	7	091404
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	Y

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTB040
<b>Module Name:</b>		Occupational Therapy Applied IV (Physical)
<b>Content:</b>	MOTB040 is a clinical subject and an examination takes place at the end of the year	
<b>Content (continued)</b>	<ul style="list-style-type: none"> <li>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;</li> <li>Students learn to write overall treatment plans including treatment rationale using available information and to write daily treatment sessions for persons with any diagnosis;</li> <li>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;</li> <li>Students learn to present a written and / or verbal evaluation of the assessment, treatment plan and implementation on any diagnosis.</li> </ul> <p>Students do full time fieldwork blocks in the areas of physical (neuro/med/surg) paediatric. Students participate in seminars and case discussions.</p>	
<b>Learning Outcomes:</b>	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.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	44		8		091404
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		12			
<b>Pre-requisite modules for this module:</b>	MOTD030; MOTB030; MOTC030; MOTA030; MOTF030				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	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.				
<b>Assessment method</b>	Oral; practical; written examination; practical examination; tests and assignments				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	3h		
	% contribution to Summative Assessment Mark	30	70		
	Sub minimum	40	40		
<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTC040			
<b>Module Name:</b>		Occupational Therapy Applied IV (Psychosocial)			

<b>Content:</b>	<p>MOTC040 is a clinical subject and an examination takes place at the end of the year</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Students learn to write overall treatment plans including treatment rationale using available information and to write daily treatment sessions for persons with any diagnosis;</li> <li>• 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;</li> <li>• Students learn to present a written and / or verbal evaluation of the assessment, treatment plan and implementation on any diagnosis.</li> </ul> <p>Students do full time field work blocks in the area of psychiatry. Students participate in seminars and case discussions.</p>				
<b>Learning Outcomes:</b>	<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>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	40		8		091404
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		12		1	
<b>Pre-requisite modules for this module:</b>	MOTD030; MOTB030; MOTC030; MOTA030; MOTF030				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<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>				
<b>Assessment method</b>		Written examination; tests; assignments; oral; practicals; practical examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		

	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	3h		
	% contribution to Summative Assessment Mark	30	70		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MITT010				
<b>Module Name:</b>		Intervention Theory I				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		5		091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		2				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		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.				
<b>Assessment method</b>		Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTB020			
<b>Module Name:</b>		Intervention Theory II			
<b>Content:</b>		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.			
<b>Learning Outcomes:</b>		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.			
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		24		6	091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time	Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
		7			
<b>Pre-requisite modules for this module:</b>		MITTH010; MANA010			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		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.			
<b>Assessment method</b>		Assignments; tests; examination			
<b>Mark Structure:</b>	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			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTC030			
<b>Module Name:</b>		Intervention Theory III			
<b>Content:</b>		This course consists of Section A (Medical, Surgical and Neurological conditions) and Section B (Psychiatric disorders). The students learn about the application of treatment principles, approaches and techniques used in the treatment of psychiatric disorders, medical, surgical and neurological conditions for both adults and children. They are taught the integration of theory into practice.			
<b>Learning Outcomes:</b>		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.			
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		20		7	091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time	Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
		5			
<b>Pre-requisite modules for this module:</b>		MOTB020			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		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.			
<b>Assessment method</b>		Assignments; tests; examination			
<b>Mark Structure:</b>	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			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MFUO010				
<b>Module Name:</b>		Fundamentals of Occupational Therapy I				
<b>Content:</b>		This course covers a general introduction to the profession of occupational therapy, the theoretical base of the profession and guidelines for professional behaviour.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		5		091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>		<b>Seminars</b>
		2				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		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.				
<b>Assessment method</b>		Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)				40%	
		% Formative Assessment Mark			60%	
		% Summative Assessment Mark			40%	
	Minimum final mark to pass (%)				50%	

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTA020				
<b>Module Name:</b>		Fundamentals of Occupational Therapy II				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		6		091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		3				
<b>Pre-requisite modules for this module:</b>		MFUO010				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		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.				
<b>Assessment method</b>		Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)	Theory				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTA030				
<b>Module Name:</b>		Fundamentals of Occupational Therapy III				
<b>Content:</b>		<p>This course consists of three Sections i.e. Philosophy Management and Research Protocol Development</p> <ul style="list-style-type: none"> <li>• Philosophy covers the theoretical frames of reference and the clinical reasoning process.</li> <li>• Management covers the concept of Leadership and the management of occupational therapy support staff.</li> <li>• Research Protocol Development includes a practical section on Research Applied to Occupational Therapy.</li> </ul> <p>The students are required to prepare and present a research proposal, using knowledge gained through theory and own consultation.</p>				
<b>Learning Outcomes:</b>		The student will know and understand the concept “frames of reference”; the various primary, applied and occupational frames of reference; the concept clinical reasoning and its relevance to occupational therapy; different modes of clinical reasoning; the concept of reflection; the concept of management, five main functions of a manger, management knowledge in practice; the process of research; the various methods used in research, how to develop a research protocol.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		7		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		4				
<b>Pre-requisite modules for this module:</b>		MOTA020				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		The student is able to: describe the concept “frames of reference”; describe and explain the various primary, applied and occupational frames of reference; define and describe the concept clinical reasoning and its relevance to occupational therapy; describe, explain and apply different modes of clinical reasoning; describe the concept of reflection; describe and explain the concept of management, define five main functions of a manger, apply management knowledge in practice; understand and describe the process of research; understand and describe the various methods used in research, develop a research protocol.				
<b>Assessment method</b>		Assignments; tests; examination				
<b>Mark Structure:</b>	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			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTA040				
<b>Module Name:</b>		Fundamentals of Occupational Therapy IV				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		8		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6				
<b>Pre-requisite modules for this module:</b>		MOTA030				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		The student is able to: Analyze, evaluate and apply various frames of reference and modes of clinical reasoning in the treatment of any client; analyze and evaluate occupational therapy theory; explain and define occupational therapy in any setting; describe critical occupational therapy issues as illustrated by early and contemporary occupational therapy models; analyze and evaluate models, describe and apply significant models in occupational therapy; describe the scope within which occupational therapists can practice; describe, analyze and apply ethical concepts and core values in occupational therapy; describe the role of professional organizations such as the Health Professions Council of South Africa; explain and describe how various occupational therapy and rehabilitation services could be established and managed at different levels of health care; plan, implement, monitor and evaluate basic occupational therapy and rehabilitation services at all levels of health care; able to discuss aspects (planning & execution) of their own research projects; write a research report and evaluate their				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MOTR040				
<b>Module Name:</b>		Undergraduate Research Project (Occupational Therapy)				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		24		8		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5				
<b>Pre-requisite modules for this module:</b>		MRCA031; MOTA030				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		Collect and analyse data; write a research report, present and evaluate the research process and results.				
<b>Assessment method</b>		Examination; oral presentation and written report				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				

Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Research report	Oral		
	Practical (duration)		1h		
	% contribution to Summative Assessment Mark	70	30		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MCSA020			
<b>Module Name:</b>		Clinical Sciences 1A: Social Pathology			
<b>Content:</b>		This is a capita select course where concepts relevant to occupational therapy are discussed in the context of social pathology.			
<b>Learning Outcomes:</b>		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			
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		6	091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time	Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
		1			
<b>Pre-requisite modules for this module:</b>		MSCL010			
<b>Co-requisites modules for module:</b>		None			
<b>Assessment criteria</b>		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			
<b>Assessment method</b>		Assignments; tests; examination			
<b>Mark Structure:</b>		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		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MSCA031				
<b>Module Name:</b>		Clinical Sciences IIA				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		16		7		091404
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6				
<b>Pre-requisite modules for this module:</b>		MANA010; MPIA020; MCSA020; MPSA011; MPSA012				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		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.				
<b>Assessment method</b>		Tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

## SHC B6 BSc (Physiotherapy) Degree Programme (BPT01)

### SHC B6.1 Selection and Admission Requirements

#### SHC B6.1.1 Selection

Applicants must have:

- (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 B6.1.2 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
<b>Total Score</b>	<b>28 points</b>

### SHC B6.2 Registration, Indemnity Cover and Community Service

#### SHC B6.2.1 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 B6.2.2 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 B6.3 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 (whether online or physical lectures), discussions, demonstrations, practical classes etc. to be allowed into the examination.
  - (c) Students must complete a one-week mid-year elective online clinical training block and comply with the attendance requirements to be admitted to the final examination.
- (ii) Principles of Physiotherapy III & IV:
  - (a) To pass the Principles of Physiotherapy III / IV module / course the student must achieve a final mark of 50%, with no less than 40% in both the components of the examination.
  - (b) Students must attend 80% of all academic contact sessions (whether online or physical lectures), discussions, demonstrations, practical classes etc. to be allowed into the examination.

#### (iii) Applied Physiotherapy I

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

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

(a) Continuous assessment comprises of:

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

(b) Summative assessment:

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

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

To pass the summative assessment a student must have:

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

(iv) Applied Physiotherapy II

The module comprises of four clinical blocks (Neurology, Cardiorespiratory II, Out-patient/Sport Physiotherapy and Community Health) and 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:

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

(b) Summative assessment:

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

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

To pass the summative assessment a student must have:

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

#### **SHC B6.4 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 B6.5 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 B6.6 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 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.
- The clinical rotation must continue for the duration of the academic period and must cover the duration of the academic period.
- The student must submit the Applied Physiotherapy I / II manual (completed by clinical supervisors) for each clinical block.
- Submission of a clinical practice report by the student at the end of the academic program.

**SHC B6.7 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 B6.8 Granting of Degree**

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

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

**SHC B6.9 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 B6.10 Carrying of Subjects**

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

**SHC B6.11 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.

**SHC B6.12 Curriculum Information**

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

PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>
The following 3 modules are <b>COMPULSORY</b>				
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

PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are <b>COMPULSORY</b>				
Total credits for Year 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 <sup>4</sup>
The following 5 modules are <b>COMPULSORY</b>				
MPTC030	S1	Y	4	0.031
MCSA031	S1	Y	16	0.125
MRCA030	S1	Y	8	0.063
MPTD030	S1	Y	4	0.031
MPTE030	S1	Y	4	0.031
Total credits for Semester 1 modules			36	0.281

PERIOD OF STUDY / YEAR LEVEL 3				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are <b>COMPULSORY</b>				
MPTB030	Y	Y	48	0.375
MPTF030	Y	Y	44	0.344
Total credits for Year modules			92	0.719

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

PERIOD OF STUDY / YEAR LEVEL 4				
Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit <sup>4</sup>
The following 1 modules are <b>COMPULSORY</b>				
MPTB040	S1	Y	4	0.031
Total credits for Semester 1 modules			4	0.031

PERIOD OF STUDY / YEAR LEVEL 4				
Year Module				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are <b>COMPULSORY</b>				
MPTA040	Y	Y	100	0.782
MPTC040	Y	Y	12	0.094
MPTR040	Y	Y	12	0.093
Total credits for Year modules				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MBLA010
<b>Module Name:</b>	Biology
<b>Content:</b>	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
<b>Learning Outcomes:</b>	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.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	20		6		130101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	3	1			1
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	To comply with the required learning outcomes				
<b>Assessment method</b>	Combination of formative theory assessments, short formative practical assessments, assignments, summative practical assessments and a summative theory assessment at the end of the module.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MCHY010
<b>Module Name:</b>	Chemistry 1B
<b>Content:</b>	<p>Unit 1 Chemical Foundations: matter, periodic table and periodicity, molecular structure, chemical reactions</p> <p>Unit 2 Chemical Behavior: acids and bases, acid base titrations, pH and buffer solutions, common ion effect, gas laws, chemical equilibrium, reaction rates, electrochemistry</p> <p>Unit 3 Organic Chemistry: alkanes, alkenes, alkynes and aromatic compounds as representatives of the hydrocarbons, the derivatives of the four classes of hydrocarbons, including substituted aromatic compounds, alkyl halides, alcohols, ethers esters, amines, aldehydes, ketones carboxylic acids and the derivatives</p> <p>Unit 4 Physiologically Important Compounds: introduction to the chemistry of organic compounds that have biological significance, including sugars and carbohydrates, amino acids and proteins, nucleic acids and bases, steroids and steroid hormones.</p>
<b>Learning Outcomes:</b>	The students should be able to: 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				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	20		6		140401
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4	1	1		
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Define and explain basic chemistry and its links to health and environmental issues</li> <li>Apply the principles, concepts and facts of chemistry to solve chemical problems</li> <li>Identify, name and analyse different inorganic and organic compounds including physiologically important ones</li> <li>Perform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc.</li> <li>Demonstrate mastery of the art of handling chemicals and basic laboratory equipment</li> </ul>				
<b>Assessment method</b>	Assignments; tests; practicals; laboratory assessment; laboratory reports; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MHUS010
<b>Module Name:</b>	Human Sciences
<b>Content:</b>	Foundations and learning theories; developmental psychology; psychophysiology; personality, emotions and motivation; introduction to medical psychology, cognitive processes; introduction to research; social psychology; interpersonal skills.

<b>Learning Outcomes:</b>	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.					
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
	16		6		180101	
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
	SMU		Full time		Y	
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
	5					
<b>Pre-requisite modules for this module:</b>	None					
<b>Co-requisites modules for module:</b>	None					
<b>Assessment criteria</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies.</li> <li>Apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes.</li> <li>Explain the link between mind and body interaction.</li> <li>Explain the role of social interaction and apply it to their specific field.</li> <li>Describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field.</li> </ul>					
<b>Assessment method</b>	Assignments; tests; practical seminars; presentations; examination					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MBPA010
<b>Module Name:</b>		Biophysics 1B
<b>Content:</b>		Mechanics Fluids, Heat and Properties of matter Electricity and Magnetism Waves, Sound and Optics Radiation Physics
<b>Learning Outcomes:</b>		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				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	20		6		130202
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	3	1	2		
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Abe able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated.</li> <li>• Apply logical approach to solving problems that are analogous to real life situations.</li> <li>• Demonstrate scientific knowledge and skills when conducting practical work.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; practical work; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MEHS010
<b>Module Name:</b>	English for Health Sciences
<b>Content:</b>	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation
<b>Learning Outcomes:</b>	<p>On successful completion the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Read faster and with greater understanding</li> <li>• Identify main and supporting arguments</li> <li>• Condense information into notes</li> <li>• Draw information from graphs and tables</li> <li>• Decode meanings of scientific words using word formation techniques in science</li> <li>• Present information in acceptable formats – spoken and written</li> <li>• Write an academic essay by synthesising information from multiple sources and</li> </ul>

	acknowledging the sources <ul style="list-style-type: none"> <li>• Discuss in pairs, groups and class</li> <li>• Make formal presentations with the help of PowerPoint slides</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		6		110101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5	1			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students are assessed for the learning/competence of the following knowledge and skills items.</li> <li>• 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.</li> <li>• Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.</li> <li>• Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic</li> <li>• Not all assessments are included for CA marks. Some assessments are used for self-reflection and improvement.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; oral presentations; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	2h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

<b>Content:</b>	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.				
<b>Learning Outcomes:</b>	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.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	40		6		091406
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6	9			1
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Define basic manual and electro-physical rehabilitation concepts</li> <li>• List/enumerate basic manual and electro-physical rehabilitation concepts</li> <li>• Describe basic manual and electro-physical rehabilitation concepts</li> <li>• Explain basic manual and electro-physical rehabilitation concepts</li> <li>• Communicate effectively with a model</li> <li>• Select appropriate basic manual handling and electro-physical modalities and techniques to be applied on a model.</li> <li>• Apply selected physiotherapy manual handling and electro-physical modalities and techniques on a model in a safe, efficient and effective manner.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; skills assessment; practical tests; written and practical examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		
<b>Module Code:</b> (4 alphabetic & 3 numeric)		MANB020			
<b>Module Name:</b>		Human Anatomy for Physiotherapy			

<b>Content:</b>	Introduction to Anatomy The Back The Upper Limb The Thorax The Head and Neck Neuro-anatomy The Abdomen and Pelvis The Lower Limb				
<b>Learning Outcomes:</b>	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.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	32		6		130402
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5	1.3	2		2
<b>Pre-requisite modules for this module:</b>	MBLA010; MBPA010				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Identify and describe the planes and sections of the human body.</li> <li>Identify and describe the terms used to indicate position or direction.</li> <li>Identify and describe the position of a given structure, in relation to another structure, in the human body.</li> <li>Describe any movements used in Anatomy.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; practical spotter tests; tutorials examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	65	35		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPIA020				
<b>Module Name:</b>		Physiology 1B				
<b>Content:</b>		<p>GENERAL PHYSIOLOGY  General as well as advanced knowledge on selected areas in Physiology (including excitable tissues, the cardiovascular system, blood &amp; Immunity, the gastrointestinal system, endocrinology, body temperature, reproduction, neurophysiology, special senses, respiration, renal physiology, body fluids, acid base) and Physiological Chemistry</p> <p>PHYSIOLOGY PRACTICALS  Practicals on selected topics to illustrated the theory</p>				
<b>Learning Outcomes:</b>		<ul style="list-style-type: none"> <li>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.</li> <li>The student will be able to demonstrate competency to measure selected physiological phenomena</li> <li>The student will display the ability to analyse problems of a physiological nature in the context of Physiotherapy</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		32		6		130801
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		8	1			2
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>The student must have a sound knowledge of the basic physiology of the systems covered.</li> <li>The student must use the physiology of the systems covered and apply it to the field of the specialized field.</li> <li>The student must be able to identify the normal physiological values parameters applicable to the specialized field.</li> </ul>				
<b>Assessment method</b>		<ul style="list-style-type: none"> <li>Observation methods, oral questions, practical exercises and demonstrations, self-assessment</li> <li>Written tests and examination.</li> </ul>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			

	Sub minimum	40		
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<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPTA020				
<b>Module Name:</b>		Principles of Physiotherapy II				
<b>Content:</b>		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.				
<b>Learning Outcomes:</b>		<ul style="list-style-type: none"> <li>Utilize theoretical and foundational practical skills gained in physiotherapy in order to manage neurological, musculoskeletal and respiratory conditions.</li> <li>Demonstrate the ability to follow principles of assessment and treatment for various neurological, musculoskeletal and respiratory conditions in both institutionalized and community settings.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		64		6		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		14	2.5			
<b>Pre-requisite modules for this module:</b>		MPHT010				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Explain the principles followed when using assessment and treatment tools and methods for various neurological, musculoskeletal and respiratory conditions.</li> <li>Distinguish between different physiotherapy tools and methods for various neurological, musculoskeletal and respiratory conditions</li> <li>Apply the principles of assessment and treatment for various neurological, musculoskeletal and respiratory conditions in a paper patient as well as on each other.</li> <li>Carry out a safe and efficient assessment and treatment of neurological, musculoskeletal and respiratory conditions on each other.</li> <li>Correctly apply physiotherapy tools and methods used in different conditions on each other.</li> </ul>				
<b>Assessment method</b>		Assignments; tests; skills assessments; practical tests; written and practical examinations				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPTC030				
<b>Module Name:</b>		Applied Pharmacology				
<b>Content:</b>		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				
<b>Learning Outcomes:</b>		<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions</li> <li>• Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		7		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		2				
<b>Pre-requisite modules for this module:</b>		MCHY010; MBPA010; MANB020; MPIA020				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Standardization is criterion-referenced.</li> <li>• Standards for excellence are determined by all major and minor outcomes being met.</li> <li>• Minimum permissible performance as applied to every particular learning outcome is used as the pass/fail criterion</li> </ul>				
<b>Assessment method</b>		<p>Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark.</p> <p>Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.</p>				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MCSA031				
<b>Module Name:</b>		Clinical Sciences 1B				
<b>Content:</b>		This module contains the following subjects: Internal Medicine, Anatomical Pathology, Neurology, Psychiatry; Community Health; General Surgery and Orthopaedics				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		16		7		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		9				
<b>Pre-requisite modules for this module:</b>		MANB020; MPIA020				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		The student is able to: <ul style="list-style-type: none"> <li>• Explain the pathogenesis, structural and functional manifestation of disease</li> <li>• Explain the etiology of various disease including mental disorders</li> <li>• Describe signs and symptoms relevant to various pathologies and diseases</li> <li>• Discuss the role of physiotherapy in various diseases</li> </ul>				
<b>Assessment method</b>		Tests and examination				
<b>Mark Structure:</b>	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			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MRCA030				
<b>Module Name:</b>		Research Design and Statistics				
<b>Content:</b>		Research design: <ul style="list-style-type: none"> <li>Identifying and clarifying the research problem</li> <li>The literature review</li> <li>Study population and sampling</li> <li>Research approaches and designs</li> <li>Questionnaire design</li> <li>Reliability and validity</li> <li>Bias and quality control in research</li> <li>Ethical considerations in research</li> </ul> Statistics: <ul style="list-style-type: none"> <li>Definitions basic concepts in statistics</li> <li>Probability and the binomial distribution</li> <li>Normal distribution</li> <li>Chi square test</li> <li>Decision making process</li> <li>Non-parametric tests</li> <li>Correlation and regression</li> </ul>				
<b>Learning Outcomes:</b>		Students will: <ul style="list-style-type: none"> <li>Have the skills to find, critically evaluate and interpret research related Literature and to synthesise a literature review.</li> <li>Be enriched with the theoretical background of research design types.</li> <li>Apply the principles of research to their own research topics.</li> <li>Develop skills to understand the development of a research protocol</li> <li>Understand ethical principles of research</li> <li>Understand apply the basic statistics concepts and representations</li> <li>Understand the laws of probability</li> <li>Present normal and standardized curves and apply distributions</li> <li>Understand how to work with qualitative data</li> <li>Be able to perform significance tests</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		7		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		3		2		
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		None				

<b>Assessment criteria</b>		Research design: <ul style="list-style-type: none"> <li>• Ability to use research tools</li> <li>• Understand the basic approach to research</li> <li>• Describe the guidelines to develop a research proposal</li> <li>• Understanding of ethical principles of research</li> </ul> Statistics: <ul style="list-style-type: none"> <li>• Understand the role of statistics</li> <li>• Apply statistical tools and do calculations</li> <li>• Be able to present data</li> <li>• Apply distribution theorems and compare distributions</li> <li>• Explain the general procedure of decision making</li> <li>• Apply the significance test principles</li> </ul>			
<b>Assessment method</b>		Tests; tutorials; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPTD030		
<b>Module Name:</b>	English Language		
<b>Content:</b>	Reading – Advanced – Content-based Paraphrasing and Summary Literature Review General principles of research Protocol (Proposal writing)		
<b>Learning Outcomes:</b>	On successful completion the student will be able to: Read and extract information from scholarly articles in the subject area (Physiotherapy) Condense and Organize information through mind maps Present information orally in a formal setting Write summaries using information extracted from individual texts Write a Literature Review synthesising information gathered from different sources Understand broadly the process used in research Write a basic Research Protocol		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	4	7	110101
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S1

<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	1	1			
<b>Pre-requisite modules for this module:</b>	MEHS010				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Students are assessed for the learning/competence of the following knowledge and skills items.</li> <li>Reading: Read fast and with understanding journal articles in Physiotherapy. Make notes, paraphrases and summaries of the articles.</li> <li>Writing: Write a synthesised Literature Review using information from different sources</li> <li>Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic</li> <li>General understanding of the research process</li> <li>Write a sample protocol.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	2h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPTE030		
<b>Module Name:</b>	First Aid		
<b>Content:</b>	The purpose of the module is for learners to attain the knowledge and practical competencies to deal with emergency first aid situations.		
<b>Learning Outcomes:</b>	<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>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	4	7	091406

<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	1	1			
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Describe how to minimize risk of infection to self and others.</li> <li>Identify first aid equipment available and describe how it can be used safely.</li> <li>Describe how to make a primary survey of a casualty.</li> <li>Demonstrate how to assess a casualties' level of consciousness.</li> <li>Demonstrate how to open a casualty's airway and check breathing.</li> <li>Demonstrate how to administer cardiopulmonary resuscitation using a mannequin.</li> <li>Demonstrate how to control severe external bleeding.</li> <li>Describe signs and symptoms of shock.</li> <li>Describe how to manage a casualty who is in shock.</li> <li>Describe how to manage a casualty with small cuts, bruises and grazes, minimal burns and scalds.</li> </ul>				
<b>Assessment method</b>	Tests; practical demonstration; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPTB030
<b>Module Name:</b>	Applied Physiotherapy I
<b>Content:</b>	A course of Physiotherapy principles applied in specific clinical areas, consisting of 480 hours of clinical instruction and practice. Includes practice in all aspects of Surgery and Burns, Pulmonology, Paediatrics, Orthopaedics, Neurology and Community Physiotherapy.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Demonstrate the ability to determine, confirm the diagnosis of ill-health, disability and dysfunction</li> <li>Demonstrate the ability to extract information from the relevant sources, to evaluate the patient and implement effective physiotherapy management under supervision</li> </ul>

<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	48		7		091406
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		12			
<b>Pre-requisite modules for this module:</b>	MPTA020; MANB020; MPIA020				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Apply theoretical knowledge into clinical practice.</li> <li>• Communicate appropriately with patients, hospital or institutional personnel</li> <li>• Assess a patient adequately</li> <li>• Apply the principles of evaluation at all levels of health care</li> <li>• Identify the main functional problems of the patient</li> <li>• Determine the short term and long term goals of a patient</li> <li>• Apply basic principles of treatment at all levels of health care</li> <li>• Demonstrate knowledge of the referral system in a comprehensive health care system.</li> </ul>				
<b>Assessment method</b>	Case presentations; skills assessments; continuous evaluations; examinations				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Practical	Practical		
	Practical (duration)	3hr	3hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPTF030
<b>Module Name:</b>		Principles of Physiotherapy III
<b>Content:</b>		A course of physiotherapy principles including those in: sports medicine; respiratory therapy; adult and paediatric neurology; burns, PVD, amputations, orthopaedics, rheumatology, OMT and community.
<b>Learning Outcomes:</b>		<ul style="list-style-type: none"> <li>• To demonstrate adequate knowledge and understanding of various conditions</li> <li>• To apply knowledge of conditions in the physiotherapy management of paper patients</li> <li>• To apply physiotherapy techniques, modalities and skills on a paper patient in various settings</li> </ul>

<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
		44		7		091406	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Y	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
		12	9				
<b>Pre-requisite modules for this module:</b>		MPTA020					
<b>Co-requisites modules for module:</b>		None					
<b>Assessment criteria</b>		<p>A student is able to:</p> <ul style="list-style-type: none"> <li>Critically evaluate the patient's problems (paper patient), plan and formulate a realistic treatment program without endangering the patient</li> <li>Discuss and apply the principles of physiotherapy in the management of relevant conditions</li> <li>Identify precautions to be followed when managing relevant conditions</li> <li>Identify and list patient's problems in a priority sequence</li> <li>Explain complications that may arise in various conditions</li> </ul>					
<b>Assessment method</b>		Assignments; tests; examination					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
	% Formative Assessment Mark		60%				
	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)		Theory	Theory			
	Practical (duration)		3h	3hr			
	% contribution to Summative Assessment Mark		50	50			
	Sub minimum		40	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPTB040					
<b>Module Name:</b>		Professional Practice & Administration					
<b>Content:</b>		All aspects of the principles of management of a Physiotherapy service (private or governmental)					
<b>Learning Outcomes:</b>		<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>					
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
		4		8		091406	

<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	1				
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Student must be able to discuss the factors influencing the running of a practice</li> <li>• 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</li> <li>• Student must be able to investigate, identify and write up working contract for employees</li> <li>• Student must be able to write up: a financial request , plan for evaluation and maintenance of quality and information necessary for keeping records</li> </ul>				
<b>Assessment method</b>	Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPTA040
<b>Module Name:</b>		Applied Physiotherapy II
<b>Content:</b>		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.
<b>Learning Outcomes:</b>		<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>

<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	100		8		091406
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		20			
<b>Pre-requisite modules for this module:</b>	MPTB030				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• Conduct subjective and perform efficient objective examination of the patient</li> <li>• Apply theoretical knowledge intelligently to diagnose clinically the patient that has been assessed.</li> <li>• Identify the patient's current problems in order of priority and their potential problems.</li> <li>• Construct a treatment plan specific for the patient.</li> <li>• Apply effective and safe treatment to the patient</li> <li>• Plan and conduct health promotion activities</li> <li>• Communicate appropriately and provide general advice to the patient and caregiver.</li> <li>• Communicate professionally with hospital or institutional personnel</li> <li>• Practice the role of Physiotherapy as a member of a health team</li> <li>• Exhibit professional responsibility and observation of ethics</li> </ul>				
<b>Assessment method</b>	Clinical assessment and examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Practical	Practical		
	Practical (duration)	1h	1h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	45	45		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPTC040
<b>Module Name:</b>	Principles of Physiotherapy IV
<b>Content:</b>	A course of physiotherapy principles with respect to: Physiotherapy assessment and treatment of orthopaedic conditions; Adult- and Paediatric Neurology II, Cardiothoracic conditions; Community Physiotherapy; OMT II and Intensive Care.
<b>Learning Outcomes:</b>	Demonstrate the ability to synthesize and apply the scientific knowledge of physiotherapy principles in the management of various conditions in different scenarios.

	Demonstrate the ability to integrate knowledge of scientific concepts, principles of health and disability, structure and function of the body structures, clinical sciences and dysfunction				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		8		091406
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5				
<b>Pre-requisite modules for this module:</b>	MPTB030				
<b>Co-requisites modules for module:</b>	None				
<b>Assessment criteria</b>	<p>Students will be provided with scenarios on paper and will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>Motivate/argue/justify for diagnoses of various conditions</li> <li>Describe the pathophysiology and clinical presentation of various conditions</li> <li>Differentiate/compare and contrast conditions that are closely related</li> <li>Discuss the evidence-based comprehensive physiotherapy management of patients presenting with various conditions</li> <li>Prescribe/design and document a rehabilitation program</li> <li>Explain complications that can arise in various conditions</li> </ul>				
<b>Assessment method</b>	Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Theory		
	Practical (duration)	3h	3h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPTR040
<b>Module Name:</b>	Undergraduate Research Project
<b>Content:</b>	After completion of research design module, I, students attend departmental research workshops conducted by the research coordinator on identifying a research topic as well as how to develop a research proposal. Each student shall select a research topic from the following fields of study: Respiratory, Neurological Rehabilitation, Community and Orthopaedics. The topic gets peer reviewed and accepted by the department. The proposals will be submitted to the School Research Ethics Committee (SREC) for approval by the University. Students will be allowed to execute their research projects thereafter.

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

## SHC B7 Bachelor of Speech Language Pathology and Audiology Degree Programme (BSA01)

### RELATION TO OTHER RULES

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

### SHC B7.1 SELECTION AND ADMISSION REQUIREMENTS

#### SHC B7.1.1 Selection

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

#### SHC B7.1.2 Admission

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

#### National Senior Certificate (NSC) applicants

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

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

### SHC B7.2 REGISTRATION AND CLINICAL REQUIREMENTS

#### SHC B7.2.1 Registration with the Health Professions Council of South Africa (HPCSA)

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

#### SHC B7.2.2 Clinical requirements

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

Audiology: 400 hours

Speech-Language Pathology: 400 hours

#### SHC B7.2.3 Community service

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

### SHC B7.3 ASSESSMENT

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

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

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

#### SHC B7.2 Supplementary examinations

- (i) A student qualifies for supplementary assessment provided s/he has a final mark between 45%-49% where the final mark

consists of the continuous assessment mark (60%) and the summative assessment mark (40%).

- (ii) If the final mark achieved is 50% or more, but the summative assessment mark is below 40%, the student will qualify for a supplementary assessment.

### **SHC B7.3.3 Sick continuous assessment**

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

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

- (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 B7.5 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 B7.5.1 Awarding of the degree with distinction**

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

#### **SHC B7.5.2 Failure of final year**

- (i) A final year student who fails any of the 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.





<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUA011				
<b>Module Name:</b>		Introduction to Audiology				
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Introduction and orientation</li> <li>• Anatomy and physiology of the auditory system: The external ear (the middle ear; the inner ear; the central auditory pathways)</li> <li>• The acoustics of sound - physical characteristics and measurement of acoustic stimuli</li> <li>• Infection control</li> </ul>				
<b>Learning Outcomes:</b>		<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		5		090202
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		MANC010; MAUB011; MCSL010; MEHS010; MPCL011; MLNG011; MSLA011				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Demonstrate detailed knowledge and understanding of the following aspects related to anatomy of the auditory system by:</li> <li>• Describing normal ear functioning in terms of anatomy and physiology of the hearing mechanism</li> <li>• Illustrating the anatomy of the external, middle and inner ear and the central auditory pathways in detail</li> <li>• Applying and discuss the principles of acoustics of sound</li> <li>• Defending the importance of infection control to Audiologists in the South African context.</li> </ul>				
<b>Assessment method</b>		<p>Continuous assessment: Multi-source Assignment (peer and self-assessment); Written tests (multiple choice and prepared) Summative assessment: Semester test; Examination (written)</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUB011				
<b>Module Name:</b>		Basic Test Battery				
<b>Content:</b>		<ul style="list-style-type: none"> <li>• The measurement of normal hearing</li> <li>• Development of hearing tests</li> <li>• Case histories and interviews</li> <li>• Otoscopic examination</li> <li>• Pure tone and speech audiometry</li> <li>• Immittance measurements (Tympanometry)</li> <li>• Report writing</li> </ul>				
<b>Learning Outcomes:</b>		To show basic knowledge and understanding of <ul style="list-style-type: none"> <li>• 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.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		5		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		MANC010; MAUA011, MCSL010, MEHS010, MPCL011, MLNG011, MSLA011				
<b>Assessment criteria</b>		The student is able to: <ul style="list-style-type: none"> <li>• Motivate the value of a comprehensive case history &amp; interview and otoscopic examination</li> <li>• Apply and discuss the clinical protocol to obtain basic pure tone air and bone conduction, immittance measurements as well as speech audiometry</li> <li>• Explain and defend the importance of using a comprehensive test battery as well as the use of the cross check principle</li> <li>• Present the results, findings and recommendations in a clear, concise and reader-specific, written format (report).</li> </ul>				
<b>Assessment method</b>		Group / individual Assignment; written test (quiz); semester test; examination (written)				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUC012				
<b>Module Name:</b>		Auditory Pathology and Audiometric Findings				
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Overview of the anatomy, physiology, symptomatology, disease process, site of lesion, impact on auditory function and management.</li> <li>• Definitions, etiologies, and classifications of these pathologies.</li> <li>• Classification systems:</li> <li>• Site of lesion</li> <li>• Age of onset</li> <li>• Effect on auditory system</li> <li>• Cause</li> <li>• Time course</li> <li>• Auditory pathologies: Definitions, symptomology, audiometric findings, management options for: <ul style="list-style-type: none"> <li>• Psychoacoustic and the effects of chemical and pharmacological agents on the auditory and vestibular systems</li> </ul> </li> <li>• Cerumen management</li> <li>• Outer ear: Pinna</li> <li>• Outer ear: external auditory meatus</li> <li>• Middle ear: Tympanic membrane</li> <li>• Middle ear: Cavity &amp; structures</li> <li>• Inner ear (Cochlea)</li> <li>• NVIII &amp; CANS</li> <li>• Tinnitus</li> <li>• Hyperacusis</li> <li>• HIV in audiology</li> <li>• Diabetes and hearing loss</li> </ul>				
<b>Learning Outcomes:</b>		<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> <li>• Understanding the anatomy, physiology of the auditory system, the symptomatology, disease process, site of lesion, impact on auditory function and management</li> <li>• Understanding the pathology in terms of its definition, its symptoms and impact on the physiology of the auditory system</li> <li>• Analyzing the audiometric findings associated with the various pathologies.</li> <li>• Understanding other medical findings associated to the pathology</li> <li>• Applying appropriate referral/recommendations/management options through a decision making model.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credit</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		5		090202
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6	2			
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		MANC010 , MCLS010, MEHS010, MSLB012, MAUB012, MSLA012, MPCL012, MLNG012				
<b>Assessment criteria</b>		<p>The student will be assessed through criterion-referenced tests according to the following criteria:</p> <ul style="list-style-type: none"> <li>• Listing and defining with correct understanding ALL auditory pathologies covered by applying the classification system to differentiate between pathologies</li> <li>• Describing the location of the pathology and how it affects the anatomy and physiology of the auditory system so that students may be able to identify the site of lesion</li> <li>• Listing and describing the symptomatology, etiologies/s, disease process and site</li> </ul>				
<b>Assessment criteria (continued)</b>						

		<p>of lesion so that students are able to differentiate between the pathologies which will allow for a differential diagnosis</p> <ul style="list-style-type: none"> <li>• Describing and interpreting the audiometric findings associated with the various pathologies to allow for differential diagnosis as well as to identify the relationship between the pathology and the audiometric findings</li> <li>• Students must be able to justify their decision of a pathology based on the audiometric findings through a decision making model</li> <li>• Listing and describing medical/other findings so that students may be able to facilitate the appropriate recommendations, referrals and/or management options</li> <li>• Selecting, explaining and defending the referral/recommendations/treatment options through a decision making model which will be based on basic application of the theoretical underpinning of the pathology as well as on the audiometric findings.</li> </ul>			
<b>Assessment method</b>		Tests, semester tests, examination (written)			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUB012				
<b>Module Name:</b>		Clinical Audiology: Self-testing				
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Pure tone testing (air and bone conduction)</li> <li>• Immittance measurements (Tympanometry)</li> <li>• Speech testing (Speech Reception Threshold (SRT) &amp; word recognition)</li> </ul>				
<b>Learning Outcomes:</b>		<p>By the end of the module the students will be able to</p> <ul style="list-style-type: none"> <li>• Apply theory in practice through a hands-on approach in hearing assessment using the basic test battery approach.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		5		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
			2			
<b>Pre-requisite modules for this module:</b>		MAUB011				
<b>Co-requisites modules for module:</b>		MANC010 , MCSL010, MEHS010, MSLB012, MAUB012, MSLA012, MPCL012, MLNG012				

<b>Assessment criteria</b>	Apply theoretical knowledge in practice by providing practical (hands-on) experience by: <ul style="list-style-type: none"> <li>• Conducting the basic test battery using the correct protocol</li> <li>• Communicating effectively with clients and other professionals</li> <li>• Adhering to code of ethics and professional behaviour</li> <li>• Making clinical &amp; diagnostic decisions and show openness to criticism to learn and improve clinical skill.</li> </ul>
<b>Assessment method</b>	Formative: Multi-source Assignment (peer and self-assessment) Continuous: Report; Clinical Skill Observation Summative: Portfolio (Clinical skills and report)

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

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

<b>Co-requisites modules for module:</b>		MANC010 , MCSL010, MEHS010,MAUA011, MAUB011, MPCL011, MLNG011			
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues</li> <li>• Discuss motor, cognitive, emotional and social, neuro-linguistic, auditory, play, meta-linguistic development</li> <li>• Discuss communication development in terms of speech development and language development (expressive and receptive)</li> <li>• 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</li> <li>• Portray a sensitivity for individual differences and multicultural issues in clients.</li> </ul>			
<b>Assessment method</b>		Continuous: Prepared class test; Assignment Summative: Semester Test; Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLC012		
<b>Module Name:</b>	Health Care Delivery in South Africa		
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Multilingualism in the South African context</li> <li>• Multiculturalism</li> <li>• Challenges and issues to consider when dealing with clients from diverse linguistic and cultural backgrounds</li> <li>• An introduction to Community Based Rehabilitation</li> <li>• Health Promotion</li> <li>• A team approach and collaboration between team players</li> <li>• Traditional Medicine</li> </ul>		
<b>Learning Outcomes:</b>	<p>At the end of this module students will be:</p> <ul style="list-style-type: none"> <li>• Sensitized and empowered to consider multilingualism and multiculturalism in service delivery and to act as change agent in the SA healthcare system.</li> <li>• 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.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	8	5	090203

<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		MANC010 , MCSL010, MEHS010,MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Discuss the challenges presented by multilingualism in the South African context as well as the core concepts, related to service delivery in multicultural contexts, and apply of principles of intervention in communication pathology within diverse contexts</li> <li>• Discuss enhancement of the quality of life for people with disabilities and their significant others by meeting basic needs and ensuring inclusion in a multi-sectorial approach to rehabilitation</li> <li>• Explain the principles that underlie strategies for health promotion, and for working effectively in a team, (group, organization and, community).</li> </ul>				
<b>Assessment method</b>		<p>Continuous assessment: Multi-source assignment (peer and self-assessment); Semester test Summative assessment: Written examination</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MLSD012
<b>Module Name:</b>		Speech Sound Disorders
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Description of articulation and phonological disorders</li> <li>• Etiological factors associated with speech disorders</li> <li>• Principles and procedures underlying the assessment and diagnosis of articulation and developmental phonological processes</li> <li>• Intervention of articulation- and developmental phonological disorders</li> </ul>
<b>Learning Outcomes:</b>		<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> <li>• Description of typical and atypical speech sound development</li> <li>• Description of different types of speech sound disorders</li> <li>• Identifying etiological factors associated with speech sound disorders</li> <li>• Selecting and apply the fundamental principles and procedures underlying various assessment practices for speech sound disorders</li> </ul>

	<ul style="list-style-type: none"> <li>Selecting and apply the fundamental principles and procedures underlying various intervention practices for speech sound disorders.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	8	5	090203
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S2

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MCSL010
<b>Module Name:</b>	Clinical Principles of Communication Disorders

<b>Content:</b>		<ul style="list-style-type: none"> <li>• Introduction and ethics</li> <li>• Infection control and skills required for course</li> <li>• Introduction and Communication defined</li> <li>• Communication disorders</li> <li>• Preparation for clinical work</li> <li>• SLTs working in schools</li> <li>• Normal development observation</li> </ul>		
<b>Learning Outcomes:</b>		<p>Demonstrate fundamental knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Proper administration and organization in the therapeutic process</li> <li>• Showing the accessing, processing and managing of information in the assessment process.</li> </ul> <p>Clinical Speech-Language Pathology: Normal Development:</p> <ul style="list-style-type: none"> <li>• After the theoretical section of the module the student will be provided with the opportunity to observe the implementation of theoretical principles regarding normal development with regard to communication-, motor-, social- and cognitive development. The student will observe service delivery in the South African health care system with the Speech-Language Pathologist and the Audiologist as a member of the health care team.</li> </ul>		
<b>Learning Outcomes (continued)</b>				
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		8	5	090203
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU	Full time	Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>
		2	2	
<b>Pre-requisite modules for this module:</b>		MSLA011		
<b>Co-requisites modules for module:</b>		MANC010 , MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012		
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues</li> <li>• Discuss motor, cognitive, emotional and social, neuro-linguistic, auditory, play, meta-linguistic development</li> <li>• Discuss communication development in terms of speech development and language development (expressive and receptive)</li> <li>• 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</li> <li>• Portray a sensitivity for individual differences and multicultural issues in clients.</li> </ul>		
<b>Assessment method</b>		<p>Continuous: Written class test; Team assignment (birth history interview);  Assignment: Normal Development observation report  Summative: Semester Test; Examination</p>		
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%	
	% Formative Assessment Mark		60%	
	% Summative Assessment Mark		40%	

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

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MLNG012				
<b>Module Name:</b>	Linguistics: Grammatical Concepts				
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Introduction to Grammar</li> <li>• Lexical and Phrasal Categories</li> <li>• Nouns and Noun Phrases</li> <li>• Verbs and Verb Phrases</li> <li>• Clauses and Sentences</li> </ul>				
<b>Learning Outcomes:</b>	<p>Students will be able to demonstrate fundamental knowledge of</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	8		5		110101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5				
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	MANC010, MCSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MPCL012				
<b>Assessment criteria</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Explain grammatical concepts.</li> <li>• Show an understanding of the different schools of thought and forms of knowledge in linguistics</li> <li>• Use of appropriate methods and procedures in the analyses of language</li> <li>• Analyse language constructs using a tree diagram</li> <li>• Show an understanding of cultural and linguistic diversity within the SA context.</li> </ul>				
<b>Assessment method</b>	<p>Continuous: Written exercises (quizzes, assignments, test)  Summative: Semester test; Examination</p>				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPCL011				
<b>Module Name:</b>		Psychology				
<b>Content:</b>		Foundations and Learning Theories; Developmental Psychology; Psychophysiology; Personality, Emotions and Motivation; Introduction to Medical Psychology, Cognitive Processes; Introduction to Research; Social Psychology; Interpersonal skills.				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		5		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5				
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MILNG011, MSLA011				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>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.</li> <li>Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes.</li> <li>Students must be able to explain the link between mind and body interaction.</li> <li>Students must be able to explain the role of social interaction and apply it to their specific field.</li> <li>Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field.</li> </ul>				
<b>Assessment method</b>		Comprehensive, continuous (includes group and individual assignments, and tests) and summative (examination) assessments. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the degree.				

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPCL012				
<b>Module Name:</b>		Research, Interpersonal Skills and Social Psychology				
<b>Content:</b>		Interpersonal Skills Social Psychology Introduction to Research Cognitive Processes (human memory, perception & sensation)				
<b>Learning Outcomes:</b>		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.				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		5		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5		2		
<b>Pre-requisite modules for this module:</b>		None				
<b>Co-requisites modules for module:</b>		MANC010, MCSSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MLNG012				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>Students must be able to apply a basic understanding of cognitive processes.</li> <li>Students must be able to explain the role of social interaction and apply it to their specific field.</li> <li>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.</li> </ul>				

<b>Assessment method</b>		Assignments; tests; examination
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MANC010			
<b>Module Name:</b>		Anatomy for Speech-Language Pathology and Audiology			
<b>Content:</b>		Introduction to anatomy, gross anatomy of the thorax & back, upper limb, head, & neck, central nervous system; and embryology and histology			
<b>Learning Outcomes:</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify basic structures in the brain, head &amp; neck, thorax &amp; back and upper limb</li> <li>Name components of the vocal apparatus and the auditory system</li> <li>Discuss clinical disorders associated with each component of the vocal apparatus and auditory system</li> <li>Describe the nerve and blood supply of the head &amp; neck, thorax &amp; back and upper limb</li> <li>Describe the embryology of the head, face and various components of the auditory system and vocal apparatus</li> <li>Relate presented clinical disorders of the speech apparatus and auditory system to embryology</li> <li>Outline the histology of various structures in the head, neck and thorax</li> </ul>			
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		5	130402
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time	Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
		7	1		
<b>Pre-requisite modules for this module:</b>		None			
<b>Co-requisites modules for module:</b>		MANC010 , MC SL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012			

<b>Assessment criteria</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explain the anatomical position and different planes and sections of the human body</li> <li>• Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure</li> <li>• classify different joints and bones</li> <li>• Differentiate and understand different types of muscles and attachment of muscles, histologically as well as macroscopic</li> <li>• Differentiate between the central nervous system and peripheral nervous system and know their components respectively</li> <li>• Describe the basic anatomy of the thorax and its contents</li> <li>• Describe the basic anatomy of the back</li> <li>• Discuss the basic anatomy of the upper limb</li> <li>• Describe the skeleton of the face and cranium</li> <li>• Describe each group of muscles in the head and neck and explain their role in speech</li> <li>• Describe the components of the vocal apparatus</li> <li>• Describe and discuss the nerve supply and blood supply of the vocal tract</li> <li>• Describe the anatomy of the ear and explain its various functional units</li> <li>• Describe the basic anatomy of the brain and the branches of the cranial nerves supplying components of the vocal apparatus</li> <li>• Discuss the embryology of the head, face, ear and tongue</li> <li>• Discuss the specific embryological origin of the components of the vocal apparatus and their related embryological disorders</li> <li>• Explain the basic histology of head and neck</li> </ul>			
<b>Assessment method</b>		Tests; practical (spotter) tests; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	80	20		
	Sub minimum	40	40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MEHS010
<b>Module Name:</b>		English for Health Sciences
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Academic Reading – basic and intermediate</li> <li>• Academic/Scientific Writing - basic and intermediate</li> <li>• Formal Oral Communication/Discourse and Presentation</li> <li>• Listening</li> </ul>
<b>Learning Outcomes:</b>		<p>On successful completion the student will be able to:</p> <ul style="list-style-type: none"> <li>• Academic Reading – basic and intermediate</li> <li>- Read efficiently with insight</li> <li>- Identify main ideas and supporting statements</li> <li>- Condense information into notes</li> <li>- Draw information from graphs and tables</li> <li>- Encode meaning using principles of word formation and scientific terminology</li> <li>• Academic/Scientific Writing - basic and intermediate</li> <li>- Present information in acceptable formats</li> </ul>

	<ul style="list-style-type: none"> <li>- In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources</li> <li>• Oral Communication and Presentation</li> <li>- Discuss in pairs, small groups and class</li> <li>- Make formal presentations with the help of PowerPoint slides</li> <li>- 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</li> <li>• Listening</li> <li>- Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		5		110104
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6				
<b>Pre-requisite modules for this module:</b>	None				
<b>Co-requisites modules for module:</b>	MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
<b>Assessment criteria</b>	<p>Students are assessed for the learning/competence of the following knowledge and skills components:</p> <ul style="list-style-type: none"> <li>• Academic Reading – basic and intermediate</li> <li>• Understand and draw information stated explicitly and implicitly</li> <li>• Identify the main ideas of a given text</li> <li>• Present information precisely in tables and graphs</li> <li>• Paraphrase author's statements</li> <li>• Summarise a long text into essentials</li> <li>• Academic/Scientific Writing - basic and intermediate</li> <li>• Construct acceptable sentences</li> <li>• Generate well-structured, coherent paragraphs</li> <li>• Select, organize and present information in accordance with scientific writing conventions</li> <li>• Master basic grammar, punctuation and spelling</li> <li>• Oral Communication and Presentation</li> <li>• Participate in group and class discussions</li> <li>• Use PowerPoint effectively to present an academic topic</li> <li>• Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue</li> <li>• Listening</li> <li>• Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture</li> </ul>				
<b>Assessment method</b>	Assignments; tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUA021				
<b>Module Name:</b>		Industrial Audiology				
<b>Content:</b>		Definition of Noise Effects of Noise on the Human Being Effects of Noise on Hearing Damage Risk Criteria Noise Surveys Noise Control Hearing Conservation Programmes Audiometry (Baseline, Screening, Diagnostic, Exit) Compensation Noise Induced Hearing Loss Permanent Disablement & Percentage Hearing Loss South African Legislation and Regulations				
<b>Learning Outcomes:</b>		The student will demonstrate a fundamental knowledge of: <ul style="list-style-type: none"> <li>• The varying industrial audiology screening test battery in terms of identification, intervention and prevention</li> <li>• Industrial audiology in terms of insight into the importance of hearing conservation programs. This includes a sound understanding of key terms, rules, concepts, established principles and theories and how it relates to other areas of Audiology.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		6		090202
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6			2	
<b>Pre-requisite modules for this module:</b>		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>		MPIB020, MAUA 020, MSLA 020, MPSA021, MAUB021, MSLA021, MSLB021				
<b>Assessment criteria</b>		The student is able to: <ul style="list-style-type: none"> <li>• Describe the scope of practice of the industrial audiologist and display willingness to network with other health professionals, identify learning needs and take initiative to address these needs, present information using basic information technology</li> <li>• 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</li> <li>• Describe the audiometric test protocol and interpret according to SANS regulations displaying logical and critical thinking in the industrial work environment</li> <li>• 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.</li> </ul>				

<b>Assessment method</b>		Continuous: Case study simulations; Team assignment; Quiz, worksheets Summative: Semester Test; Examination
<b>Mark Structure:</b>	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
<b>Summative Assessment</b>	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6			2	
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021				
<b>Assessment criteria</b>	The student will be assessed through criterion-referenced tests according to the following criteria:				
<b>Assessment criteria (continued)</b>	<ul style="list-style-type: none"> <li>Describing and explaining the purpose and value of SOL tests by outlining why the test is done, how it is done, the advantages, disadvantages value and clinical application</li> <li>Explaining and discussing test rationale, process, test protocol and procedure by outlining the steps, calculations, prior considerations and patient preparation</li> <li>Identifying and describing both normal and abnormal test results for all SOL tests by applying the normative data</li> <li>Understanding the characteristics of the audiology test systems/instrumentation used by setting up and selecting the correct test parameters and identifying troubleshooting techniques relating to the equipment, the environment and the patient</li> <li>Compiling a report of test results that include patient case history, basic test battery results, site of lesion test results, and interpretation of all results, conclusion on possible diagnosis and referrals and recommendations.</li> </ul>				
<b>Assessment method</b>	Assignments; tests; class tests; examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory		
	Practical (duration)		3h		
	% contribution to Summative Assessment Mark		100		
	Sub minimum		40		

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MAUA022
<b>Module Name:</b>	Identification and Paediatric Audiology
<b>Content:</b>	<ul style="list-style-type: none"> <li>Introduction: Hearing &amp; hearing loss in children</li> <li>Early Hearing Detection and Intervention</li> <li>Behavioural and objective testing of children</li> <li>Counselling and breaking the bad news</li> <li>Identifying hearing loss in schools</li> <li>Management of children with hearing impairment</li> </ul>

	<ul style="list-style-type: none"> <li>• Updates and evidenced-based practice in paediatric audiology</li> <li>• Ethical principles in paediatric audiology and HPCSA best practice guidelines.</li> </ul>				
<b>Learning Outcomes:</b>	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> <li>• The appropriate test protocols to obtain reliable audiological results in the paediatric population, as well as case management.</li> <li>• Key terms, rules, concepts, established principles and theories.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	4		6		090202
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6				
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>	MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
<b>Assessment criteria</b>	The student is able to: <ul style="list-style-type: none"> <li>• Discuss the appropriate audiometric protocols to obtain hearing thresholds in the paediatric/neonatal population as well as the factors that influence hearing in children</li> <li>• Develop culturally appropriate management plans for clients by solving well-defined but unfamiliar problems using correct procedures and appropriate evidence</li> <li>• Identify learning needs and take initiative to address these needs</li> <li>• Provide appropriate recommendations and referrals in this population in order to work effectively within a multidisciplinary team</li> <li>• Discuss the importance of counseling as well as the skills needed by the audiologist for effective counseling</li> <li>• Discuss ethical principles in paediatric audiology and incorporating HPCSA best practice guidelines.</li> </ul>				
<b>Assessment criteria (continued)</b>					
<b>Assessment method</b>	Continuous: Multi-source assessment (peer and self-assessment); Class presentations; Case Studies; Written class test; Assignment Summative: Semester Test; Examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUB022				
<b>Module Name:</b>		Educational Audiology				
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Educational audiology: historical and current perspectives</li> <li>• Educational system in South Africa</li> <li>• The scope of practice and minimum competencies of the educational audiologist</li> <li>• Roles and responsibilities of an educational audiologist</li> <li>• Service delivery models</li> <li>• Effects of HI on speech &amp; language development</li> <li>• Challenges teaching a child with HI</li> <li>• Educational methodologies</li> <li>• Educational goals for a child with HI</li> <li>• Auditory Processing Deficits</li> <li>• Multiple Disabilities</li> <li>• Hearing conservation</li> <li>• Hearing screening and identification</li> <li>• Assessment</li> <li>• (Re)habilitation and management</li> <li>• Classroom acoustics</li> <li>• Ethical considerations</li> </ul>				
<b>Learning Outcomes:</b>		<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Critically reflecting on and discussing the history of education in relation to children with hearing loss pertaining to South Africa</li> <li>• Discussing the various service delivery models associated with educational audiology. Applying this knowledge to the South African context.</li> <li>• Describing the specialist field of educational audiology, the roles and responsibilities and the development of the field, and developing appreciation for benefits of multidisciplinary teams.</li> <li>• Identifying and describing the needs of the individual with a hearing loss and designing culturally appropriate individual education intervention plans using creative and critical thinking skills.</li> <li>• Discussing ethical considerations when working with an individual with a hearing impairment, displaying ethical behavior in assessment and intervention of the hearing impaired in the educational setting as well as professionalism and engaged participation.</li> </ul>				
<b>Learning Outcomes (continued)</b>						
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		6		090202
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		6				
<b>Pre-requisite modules for this module:</b>		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>		MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLB022				
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Demonstrate detailed knowledge and understanding of the following aspects related to Educational Audiology:</li> <li>• Summarize the factors which affect the educational status of the individual with a HI</li> <li>• Explain the educational achievement of the individual with a hearing</li> </ul>				

	impairment <ul style="list-style-type: none"> <li>Identify the educational goals of an individual with a hearing impairment.</li> <li>Discuss the problems associated in teaching the individual with a hearing impairment</li> <li>Describe the role of the audiologist in the process of evaluation and rehabilitation of the individual with a hearing impairment</li> <li>Critically discuss the scope of practice and code of ethics pertaining to educational audiology.</li> </ul>
<b>Assessment method</b>	Continuous: Multi-source Assignment; Class test; Semester test Summative: Examination

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MAUA020
<b>Module Name:</b>	Industrial Audiology and Diagnostic Audiology
<b>Content:</b>	Diagnostic Audiology <ul style="list-style-type: none"> <li>Case history</li> <li>Pure tone audiometry</li> <li>Immittance measurements</li> <li>Speech audiometry</li> <li>Formulation of diagnosis and recommendations</li> <li>Feedback to client</li> <li>Report writing</li> </ul> Industrial Audiology <ul style="list-style-type: none"> <li>Identification</li> <li>Prevention</li> <li>Assessment</li> <li>Intervention</li> <li>Counselling of worker in the industrial setting</li> </ul>
<b>Learning Outcomes:</b>	Apply theoretical knowledge in practice by providing practical (hands-on) experience: <ul style="list-style-type: none"> <li>To apply theoretical concepts relating to assessment of hearing in practice through hands-on experience by conducting the basic test battery, including case history taking, otoscopy, tympanometry, acoustic reflexes, pure tone audiometry (air and bone conduction, masking), speech audiometry (speech reception threshold, speech discrimination and masking), patient feedback and report writing</li> <li>To apply theoretical knowledge in practice by providing students with hands-on experience to conduct industrial audiological screening, develop,</li> </ul>

	motivate and implement a hearing conservation programme, provide information, training and create awareness of the prevention of hearing disorders, provide an appropriate intervention plan and make referrals if required.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	16		6		090202
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		4	1		3
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010; MAUA011, MAUB011, MPCL011, MAUA012, MAUB012, MPCL012				
<b>Co-requisites modules for module:</b>	MPIB020, MPSA021, MAUA021, MAUB021; MAUA022, MAUB022, MPSA022				
<b>Assessment criteria</b>  <b>Assessment criteria (continued)</b>	<p>At the completion of this module, the student is able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Conduct a protocol of otoscopic examination and immittance measurements (tympanometry and acoustic reflexes); solve well-defined but unfamiliar problems using correct procedures and appropriate evidence through critical analysis and synthesis of information and communicate information reliably and coherently using academic/professional discourse conventions and formats appropriately, demonstrating task management, contingency management, job environment and transfer skills</li> <li>• Conduct and apply an age- and case-appropriate protocol during the conduction of pure tone audiometry (air conduction, bone conduction and masking), critically analyze and synthesize information and interpret accurately</li> <li>• Conduct and apply an age- and case-appropriate protocol during the conduction of speech audiometry (speech reception threshold, speech discrimination and masking), critically analyze and synthesize information and interpret accurately</li> <li>• Summarize audiometric results and explain it in a well-structured comprehensible manner during feedback to the client and/or significant others, through the critical analysis and synthesis of information as well as encouraging a multidisciplinary team approach</li> <li>• Summarize audiometric results and explain it in a written manner in report format, through the critical analysis and synthesis of information as well as encouraging a multidisciplinary team approach</li> <li>• 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</li> <li>• Develop, motivate and implement a hearing conservation program in consultation with stakeholders through critical problem-solving using literature and acting as agents of change.</li> </ul>				
<b>Assessment method</b>	Continuous: Multi-source Assignment (peer and self-assessment); Clinical				

		Skill Observation; Report; Clinical test. Summative: Oral Examination	
<b>Mark Structure:</b>	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
<b>Summative Assessment</b>	Theory (duration)	Oral			
	Practical (duration)	1h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

<b>Pre-requisite modules for this module:</b>		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012			
<b>Co-requisites modules for module:</b>		MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021 MSLA021			
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>• Demonstrate detailed knowledge and understanding of the following aspects related to Child Language Disorders:</li> <li>• The core concepts related to Child Language Disorders, prerequisites for language acquisition, as based on normal development</li> <li>• The nature of Child Language Disorders</li> <li>• Function as active member within a team</li> <li>• Communicate effectively through collaboration and by compiling a report based on assessment results</li> <li>• Assessment and management of Child Language Disorders</li> <li>• Ethical and professional decision-making.</li> </ul>			
<b>Assessment method</b>		Continuous: Prepared class test; Team assignment; Case study simulations Summative: Semester Test; Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSCL021		
<b>Module Name:</b>	Voice and Laryngectomy		
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Introduction to and terminology associated with voice disorders, normal and abnormal voice, the biology of the voice mechanism and functions of the larynx</li> <li>• Origins and Etiologies of Voice Disorders (organic voice disorders, functional voice disorders, psychogenic voice disorders)</li> <li>• Assessment of voice disorders</li> <li>• Therapy, consultation and counseling of clients with voice disorders</li> <li>• Laryngectomy: Background and introduction, surgery, dysphagia post laryngectomy, oesophageal voice.</li> </ul>		
<b>Learning Outcomes:</b>	<p>At the end of this module the participants should be able to demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Anatomy and biology of the larynx in relation to normal voice functioning versus voice pathology</li> <li>• Etiologies and classification of voice disorders</li> <li>• Apply their knowledge of voice and its disorders to the identification, assessment, intervention and management of clients with voice problems in a culturally sensitive and ethical manner</li> <li>• Explain and discuss issues related to laryngectomy and management thereof.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>

	4	6	090203		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
	SMU	Full time	S2		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>		
	6				
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>	MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
<b>Assessment criteria</b>	<p>Demonstrate detailed knowledge and understanding of the following aspects related to Voice and Laryngectomy Disorders:</p> <ul style="list-style-type: none"> <li>• Discuss the voice mechanism and functioning of voice, as well as causes of voice problems (including cancer)</li> <li>• Demonstrate understanding and detailed knowledge in terms of the prevention of voice problems</li> <li>• 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)</li> <li>• 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</li> <li>• Demonstrate and understanding and detailed knowledge in terms of laryngeal cancer, counselling for the operation, and the nature of the operation</li> <li>• Intervention and management of clients undergoing a laryngectomy.</li> </ul>				
<b>Assessment method</b>	Continuous: tests; Team assignment Summative: Examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLC022
<b>Module Name:</b>	Language Learning Disabilities

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

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLD022			
<b>Module Name:</b>	Craniofacial Abnormalities			
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Pre-and-post-natal development of Importance to Communication Development</li> <li>• Introduction to Craniofacial Disorders</li> <li>• Cleft Lip and Palate</li> <li>• Other Craniofacial Abnormalities</li> <li>• Velopharyngeal Insufficiency</li> <li>• Assessment and Diagnosis of Craniofacial Disorders</li> <li>• Intervention of Craniofacial Disorders</li> </ul>			
<b>Learning Outcomes:</b>	<p>To demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Pre- and postnatal development related to communication development and the effect of major syndromes related to craniofacial disorders</li> <li>• 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</li> <li>• Assessment and diagnosis of communication disorders associated with cleft lip and palate</li> <li>• Intervention and related management of craniofacial disorders.</li> </ul>			
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	4	6		090203
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time	S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
	6			
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012			
<b>Co-requisites modules for module:</b>	MPIB020, MAUA 020, MSLA 020, MSLA022, MSLB022, MAUA022, MSLC022, MAUB22, MPSP022			
<b>Assessment criteria</b>	<p>The student is expected to:</p> <ul style="list-style-type: none"> <li>• Discuss embryological development specific to the development of the head and neck structures</li> <li>• Describe craniofacial anomalies in regard to genetic concepts, related craniofacial disorders, and the velopharyngeal mechanism through integration of information and work as a team</li> <li>• Apply knowledge of assessment to specific clients</li> </ul>			

		<ul style="list-style-type: none"> <li>• Develop an intervention programme for specific clients</li> <li>• Discuss the management of craniofacial anomalies and base their decisions on ethical guidelines within diverse contexts.</li> </ul>			
<b>Assessment method</b>		Continuous: Class Tests; Team assignment Summative: Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MSLB020				
<b>Module Name:</b>		Clinical Speech-Language Pathology				
<b>Content:</b>		<ul style="list-style-type: none"> <li>• The administrative process in SLP&amp;A</li> <li>• Screening, Assessment, Diagnosis and Intervention of clients with Articulation Disorders, Phonological Developmental Delays, Childhood Language Disorders and Language Learning Disorders</li> <li>• Tests and assessment methods in the Department Speech Language Pathology and Audiology: Conducting and scoring or relevant assessment instruments</li> <li>• Working knowledge of appropriate therapy programmes in the Department Speech Language Pathology and Audiology</li> <li>• Teamwork</li> <li>• Guidelines for assessing and intervention of linguistically diverse populations in clinical practice</li> <li>• Report writing in communication disorders</li> <li>• Referencing appropriate sources of information in research</li> <li>• Ethical considerations</li> </ul>				
<b>Learning Outcomes:</b>		To identify, assess, diagnose, manage, consult and treat clients with: <ul style="list-style-type: none"> <li>• Articulation Disorders,</li> <li>• Phonological Developmental Delays</li> <li>• Childhood Language Disorders.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>		
		16	6	090203		
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
		SMU	Full time	Y		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
			4			

<b>Pre-requisite modules for this module:</b>		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012			
<b>Co-requisites modules for module:</b>		MPIB020, MAUA 020, MPSA021, MAUA021, MAUB021 MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022			
<b>Assessment criteria</b>		<p>Student is clinically competent in:</p> <ul style="list-style-type: none"> <li>• Identification of clients with articulation, phonological process and language disorders</li> <li>• Assessment of clients with articulation, phonological process and language disorders</li> <li>• Report writing (which requires the integration of information, communication competence, as well as technological skills)</li> <li>• Intervention and management, as well as consultation of clients with articulation, phonological process and language disorders</li> <li>• All of the above should be dealt with in an ethical and culturally sensitive manner.</li> </ul>			
<b>Assessment method</b>		<p>Continuous: Structured direct observation, Multi-source assessment (self-assessment); global rating with comments &amp; written report, feedback. Method: Assessment of report, planning, portfolio Summative: Oral exam</p>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Oral			
	Practical (duration)	1h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

		4	6	110101	
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
	SMU		Full time	S1	
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	
	4				
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLB021				
<b>Assessment criteria</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Describe the branch of psycholinguistics and explore the application of psycholinguistics to clinical work in communication disorders</li> <li>Critically evaluate the link between psycholinguistics and SLPA</li> <li>Discuss the importance of categorization as a cognitive process, by using a psycholinguistic framework to assess and treat communication problems</li> <li>Describe the various Psychological mechanisms, write individualised treatment plans for individuals whose problems might have similar linguistic descriptions but which are due to different underlying processing problems, as well as reflect on and develop respect and appreciation for the diversity in children.</li> </ul>				
<b>Assessment method</b>	Continuous: Written exercises Summative: Semester test; Examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLA022
<b>Module Name:</b>	Psycholinguistics: Language Acquisition
<b>Content:</b>	<ul style="list-style-type: none"> <li>Language and The Brain</li> <li>Ways of Studying Language Acquisition</li> <li>Pre-Linguistic and Linguistic Phases in Language Acquisition</li> <li>Words and Sentences</li> <li>Language Input and Individual Differences in Language Development</li> <li>Language Disability</li> </ul>
<b>Learning Outcomes:</b>	<p>At the end of this module:</p> <ul style="list-style-type: none"> <li>Students will be able to show detailed knowledge of the theoretical aspects</li> </ul>

	of language, its nature, structure, varieties and development <ul style="list-style-type: none"> <li>Students will be empowered to perform language sampling and analysis in terms of syntax, phonology, pragmatics and semantics for both normal and disordered speech.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	4	6	110101
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S2

<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4				
<b>Pre-requisite modules for this module:</b>	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>	MPIB020, MAUA 020, MSLA 020, MSLD022, MSLB022, MAUA022, MSLC022, MAUB22, MPSA022				
<b>Assessment criteria</b>	The student is able to: <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Show a sound understanding of sentence comprehension, discourse comprehension and memory by describing it and utilise the event model to analyze comprehension.</li> <li>Discuss the production of speech and language and conversational interaction,</li> <li>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.</li> </ul>				
<b>Assessment method</b>	Continuous: Written exercises Summative: Semester test; Examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory		
	Practical (duration)		3h		
	% contribution to Summative Assessment Mark		100		

	Sub minimum	40			
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<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPIB020				
<b>Module Name:</b>		Physiology for Speech Language Pathology and Audiology				
<b>Content:</b>		GENERAL PHYSIOLOGY Membrane physiology and excitable tissues, nervous system and the special sense. The neurology of speech, language and hearing. Physiology of respiration.				
<b>Learning Outcomes:</b>		<ul style="list-style-type: none"> <li>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.</li> <li>The student will be able to demonstrate competency to measure selected physiological phenomena</li> <li>The student will display the ability to analyse problems of a physiological nature in the context of speech and language.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		12		6		130801
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		2	0.3			
<b>Pre-requisite modules for this module:</b>		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
<b>Co-requisites modules for module:</b>		MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022				
<b>Assessment criteria</b>		Discuss and explain the following: <ul style="list-style-type: none"> <li>Membrane physiology and excitable tissues.</li> <li>Nervous system and the special sense.</li> <li>The neurology of speech, language and hearing.</li> <li>Physiology of respiration.</li> </ul>				
<b>Assessment method</b>		Continuous: observation methods, oral questions, practical exercises and demonstrations, self-assessment and tests. Summative: written examination.				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
	% Formative Assessment Mark		60%			
	% Summative Assessment Mark		40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)	Theory				
	Practical (duration)	2h				
	% contribution to Summative Assessment	100				

	Mark				
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPSA021				
<b>Module Name:</b>		Research, Assessment and Developmental Psychology				
<b>Content:</b>		Research Methods Psychological Assessment Developmental Psychology (Child)				
<b>Learning Outcomes:</b>		At the end of the module the student will: <ul style="list-style-type: none"> <li>• Know, understand and apply the basic principles in social research</li> <li>• Know and understand the basic aspects of assessment across cultures and the different steps in social research</li> <li>• Know, understand and integrate the basic concepts and theories in child development</li> <li>• Know and integrate the ethical principles applicable in research, assessment, child development.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		20		6		180101
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5	1	2		2
<b>Pre-requisite modules for this module:</b>		MPCL011				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		At the end of the module students will: <ul style="list-style-type: none"> <li>• Name, describe and apply the basic principles in social research</li> <li>• State and explain the basic aspects of assessment across cultures and the different steps in social research</li> <li>• List, describe and apply the basic concepts and theories in child development</li> <li>• List, describe and integrate the ethical principles applicable in research, assessment, child development.</li> </ul>				
<b>Assessment method</b>		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.				

<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)		Theory			

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MPSA022				
<b>Module Name:</b>		Personality, Medical and Social Psychology				
<b>Content:</b>		Social Psychology Personality Theories Medical Psychology				
<b>Learning Outcomes:</b>		<p>At the end of the module the student will:</p> <ul style="list-style-type: none"> <li>Understand and apply the concepts applicable in social psychology.</li> <li>Know and understand the different personality theories</li> <li>Know and comprehend the position of medical psychology in within the discipline of psychology</li> <li>Know and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		20		6		180101
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		5	1	2		2
<b>Pre-requisite modules for this module:</b>		MPSA021				
<b>Co-requisites modules for module:</b>		None				
<b>Assessment criteria</b>		<p>At the end of the module students will:</p> <ul style="list-style-type: none"> <li>Name, describe and apply the basic principles in social research</li> <li>State and explain the basic aspects of assessment across cultures and the different steps in social research</li> <li>List, describe and apply the basic concepts and theories in child development</li> <li>Explain and apply different concepts applicable in social psychology.</li> <li>Name and describe the different personality theories</li> <li>Recognize and explain the position of medical psychology within the discipline of psychology</li> <li>List, describe and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.</li> </ul>				
<b>Assessment method</b>		Comprehensive, continuous (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.				
<b>Mark Structure:</b>		Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark		60%		
		% Summative Assessment Mark		40%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MAUA031		
<b>Module Name:</b>	Electrophysiology		
<b>Content:</b>	<p>Electrophysiology:</p> <ul style="list-style-type: none"> <li>• Introduction and Background to auditory evoked potentials</li> <li>• AEPs versus behavioural test measurements</li> <li>• Classification of AEP's</li> <li>• Auditory Brainstem Response</li> <li>• Steady-State responses (ASSR/SSR/SSEP)</li> <li>• Auditory middle-latency response (AMLR)</li> <li>• Auditory late-latency response</li> <li>• Auditory neuropathy</li> <li>• Oto-acoustic emissions</li> <li>• Electro-cochleography</li> </ul> <p>Vestibular audiology:</p> <ul style="list-style-type: none"> <li>• Revision of the anatomy and physiology of the peripheral and central vestibular systems</li> <li>• Prevalence and epidemiology of vestibular pathologies</li> <li>• Pathologies of the vestibular system</li> <li>• Test battery for assessment of balance function/dysfunction</li> <li>• vestibular test battery: bedside, ENG and VNG Vestibular rehabilitation</li> <li>• Clinical application of vestibular tests and correlation to other tests.</li> <li>• Team approach to vestibular management.</li> <li>• Research advancements, gaps and novelty in vestibular rehabilitation</li> <li>• Practical demonstration of the vestibular test battery</li> </ul>		
<b>Learning Outcomes:</b>	<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Understand the anatomy and physiology of the peripheral and central auditory and vestibular systems as well as the prevalence of common central and vestibular pathologies</li> <li>• Understand the various tests that comprise the electrophysiology and vestibular test battery</li> <li>• Evaluate the clinical application of electrophysiology and vestibular tests and correlation to other audiological tests</li> <li>• Evaluate and apply rehabilitation options and techniques for patients with vestibular disorders</li> <li>• Understand the research advancements, gaps and novelty in vestibular rehabilitation.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	8	7	090202
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S1

Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		6			
<b>Pre-requisite modules for this module:</b>	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				
<b>Co-requisites modules for module:</b>	MAUA030, MSLA030, MNAA030, MAUB031, MSLA031, MSLB031, MSLC031, MPSB031				
<b>Assessment criteria</b>	<p>The student will be assessed through criterion-referenced tests according to the following criteria:</p> <ul style="list-style-type: none"> <li>• Listing the components of and explaining and discussing the anatomy and physiology of the peripheral and central auditory and vestibular systems in an illustrative, descriptive and diagrammatic manner</li> <li>• Describing and discussing the prevalence and pathophysiology of vestibular pathologies by applying contextual relevance and disease</li> <li>• Listing, identifying categorizing, comparing and distinguishing between the various pathologies of the vestibular system in detail by describing and comparing the types, symptoms and causes of the disorders. Emphasis is placed on the “big five” pathologies such as, Benign Paroxysmal Positional Vertigo, vestibular neuritis, Menieres disease, bilateral hypofunction and chronic subjective dizziness</li> <li>• Understanding, selecting and appraising the various tests that comprise the electrophysiology and vestibular battery for assessment of balance function/dysfunction by critically evaluating the range of these assessment techniques and the situations in which they may be used. Understanding must include ALL three components of the vestibular test battery: Bedside assessments, ENG and VNG tests</li> <li>• Critically evaluating and comparing the clinical application of electrophysiological and vestibular tests and correlation to other tests so that students can ensure reliability of results and interpret the results obtained from the test battery through interrogation of case studies</li> <li>• Identifying, explaining and describing rehabilitation options and techniques for patients with these disorders by aligning these treatment options to the pathology, patients case history and overall diagnosis through interrogation of case studies</li> <li>• Understanding, describing and defending the need for a team approach to management by listing the team members and providing an explanation for inclusion of the identified team members as well as their contribution to the assessment and management period. Students must be able to recognize the role of integrated services for the diagnosis and rehabilitation for patients with balance disorders through interrogation of case studies</li> <li>• Understanding, describing and evaluating the research advancements, gaps and novelty in electrophysiology and vestibular audiology by critically evaluating the evidence base required to carry out vestibular assessments reliably and interpret the results obtained from them as well as critically evaluate the evidence base and practice of vestibular rehabilitation</li> <li>• Demonstrating the tests done as part of the electrophysiology and vestibular test battery by selecting the test, setting up the patient, instructing the patient, setting up the patient, conducting the test, recording the results</li> <li>• Demonstrating abilities to write a report on patients test results by present information clearly in the form of a written report that is well constructed in terms of patient case history information, diagnostic audiological test findings, electrophysiology and/or vestibular assessment results, conclusion and integration, recommendations and referrals.</li> </ul>				
<b>Assessment method</b>	Continuous: Prepared class test Summative: Semester test; Examination				
<b>Mark Structure:</b>	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
<b>Summative Assessment</b>	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

		SMU		Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6				
<b>Pre-requisite modules for this module:</b>		MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				
<b>Co-requisites modules for module:</b>		MAUA030, MNAA030, MAUA031; MPSB031; MAUC032				
<b>Assessment criteria</b>		<p>At the successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain basic terminology of hearing aids</li> <li>• Summarize basic components and electro-acoustic characteristics of hearing aids</li> <li>• Describe and implement hearing aid circuitry and technology for a variety of hearing losses and hearing aids</li> <li>• Describe and implement controls and functions of hearing aids</li> <li>• Describe and implement limiting systems and compression for a variety of hearing losses and hearing aids</li> <li>• Describe and implement distortion and feedback in hearing aids</li> <li>• Select and use different types of hearing aids for a variety of hearing losses</li> <li>• Select and use sound delivery systems for a variety of hearing losses</li> <li>• Select and use hearing aid prescriptive strategies for the paediatric and adult population</li> <li>• Differentiate candidacy and selection criteria of hearing aids for the paediatric and adult population</li> <li>• Assess and justify patient motivation and person-centered care when fitting patients with hearing aids</li> <li>• Attribute specific considerations when fitting special populations</li> <li>• Implement the different stages of hearing aid fitting</li> <li>• Solve issues with noise reduction, distortion, feedback and occlusion for various scenarios</li> <li>• Analyze and deduce the fitting of specific auditory pathologies</li> <li>• Recommend and justify invasive devices and assistive listening devices for children and adults.</li> </ul>				
<b>Assessment method</b>		Continuous assessment: Prepared short class tests; Team assignment using case study simulations; Semester test Summative assessment: Examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUD032		
<b>Module Name:</b>		Aural Rehabilitation		
<b>Content:</b>		<p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> <li>• Definitions, models and need for AR</li> <li>• Process of AR, development of auditory skills, speech and language</li> <li>• Educational management and assistive devices</li> </ul> <p>Paediatric Aural Rehabilitation</p> <ul style="list-style-type: none"> <li>• Developmental problems of children with untreated HL</li> <li>• Benefits of AR and early intervention</li> <li>• Assessment and intervention</li> </ul> <p>Adult &amp; Geriatric Aural Rehabilitation</p> <ul style="list-style-type: none"> <li>• Differences between adult and paediatric AR</li> <li>• Assessment and intervention; counselling and family rehabilitation</li> </ul>		
<b>Learning Outcomes:</b>		<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Aural rehabilitation for various populations with hearing loss.</li> <li>• This includes understanding of theoretical components as well as application of aural rehabilitation intervention principles and practices.</li> </ul>		
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		090202
<b>Delivery Information:</b>		<b>NQF Level</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		7		S1
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>
		SMU		Full time
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Independent Learning</b>
		6		
<b>Pre-requisite modules for this module:</b>		MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022		
<b>Co-requisites modules for module:</b>		MAUA030, MSLA030, MNAA030, MAUC032, MSLA032, MSLB032, MAUB032, MPSB032		
<b>Assessment criteria</b>		<p>Demonstrate detailed knowledge and understanding of the following aspects related to Aural Rehabilitation by:</p> <ul style="list-style-type: none"> <li>• Describing the various approaches to paediatric, adult and geriatric aural habilitation and rehabilitation, and display the ability to map new knowledge onto a given body of theory; through logical thinking</li> <li>• Discussing the importance of consulting with professionals, demonstrate the ability to fulfill the role of the audiologist as part of the multidisciplinary team as well as present and communicate information and own ideas and opinions in well-structured arguments</li> <li>• Categorising management and intervention options for people with hearing loss to aid them in communication and develop culturally appropriate individualised intervention plans with the relevant management strategies</li> <li>• Discussing theoretical underpinnings to counseling, assess the clients counselling needs through a variety of methods and utilize their existing support system through creative thinking and problem solving.</li> </ul>		
<b>Assessment method</b>		<p>Continuous: Multi-source Assignment (peer and self-assessment); Case study simulations; Class presentations; Written test; Assignment  Summative assessment: Semester test; Examination</p>		
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%	
	% Formative Assessment Mark		60%	
	% Summative Assessment Mark		40%	

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUB032		
<b>Module Name:</b>		Central Auditory Processing Disorders		
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Basic introduction to central auditory processing, terminology, definitions and aspects thereof</li> <li>• Neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms</li> <li>• Nature, common indicators, and factors associated with a central auditory processing disorder</li> <li>• Assessment of central auditory processing, including the multidisciplinary approach towards assessment, screening and diagnostic testing of auditory processing, and electrophysiologic- and electro-acoustic testing</li> <li>• Putting together a central auditory processing test battery</li> <li>• Central auditory processing test protocols for the South African context</li> <li>• Diagnosing and profiling a central auditory processing disorder</li> <li>• Classification of a central auditory processing disorder</li> <li>• Management of a central auditory processing disorder, including the multidisciplinary approach towards management, and the components of managing a central auditory processing disorder.</li> </ul>		
<b>Learning Outcomes:</b>		<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Remember and understand basic terminology, definitions and aspects of central auditory processing</li> <li>• Understand the neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms</li> <li>• Understand and apply the nature, common indicators, and factors associated with a central auditory processing disorder</li> <li>• Apply and analyze the assessment of central auditory processing</li> <li>• Apply, analyze and evaluate the results of central auditory processing assessment to diagnose and profile a central auditory processing disorder</li> <li>• Analyze and evaluate the management of a central auditory processing disorder.</li> </ul>		
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		4	7	090202
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU	Full time	S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>
		6		
<b>Pre-requisite modules for this module:</b>		MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022		

<b>Co-requisites modules for module:</b>		MAUA030, MNAA030, MAUC032, MAUA032, MPSB032			
<b>Assessment criteria</b>		At the successful completion of this module, students will be able to:			
<b>Assessment criteria (continued)</b>		<ul style="list-style-type: none"> <li>• Define central auditory processing and describe the terminology and aspects thereof</li> <li>• Discuss the neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms involved with auditory processing</li> <li>• Explain the nature, and examine the common indicators and factors associated with a central auditory processing disorder</li> <li>• Appraise the multidisciplinary approach towards assessment</li> <li>• Implement screening and diagnostic testing of central auditory processing</li> <li>• Examine electrophysiologic- and electro-acoustic tests for a specific patient and scenario</li> <li>• Construct a central auditory processing test battery for a specific patient.</li> <li>• Construct central auditory processing test protocols for patients from diverse South African contexts</li> <li>• Assess the results of central auditory processing tests</li> <li>• Diagnose, profile and classify a central auditory processing disorder</li> <li>• Defend the multidisciplinary approach towards central auditory processing management</li> <li>• Recommend a managing plan for a specific patient based on the components of central auditory processing disorder management.</li> </ul>			
<b>Assessment method</b>		Continuous: Prepared short class tests; Team assignment using case study simulations; Semester Test Summative: Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUA030
<b>Module Name:</b>		Clinical Audiology
<b>Content:</b>		Electrophysiology & Vestibular Audiology: <ul style="list-style-type: none"> <li>• Diagnostic electrophysiological (ABR/ASSR/OAE) assessments</li> <li>• Vestibular assessments (including VNG and bedside evaluations).</li> <li>• Provide vestibular therapy</li> <li>• Formulate diagnosis</li> <li>• Feedback to client regarding results and further intervention required</li> <li>• Report writing</li> </ul> Neonatal Screening: <ul style="list-style-type: none"> <li>• Identification of hearing loss</li> </ul>

	<ul style="list-style-type: none"> <li>Prevention of hearing loss</li> <li>Assessment of hearing loss</li> <li>Intervention of hearing loss</li> <li>Counseling of care-givers</li> </ul> <p>Diagnostic Audiology:</p> <ul style="list-style-type: none"> <li>Case history</li> <li>Interview</li> <li>Otoscopic examination</li> <li>Immittance measurements – tympanometry and acoustic reflexes</li> <li>Pure tone audiometry (air, bone and masking)</li> <li>Speech audiometry</li> <li>Feedback and referrals</li> </ul> <p>Educational Audiology:</p> <ul style="list-style-type: none"> <li>Hearing and CAPD screening in schools</li> <li>Classroom modifications and teacher collaboration</li> </ul> <p>ENT ward rounds:</p> <ul style="list-style-type: none"> <li>Participation of ENT ward rounds with other healthcare professionals at DGMAH</li> </ul> <p>Ototoxicity screening:</p> <ul style="list-style-type: none"> <li>Taking a comprehensive patient case history</li> <li>Selecting appropriate screening protocols for patients</li> <li>Making appropriate recommendations</li> </ul>				
<b>Learning Outcomes:</b>	<p>Show clinical competence by providing practical (hands-on) experience with electrophysiology and vestibular audiology, neonatal screening and diagnostic audiology. Specific outcomes in each of these competencies are as follows:</p> <ul style="list-style-type: none"> <li>Apply the various basic newborn hearing screening and ototoxic screening protocols, as well as diagnostic, electrophysiology and bedside vestibular assessment on patients</li> <li>Demonstrate the ability to do a patient case history interview, patient set-up, test selection, equipment set-up, protocol selection and test administration</li> <li>Apply normative data to interpret screening and diagnostic results.</li> <li>Demonstrate provide feedback, recommendations and referrals to patients</li> <li>Identify appropriate intervention and make referrals if required</li> <li>Demonstrate an understanding of pathologies and related management during the ENT ward rounds</li> <li>Apply the basic clinical diagnostic Audiology test battery in practice and through hearing assessment simulation (Otis)</li> <li>Demonstrate audio logical screening and support services within the educational context.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	4		7		090202
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		8			
<b>Pre-requisite modules for this module:</b>	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				
<b>Co-requisites modules for module:</b>	MSLA030, MNAA030, MAUA031, MSLA031, MSLB031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
<b>Assessment criteria</b>	<p>In electrophysiology the student will be required to:</p> <ul style="list-style-type: none"> <li>Select the appropriate test protocol and independently assess and manage the client accordingly;</li> <li>Communicate effectively with clients</li> </ul>				

<b>Assessment criteria (continued)</b>		<ul style="list-style-type: none"> <li>Collaborate with other professionals by communicating information in well-structured arguments</li> <li>Deal with unfamiliar concrete and abstract problems and issues using evidence-based and theory driven solutions.</li> </ul> <p>In terms of neonatal screening, the student should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate integrated knowledge through performing neonatal screening;</li> <li>Identify relevant information from case history,</li> <li>Communicate effectively with caregivers; deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments;</li> <li>Encourage a multidisciplinary approach and act as agents of change</li> <li>Demonstrate task management, contingency management, job environment and transfer of skills.</li> </ul> <p>For diagnostic audiology and ototoxicity the student should be able to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> <li>Collaborating with other professionals by communicating information in well-structured manner.</li> </ul> <p>For Educational Audiology the student should be able to:</p> <ul style="list-style-type: none"> <li>Perform hearing and/or (C)APD screening</li> <li>Perform diagnostic testing when deemed necessary</li> <li>Interpret screening and/or diagnostic results</li> <li>Formulate recommendations and/or referrals based on these findings</li> <li>Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format.</li> </ul>			
<b>Assessment method</b>		Continuous: Report; Clinical Skill Observation Summative: Oral Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Oral			
	Practical (duration)	1h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			



<b>Module Code:</b> (4 alphabetic & 3 numeric)	MAUC032				
<b>Module Name:</b>	Clinical Speech-Language Pathology and Audiology – Hospital Practice				
<b>Content:</b>	<ul style="list-style-type: none"> <li>Hands on exposure to Speech, language and hearing health care services in a hospital setting.</li> <li>Exposure to hospital administration.</li> <li>Infection control measures within a hospital environment.</li> <li>Working within a multidisciplinary and transdisciplinary team.</li> <li>Reporting of patient information, keeping statistics and patient file entry and handling.</li> </ul>				
<b>Learning Outcomes:</b>	<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>Understand the operation and management of a hospital environment</li> <li>Observe and demonstrate clinical competence in the provision of speech, language and hearing services in the hospital setting</li> <li>Understand and demonstrate hospital infection control measures</li> <li>Understand and demonstrate ability to work within a multidisciplinary and transdisciplinary team</li> <li>Demonstrate reporting of patient information, keeping statistics and patient file entry and handling.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	4		7		090204
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		8			
<b>Pre-requisite modules for this module:</b>	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
<b>Co-requisites modules for module:</b>	MAUA030, MSLA030, MNA030, MAUB032, MSLA032, MSLB032, MAUA032, MPSB032				
<b>Assessment criteria</b>	<p>Students will be assessed through observational and practical hands on sessions in:</p> <ul style="list-style-type: none"> <li>Understanding the operation and management of a hospital environment by engaging with hospital and departmental policies and protocols</li> <li>Demonstrating clinical competence in the provision of BASIC speech, language and hearing services in the hospital setting relating to: case history taking, basic test battery, new-born hearing screening, speech and language assessments, voice and dysfluency assessments</li> <li>Actively observing electrophysiology and vestibular testing in audiology, hearing aid fittings in the management of clients with a hearing loss including aural rehabilitation, video fluoroscopic procedures used to diagnose various forms of dysphagia in clients, voice and dysfluency management, management of patients with traumatic brain injury or stroke, evaluation and management of the patient's feeding and communication skills</li> <li>Observing and demonstrating hospital infection control measures by wearing the appropriate PPE</li> <li>Understanding and demonstrating ability to work within a multidisciplinary and transdisciplinary team by referring patients to the relevant medical professionals, consulting other professionals and participating in ward/ grand rounds if required</li> <li>Demonstrating and reporting of patient information, keeping statistics and patient file entry and handling including the booking of patients.</li> </ul>				

<b>Assessment method</b>		Continuous assessment: Practical assessment; Report Summative assessment: Oral examination
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MSLA031			
<b>Module Name:</b>		Disorders of Fluency			
<b>Content:</b>		<ul style="list-style-type: none"> <li>Theories and definition of stuttering</li> <li>Onset, development and symptoms</li> <li>Assessment</li> <li>Intervention</li> <li>Cluttering and other disorders of fluency</li> </ul>			
<b>Learning Outcomes:</b>		<p>At the end of the module students will be able to:</p> <ul style="list-style-type: none"> <li>Show detailed knowledge and understanding of identification, assessment and treatment of clients (children and adults) with fluency disorders</li> <li>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.</li> </ul>			
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>	
		4	7	090203	
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU	Full time	S1	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
		6			
<b>Pre-requisite modules for this module:</b>		MSLB021, MSLC022, MSLD022, MSLB022			
<b>Co-requisites modules for module:</b>		MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLB031, MSLC031, MPSB031			
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Discuss the onset and development of the disorders of fluency, and demonstrate the understanding of the various disorders</li> <li>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</li> </ul>			

		<p>assessment in order to make an accurate and comprehensive differential diagnosis, communicate assessment information effectively to parents, caregivers, adult clients and significant others</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Demonstrate the ability to effectively communicate and work within a team.</li> </ul>			
<b>Assessment method</b>		Continuous: Multi-source assessment (peer and self -assessment); Quizzes; worksheets; Case study simulations; Prepared class test; Assignment Summative: Semester Test; Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLB031		
<b>Module Name:</b>	Dysphagia		
<b>Content:</b>	<p>Dysphagia (Paediatric and Adult):</p> <ul style="list-style-type: none"> <li>• Normal anatomy, physiology and embryology</li> <li>• Procedures for assessment of swallowing; Disorders of swallowing, NICU assessment, identification of stress signals and breast feeding</li> <li>• Airways and their management; Non-oral feeding; Clinical bedside examination</li> <li>• Management of swallowing disorders</li> <li>• Dysphagia in oral and laryngeal cancer clients</li> <li>• Swallowing disorders caused by neurologic lesions; Dysphagia in CVA clients; Dysphagia in head trauma, spinal cord injury and neurosurgical procedures</li> <li>• Dysphagia in progressive neurologic disease</li> <li>• Medical management, ethics and the interdisciplinary team.</li> </ul>		
<b>Learning Outcomes:</b>	<p>At the end of the module students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the causes of dysphagia and the resultant symptoms</li> <li>• Assess and treat dysphagia effectively in the clinical practice using a well-rounded and systematic knowledge base</li> <li>• Plan and implement intervention and provide counselling to parents, caregivers, adult clients and significant others with regard to dysphagia.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>

	4	7	090203
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>
	SMU		Full time
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>
	6		
		<b>Seminars</b>	<b>Independent Learning</b>

<b>Pre-requisite modules for this module:</b>		MPCL012, MANC010, MSLD022, MSLB022			
<b>Co-requisites modules for module:</b>		MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLA031, MSLC031, MPSB031			
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Describe the anatomical structures, physiology of swallow and the neurology of the swallowing process according to the four swallowing phases (oral preparatory phase, voluntary oral phase, pharyngeal phase, oesophageal phase)</li> <li>Discuss the causes of dysphagia</li> <li>Explain and demonstrate the principles and procedures of the clinical examination of swallowing including various instrumental procedures and their specific advantages and limitations</li> <li>Develop an intervention plan based on the clinical and/or instrumental assessment results</li> <li>Counsel clients, families and caregivers regarding dietary adjustments and swallowing issues as well as being able to work in a team.</li> </ul>			
<b>Assessment method</b>		<p>Continuous: Team assignment; Case study simulations; Prepared class test; Quizzes; worksheets</p> <p>Summative: Semester Test; Examination</p>			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLC031
<b>Module Name:</b>	Neuro-motor Speech Disorders
<b>Content:</b>	<ul style="list-style-type: none"> <li>Introduction to neuro-motor speech disorders (Dysarthria and Apraxia)</li> <li>Introduction to neuro-motor speech disorders</li> <li>Speech and language production processes</li> <li>Characteristics of neuro-motor speech disorders</li> <li>Types of dysarthria</li> </ul>

	<ul style="list-style-type: none"> <li>• Apraxia of speech</li> <li>• ICF</li> <li>• Assessment of neuro-motor speech disorders</li> <li>• Differential diagnosis</li> <li>• Intervention of neuro-motor speech disorders (incl. tele-health)</li> <li>• Burden of disease</li> </ul>				
<b>Learning Outcomes:</b>	<p>At the end of the module students will be able to:</p> <ul style="list-style-type: none"> <li>• Show an understanding and integrated knowledge of the phases involved in the normal speech production process according to literature</li> <li>• Show an understanding and integrated knowledge of various motor speech disorders in comparison with normal speech production processes</li> <li>• Show an understanding and integrated knowledge with regard to the symptoms of dysarthria and apraxia of speech and relate these to the specific lesion sites in the brain</li> <li>• Show an ability to access, process and manage information with regard to assessment of motor speech disorders in a manner that is culturally- and linguistically-relevant, ethical and professional, using the relevant theories and frameworks</li> <li>• Demonstrate competence to effectively manage a client with motor speech disorders and implement cultural- and linguistically- appropriate intervention measures using the relevant theories and frameworks.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>		
	4	7	090203		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
	SMU	Full time	S1		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6				
<b>Pre-requisite modules for this module:</b>	MSLB021, MSLB022, MSLC022, MSLD022				
<b>Co-requisites modules for module:</b>	MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLA031, MSLB031, MPSB031				
<b>Assessment criteria</b>	<p>The students is able to:</p> <ul style="list-style-type: none"> <li>• List the characteristics of motor speech disorders</li> <li>• Identify and describe the site of lesion in relation to the different types of motor speech disorders</li> <li>• Differentiate between apraxia of speech and dysarthria</li> <li>• Identify the various aspects that needs to be assessed and motor speech disorders that will enable differential diagnosis</li> <li>• Develop an assessment plan for motor speech disorders that will enable differential diagnosis</li> <li>• Construct a comprehensive management plan for the various types of dysarthria as well as apraxia</li> <li>• Formulate the role of the speech-language therapist within the interdisciplinary team involved in the intervention of persons with motor speech disorders</li> <li>• Determine the effect of neurological and motor speech disorders on the clients' level of health, functioning and disability.</li> </ul>				
<b>Assessment method</b>	Continuous: assignment; class tests; semester tests Summative: Examination				
<b>Mark Structure:</b>	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
<b>Summative Assessment</b>	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLA032				
<b>Module Name:</b>	Adult Language Disorders				
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Introduction to adult language disorders</li> <li>• Aphasia [prevalence, causes, neuropathology, classification, assessment (ICF), treatment (incl. AAC &amp; Telehealth)]</li> <li>• Right Hemisphere Syndrome/ damage [prevalence, causes, neuropathology, assessment (ICF), treatment (incl. AAC &amp; Telehealth)]</li> <li>• Dementia [prevalence, causes, neuropathology, classification, assessment (ICF), treatment (incl. AAC &amp; Telehealth)]</li> <li>• Traumatic Brain Injury (TBI) [prevalence, causes, neuropathology, classification, assessment (ICF), treatment (incl. AAC &amp; Telehealth)]</li> </ul>				
<b>Learning Outcomes:</b>  <b>Learning Outcomes (continued)</b>	<p>To show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Demonstrate well rounded knowledge of neuropathology resulting in aphasia, right hemisphere damage, traumatic brain injury (TBI) and dementia in adults based on prior knowledge of neurology and communication disorders</li> <li>• Show knowledge of the potential cognitive, social and communicative consequences resulting from neurogenic language disorders using the relevant theories and frameworks</li> <li>• Show an ability to access, process and manage information with regard to assessment of motor speech disorders in a manner that is culturally- and linguistically-relevant, ethical and professional, using the relevant theories and frameworks</li> <li>• Demonstrate competence to effectively manage a client with motor speech disorders and implement cultural- and linguistically- appropriate intervention measures using the relevant theories and frameworks.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>		
	4	7	090203		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
	SMU	Full time	S2		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6				
<b>Pre-requisite modules for this module:</b>	MSLB021, MSLB022, MSLC022, MSLD022				

<b>Co-requisites modules for module:</b>		MAUA030, MSLA030, MNAA030, MAUC032, MAUB032, MSLB032, MAUA032, MPSB032			
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Discuss the neuropathology of Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia</li> <li>• Distinguish between aphasia, Right hemisphere damage, Traumatic Brain Injury AND Dementia</li> <li>• Classify and differentiate between the various types of Aphasia and their site of lesion</li> <li>• Apply formal and informal assessment methods with Individuals with Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia</li> <li>• Formulate a diagnosis based on links between observations and literature</li> <li>• Compile an accurate assessment and progress report</li> <li>• Consider individual differences &amp; multicultural issues when planning and executing assessment and consultation with clients or significant others</li> <li>• Design an intervention plan for individuals with Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia within the multilingual, multicultural South African context using the relevant theories and frameworks</li> <li>• Describe the role of the rehabilitation team, the client, family and the community in effecting and sustaining intervention outcomes.</li> </ul>			
<b>Assessment method</b>		Continuous: assignment; class tests; semester test Summative: Examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLD032
<b>Module Name:</b>	Early Communication Intervention
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Introduction to ECI</li> <li>• ECI: Assessment Process</li> <li>• ECI: Intervention</li> <li>• Normal and Abnormal Feeding Patterns / Intervention</li> <li>• Assessment and Intervention in the Paralinguistic / Emerging Language Stages</li> <li>• Special populations</li> </ul>
<b>Learning Outcomes:</b>	<p>To identify, assess and effectively treat:</p> <ul style="list-style-type: none"> <li>• Understand the concept of prevention (primary, secondary &amp; tertiary), identification of children at/establish risk for communication disorders</li> <li>• Assessment and intervention of babies, toddlers and young children at risk of communication disorders based on current best practices in a family-</li> </ul>

	centered approach				
	<ul style="list-style-type: none"> <li>Provide counselling to caregivers thereby reporting on their findings and progress, as well as manage the case in a professional manner and show sensitivity for diverse cultures.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	4		7		090203
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	6				
<b>Pre-requisite modules for this module:</b>	MSLB0321, MSLB022, MSLD022, MSLD022				
<b>Co-requisites modules for module:</b>	MAUA030, MSLA030, MNA030, MAUC032, MAUB032, MSLA032, MAUA032, MPSB032				
<b>Assessment criteria</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Discuss the theoretical principles and underpinnings of ECI across cultural boundaries</li> <li>Develop a comprehensive assessment procedure and make a diagnosis, as well as plan the treatment and management of a child with early communication disorders (including special populations)</li> <li>Discuss teamwork towards early communication disorders, as well as professional behavior across cultural and linguistic boundaries</li> <li>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.</li> </ul>				
<b>Assessment method</b>	Continuous: assignment; class tests Summative: semester tests; examinations				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLB030
<b>Module Name:</b>	Clinical Speech-Language Pathology

<b>Content:</b>		<ul style="list-style-type: none"> <li>• Assessment of Language Learning -and associated Disorders such as ADHD, Dyslexia, Auditory Processing/Perceptual Disorders.</li> <li>• Intervention of Language Learning - and associated Disorders such as ADHD, Dyslexia, Auditory Processing/ Perceptual Disorders</li> <li>• Team Work / Collaboration</li> <li>• Health promotion, prevention and intervention</li> </ul>					
<b>Learning Outcomes:</b>		<p>Demonstrate well rounded knowledge, skills and attitudes with regard to;</p> <ul style="list-style-type: none"> <li>• The identification, assessment and intervention of school-aged learners presenting with Language Learning and related disorders in linguistic and cultural diverse setting and will include:</li> <li>• Remedial practice in reading and writing problems including emergent literacy</li> <li>• Barriers to learning of culturally and linguistically diverse learners</li> <li>• Collaboration and teamwork among professionals in schools and with caregivers in the home environment.</li> </ul> <p>Assessment and management of learners with LLD and related disorders effectively within the range of the South African context.</p>					
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>	
		16		7		090203	
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU		Full time		Y	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>	
			4			5	
<b>Pre-requisite modules for this module:</b>		MSLB021, MSLC021, MSLA020					
<b>Co-requisites modules for module:</b>		MAUA030, MNAA030, MAUA031, MSLA031, MSLB031, MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032					
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Design, implement monitor and report on programmes for learners with language learning and related disabilities</li> <li>• Plan and execute accurate identification and assessment of learners with language learning and related disabilities using both formal and informal methods of assessment, and effectively communicate results to significant others (and teachers)</li> <li>• Formulate and implement guidelines for assessing linguistically diverse populations in clinical practice</li> <li>• Execute team work and active participation in the professional functions of collaboration and consultation</li> <li>• Report on and effectively communicate with clients, families, paraprofessionals and professionals.</li> </ul>					
<b>Assessment method</b>		<p>Continuous: Structured direct observation, Multi-source assessment (self-assessment); Assessment by supervising clinician (global rating with comments &amp; written report); Written exercises; Assessment of report, planning, portfolio; Case study simulations</p> <p>Summative Assessment by a panel of internal and / or external examiners (oral examination); Written plans, and execution of plan embedded within an oral examination framework</p>					
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MPSB031				
<b>Module Name:</b>	Psychopathology, Research and Community Psychology				
<b>Content:</b>	Research Methodology 2 Community Psychology Psychopathology				
<b>Learning Outcomes:</b>	<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 relevance of community psychology internationally and in developing societies and the South African context, The conceptual orientation of community psychology and the multidisciplinary knowledge base &amp; 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 understanding of legal and ethical issues relating to research, community psychology and psychopathology.</p>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	20		7		180101
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	5	1	2		

<b>Pre-requisite modules for this module:</b>		MPSA021; MPSA022			
<b>Co-requisites modules for module:</b>		MAUA030, MSLA030, MNAA030, MAUB031, MSLA031, MSLA031. MAUA031,MSLC031			
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>Students should be able to describe, explain, discuss, analyses and evaluate concepts such as survey research, sampling, data collection (scales of measurement and techniques of data collection), questionnaire design and community-centred research. They must further be able to interpret results of report writing.</li> <li>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 &amp; planned community change. They must further have the ability to demonstrate, explain critically analyse and differentiate perspectives of paradigms.</li> <li>Students must be able to name, describe, demonstrate, define, differentiate, evaluate concepts of psychopathology such as abnormal behaviour in historical context, clinical assessment and diagnosis, anxiety disorders, somatoform and dissociative disorders, as well mood disorders and suicide. They must further be able to apply, differentiate, explain and critically analyse personality disorders, schizophrenia and other psychotic disorders, as well as developmental disorders.</li> <li>Students must be able to describe, demonstrate responsible legal and ethical values relating to research, community psychology and psychopathology.</li> </ul>			
<b>Assessment method</b>		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

<b>Learning Outcomes (continued)</b>		<p>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 understating of middle childhood, adolescence and social development.</p>						
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>		
		24		7		180101		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
		SMU		Full time		Y		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>		
		5	1	2				
<b>Pre-requisite modules for this module:</b>		MPSB021, MPSB022						
<b>Co-requisites modules for module:</b>		MAUA030,MSLA030,MNAA030, MSLA032,MAUB032,MSLB032, MAUC032,MAUA032						
<b>Assessment criteria</b>		<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> </ul>						
<b>Assessment method</b>		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.						
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%					
	% Formative Assessment Mark		60%					
	% Summative Assessment Mark		40%					
	Minimum final mark to pass (%)		50%					
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory (duration)		Theory					

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MNAA030				
<b>Module Name:</b>		Neuro-anatomy & Clinical Neurology for SLP & A				
<b>Content:</b>		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				
<b>Learning Outcomes:</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the divisions and organization of the nervous system</li> <li>• Understand the anatomy and function (control centres) of the spinal cord and related clinical disorders</li> <li>• Understand anatomy, structural and functional relations of control centres in the brainstem, and related clinical disorders</li> <li>• Understand the basic anatomy of the cerebellum and related clinical disorders</li> <li>• Understand the basic anatomy of the diencephalon and the basal nuclei, and their related clinical disorders</li> <li>• 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</li> <li>• Understand the blood supply of the brain</li> <li>• Understand the control centres involved in verbal and non-verbal speech, language and auditory system</li> <li>• Understand the functional relation of control centres in different location in the brain and pathways involved</li> <li>• Understand the complexity of the speech pathway and clinical disorders associated with each of its components</li> <li>• Identify key structures in the brainstem, cerebellum and cerebral hemispheres</li> </ul>				
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		8		7		130402
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		Full time		Y
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		3				
<b>Pre-requisite modules for this module:</b>		MANC010, MPIB020				
<b>Co-requisites modules for module:</b>		MAUA030, MSLA030, MAUA031, MSLA031, MSLB031, MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
<b>Assessment criteria</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe and differentiate the divisions/organisation of the nervous system</li> <li>• Describe and discuss the anatomy of the components of the brainstem</li> </ul>				

		<ul style="list-style-type: none"> <li>• Discuss and describe the function of each control centre and functional area involved in speech, language and auditory system</li> <li>• Functionally relate the neural control centres in the brainstem with the functional areas.</li> <li>• Discuss and describe the clinical disorders associated with various neural speech and auditory control centres and presentation thereof</li> <li>• Discuss and outline all possible pathways involved in speech, language and auditory system</li> <li>• Discuss and describe the territorial blood supply of the brain and spinal cord and speech, language and auditory disorders associated with each arterial supply</li> <li>• Identify key structures in the brainstem and cerebellum and cerebral hemispheres</li> </ul>			
<b>Assessment method</b>		Three cumulative tests. Practical (spotter) assessment; examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1hr		
	% contribution to Summative Assessment Mark	75	25		
	Sub minimum	40	40		

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

	<ul style="list-style-type: none"> <li>Apply, analyze and evaluate new advances in Audiology within the South African context.</li> <li>Create ethical and evidence-based practices relevant to the South African context, based on advances in the field of Audiology.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	4	8	090202

<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S1
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4				
<b>Pre-requisite modules for this module:</b>	MAUA030, MAUA031, MAUB031, MPSB031, MAUA032, MAUB032				
<b>Co-requisites modules for module:</b>	MAUA030, MAUA031, MAUB031, MPSB031, MAUA032, MAUB032				
<b>Assessment criteria</b>	<p>At the successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>Discuss and apply new developments in the field of Audiology according to particular themes (including advances in tinnitus and hyperacusis management, advances in implantable devices, advances in hearing aids and hearing aid technology, advances in mHealth and tele-audiology, lifestyle hearing losses, and latest developments in Audiology in South Africa) in an integrated manner</li> <li>Use, infer, and defend/support new developments in the field of Audiology for a specific patient</li> <li>Relate, investigate and critique new developments in Audiology for the South African context</li> <li>Formulate new practices and approaches in assessment and management of patients relevant to the South African context.</li> </ul>				
<b>Assessment method</b>	Continuous: Team assignment; case simulations; class tests; semester tests Summative: Examination				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUB041
<b>Module Name:</b>		South African Sign Language

<b>Content:</b>		<ul style="list-style-type: none"> <li>• Introduction to South African Deaf Culture and South African Sign Language</li> <li>• Organization and structure of Deaf Culture</li> <li>• Using South African Sign Language to introduce oneself.</li> <li>• Exchanging of personal information through the use of South African Sign Language</li> <li>• Demographics of population</li> <li>• Case history</li> </ul>						
<b>Learning Outcomes:</b>		Demonstrate detailed knowledge and understanding of the following: <ul style="list-style-type: none"> <li>• Basic South African Sign Language and Deaf Culture</li> <li>• 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.</li> </ul>						
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>		
		8		8		090202		
<b>Delivery Information:</b>		<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
		SMU		Full time		S1		
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>		
		4						
<b>Pre-requisite modules for this module:</b>		MAUA030, MAUA031, MAUB031, MAUA032 MAUB032						
<b>Co-requisites modules for module:</b>		MSLA040, MAUA040, MSLA041, MAUA041, MSLB041						
<b>Assessment criteria</b>		The student is able to: <ul style="list-style-type: none"> <li>• Describe the uniqueness of the Deaf Culture as well as the role of the Audiologist and how to communicate with this population</li> <li>• 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.</li> </ul>						
<b>Assessment method</b>		Continuous: Multi-source assessment (Peer and self-assessment); Written exercises; Assessment (global rating with comments); Written class test; Assignment Summative: Semester Test; Written exam						
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%					
	% Formative Assessment Mark		60%					
	% Summative Assessment Mark		40%					
	Minimum final mark to pass (%)		50%					
<b>Summative Assessment</b>			<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>		
	Theory (duration)		Theory					
	Practical (duration)		3h					
	% contribution to Summative Assessment Mark		100					
	Sub minimum		40					

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUA042		
<b>Module Name:</b>		Practice Management		
<b>Content:</b>		Practice Management <ul style="list-style-type: none"> <li>• Definition of strategy, strategic planning and strategic management</li> <li>• Difference between strategic and operational planning</li> <li>• Model of strategic planning</li> <li>• SWOT Analysis</li> <li>• Porter 5 forces model</li> <li>• Strategic objectives vs. alternative strategies (grand and generic)</li> <li>• Choosing the right strategy</li> <li>• Components of a business plan</li> <li>• Marketing mix vs. product mix</li> <li>• Price</li> <li>• Place</li> <li>• Promotion</li> <li>• Marketing plan</li> <li>• Competitive analysis</li> <li>• Advertising options</li> <li>• Kotler's 8 steps</li> <li>• Consumer Protection Act</li> </ul>		
<b>Learning Outcomes:</b>		Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> <li>• Practice management principles within a speech-language pathology and/or audiology practice</li> <li>• The importance of strategic planning and marketing within the audiology practice.</li> </ul>		
<b>Module Information:</b>		<b>SAQA Credits</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
		4		090202
<b>Delivery Information:</b>		<b>Campus</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU		S2
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Independent Learning</b>
		4		
<b>Pre-requisite modules for this module:</b>		MAUA030, MAUA031, MAUB031, MAUA032, MAUB032		
<b>Co-requisites modules for module:</b>		MSLA040, MAUA040, MAUB042, MAUC042, MSLB042, MSLA042		
<b>Assessment criteria</b>		The student is able to: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>		
<b>Assessment method</b>		Continuous: Class test; Group assignment / Presentation; Case study simulations Summative: Semester test; Exam		
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%		

	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MAUD042			
<b>Module Name:</b>		Clinical Integrated Audiology			
<b>Content:</b>		<ul style="list-style-type: none"> <li>Integrated cases in audiology</li> <li>Integration of Ear Nose and Throat, neurology, neurophysiology collaboration through grand rounds</li> </ul>			
<b>Learning Outcomes:</b>		<p>At the end of the module, the student will be able to:</p> <ul style="list-style-type: none"> <li>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</li> <li>Show clinical competence in the interpretation / recommendations / management in case presentations and discussions.</li> </ul>			
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>	
		4	8	090202	
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>	
		SMU	Full time	S2	
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>
		4			
<b>Pre-requisite modules for this module:</b>		MAUA030, MAUA031, MAUB031, MAUA032 MAUB032			
<b>Co-requisites modules for module:</b>		MSLA040, MAUA040, MAUA042, MAUC042, MSLB042, MSLA042			
<b>Assessment criteria</b>		<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Describe the role of the audiologist within a specialist scope of practice, reflect on own area of interest/specialty and make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained</li> <li>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.</li> </ul>			
<b>Assessment method</b>		Continuous: Case presentations Summative: Semester Test; Portfolio			

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MAUA040
<b>Module Name:</b>	Clinical Audiology
<b>Content:</b>	Paediatric Audiology Aural Rehabilitation: Electrophysiology & Vestibular Audiology: Fitting Hearing Aids and Assistive Listening Devices: Central Auditory Processing Disorders: Educational Audiology
<b>Learning Outcomes:</b>	<p>Apply theoretical knowledge in practice by providing practical (hands-on) experience:</p> <p>Paediatric Audiology:</p> <ul style="list-style-type: none"> <li>To obtain hearing thresholds in the paediatric population by conducting behavioural testing including BOA, VRA, and play Audiometry</li> <li>To facilitate coherent and critical understanding of principles and theories underlying paediatric audiology</li> </ul> <p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> <li>By providing parent/caregiver counselling and intervention (rehabilitation) of an individual (adults and children) with a hearing loss</li> <li>To facilitate coherent and critical understanding of the principles and theories underlying aural rehabilitation</li> </ul> <p>Electrophysiology and Vestibular Audiology:</p> <ul style="list-style-type: none"> <li>By applying theoretical knowledge by providing practical (hands-on) experience to conduct electrophysiological assessment (ABR, ASSR, OAE) as well as vestibular and balance assessments</li> <li>By making a diagnosis and provide feedback</li> <li>By identifying appropriate intervention and make referrals if required</li> </ul> <p>Fitting Hearing Aids and Assistive Listening Devices:</p> <ul style="list-style-type: none"> <li>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</li> <li>By performing verification and validation of hearing aid fittings</li> </ul> <p>Central Auditory Processing Disorders:</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Educational Audiology:</p> <ul style="list-style-type: none"> <li>By performing hearing and/or (C)APD screening, as well as diagnostic</li> </ul>

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

	<p>displaying cultural sensitivity</p> <ul style="list-style-type: none"> <li>• Select the appropriate hearing aid according to audiogram, specification sheet and client needs</li> <li>• Fit the hearing aid through use of fitting software</li> <li>• Perform real ear measurements (speech mapping) on clients of all ages</li> <li>• 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</li> </ul> <p>Central Auditory Processing Disorders:</p> <ul style="list-style-type: none"> <li>• Select and perform the appropriate test battery from the (C)APD diagnostic test categories for any particular client</li> <li>• Analyse and interpret diagnostic (C)APD test results</li> <li>• Classify the sub-profile of the client with (C)APD</li> <li>• Formulate remediation strategies based on the client's (C)APD sub-profile</li> <li>• Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format</li> </ul> <p>Educational Audiology:</p> <ul style="list-style-type: none"> <li>• Perform hearing and/or (C)APD screening</li> <li>• Perform diagnostic testing when deemed necessary</li> <li>• Interpret screening and/or diagnostic results</li> <li>• Formulate recommendations and/or referrals based on these findings</li> <li>• Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format.</li> </ul>
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<b>Assessment method</b>	Continuous: Report; Clinical Skill Observation; Paediatric Audiology: Clinical skill observation; Testing as the main audiologist; Assistant audiologist; Report Summative: Oral Examination
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<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MAUC042
<b>Module Name:</b>	Clinical Speech-Language Pathology and Audiology – Rural Hospital Practice
<b>Content:</b>	<ul style="list-style-type: none"> <li>• Hands on exposure to Speech, language and hearing health care services in a hospital setting</li> <li>• Exposure to hospital administration</li> <li>• Infection control measures within a hospital environment</li> <li>• Working within a multidisciplinary and transdisciplinary team</li> </ul>

	<ul style="list-style-type: none"> <li>Reporting of patient information, keeping statistics and patient file entry and handling</li> </ul>				
<b>Learning Outcomes:</b>	<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>Understand the operation and management of a hospital environment</li> <li>Demonstrate clinical competence in the provision of speech, language and hearing services in the hospital setting</li> <li>Understand and demonstrate hospital infection control measures.</li> <li>Understand and demonstrate ability to work within a multidisciplinary and transdisciplinary team</li> <li>Demonstrate reporting of patient information, keeping statistics and patient file entry and handling.</li> </ul>				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	4		8		090204
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		24			
<b>Pre-requisite modules for this module:</b>	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032				
<b>Co-requisites modules for module:</b>	MSLA040, MAUA040, MAUB042, MAUA042, MSLB042, MSLA042				
<b>Assessment criteria</b>  <b>Assessment criteria (continued)</b>	<p>Students will be assessed through practical hands on sessions in:</p> <ul style="list-style-type: none"> <li>Understanding the operation and management of a hospital environment by engaging with hospital and departmental policies and protocols</li> <li>Demonstrating clinical competence in the provision of speech, language and hearing services in the hospital setting relating to: Case history taking, Diagnostic, electrophysiology and vestibular testing in audiology, hearing aid fittings in the management of clients with a hearing loss including aural rehabilitation, new-born hearing screening, speech and language assessments, video fluoroscopic procedures used to diagnose various forms of dysphagia in clients, voice and dysfluency management, management of patients with traumatic brain injury or stroke, evaluation and management of the patient's feeding and communication skills</li> <li>Observing and demonstrating hospital infection control measures by wearing the appropriate PPE</li> <li>Understanding and demonstrating ability to work within a multidisciplinary and transdisciplinary team by referring patients to the relevant medical professionals, consulting other professionals and participating in ward/ grand rounds if required</li> <li>Demonstrating and reporting of patient information, keeping statistics and patient file entry and handling including the booking of patients.</li> </ul>				
<b>Assessment method</b>	<p>Continuous assessment:  Practical assessment one: Mid evaluation (At 2 weeks into block)  Practical assessment two: End evaluation (At 2 weeks into block)  Summative assessment: Oral examination</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		

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

<b>Module Code:</b> (4 alphabetic & 3 numeric)		MSLB041		
<b>Module Name:</b>		Augmentative and Alternative Communication (AAC)		
<b>Content:</b>		<ul style="list-style-type: none"> <li>• Introductions to and basic concepts and issues in AAC</li> <li>• Participation model</li> <li>• Vocabulary selection</li> <li>• The decision making process: (Unaided and aided systems including assisted devices)</li> <li>• Assessment in AAC based on the participation model and make suitable recommendations for intervention and management</li> <li>• Intervention and management of clients requiring AAC</li> </ul>		
<b>Learning Outcomes:</b>		<p>By the end of this module the students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss and consider basic concepts and issues in AAC and show an appreciation for the nature and complexities of communication disorders experienced by people with little or no functional speech (PNFS)</li> <li>• Show an understanding of communication systems (both low-tech and high-tech systems) and select vocabulary for individuals with LNFS</li> <li>• Apply their knowledge of assessment procedures to individual clients with limited or no functional speech (LNFS) in order to select suitable AAC systems</li> <li>• Plan and develop intervention programmes for individuals across disability and age range: (beginning communicators, various developmental disabilities and for those with acquired disabilities) in an ethical and culturally sensitive manner.</li> </ul>		
<b>Module Information:</b>		<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
		12	8	090203
<b>Delivery Information:</b>		<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
		SMU	Full time	S1
<b>Periods per week:</b>		<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>
		4		
<b>Pre-requisite modules for this module:</b>		MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032		
<b>Co-requisites modules for module:</b>		MSLA040, MAUA040, MAUB041, MAUA041, MSLB041		
<b>Assessment criteria</b>		<p>The students will be assessed in their ability to:</p> <ul style="list-style-type: none"> <li>• Critically discuss issues, research and methodologies that are relevant to AAC</li> <li>• Research, describe and discuss the nature and challenges experienced by individual clients, and how these can be managed with AAC</li> </ul>		

		<ul style="list-style-type: none"> <li>Plan an AAC assessment for individuals with LNFS across the disability range, interpret and effectively communicate assessment findings to stakeholders in an ethical and professional manner</li> <li>Select an AAC communication system for individuals with LNFS across a wide range of disabilities and make suitable recommendations and referrals where necessary</li> <li>Develop a communication programme for clients with severe communication difficulties within an ethical and culturally sensitive manner.</li> </ul>			
<b>Assessment method</b>		Written assignments; tests; written examinations			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLC041		
<b>Module Name:</b>	Relevant Issues in SLP&A Practice		
<b>Content:</b>	<ul style="list-style-type: none"> <li>Code of ethics for Speech-Language Pathologists</li> <li>HPCSA guidelines for good practice in the Health Care Professions</li> <li>Social media in health care</li> <li>POPI Act</li> <li>CAPS</li> <li>Education White papers</li> <li>Learner diversity</li> </ul>		
<b>Content (continued)</b>	<ul style="list-style-type: none"> <li>Disability in the current SA context and within a Human Rights framework</li> <li>Definitions of Community based Rehabilitation</li> <li>Concepts in Community Based Rehabilitation</li> <li>Multi-sectorial approach to rehabilitation</li> <li>Different models of disability</li> </ul>		
<b>Learning Outcomes:</b>	Show knowledge and understanding of: <ul style="list-style-type: none"> <li>Ethical theories and guidelines that guide clinical practice and decision making</li> <li>Education curricula and policies relevant to the field of Speech-Language Pathology</li> <li>Community Based Rehabilitation, enhancing the quality of life for people with disabilities and their significant others by meeting basic needs in a multi-sectorial approach to rehabilitation.</li> </ul>		
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>
	8	8	090204

<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU	Full time	S2

<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
	4				
<b>Pre-requisite modules for this module:</b>	MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032				
<b>Co-requisites modules for module:</b>	MSLA040, MAUA040, MAUA042, MAUB042, MAUC042, MSLA042 <sup>1</sup>				
<b>Assessment criteria</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Identify, address and manage emerging ethical issues through advanced processes of ethical decision-making, including monitoring and evaluation of consequences of these decisions</li> <li>Discuss issues related to the scope of practice and ethical issues related to the treatment of persons with speech and hearing disorders</li> <li>Facilitate in-depth discussions regarding the ethics of the professions and be able to apply ethical and professional knowledge to different scenarios</li> <li>Apply and integrate the relevant education policies and position statements to the field of Speech-Language Pathology and Audiology</li> <li>Discuss and explain the elements of CBR that contribute to the sustainability of thereof, including the sectors and roles for the development and implementation of CBR.</li> </ul>				
<b>Assessment method</b>	<p>Continuous assessment: Multi-source assignment (peer and self-assessment); Semester test  Summative assessment: Written examination</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		
	% Summative Assessment Mark		40%		
	Minimum final mark to pass (%)		50%		
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

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

		<ul style="list-style-type: none"> <li>Child Language Disorders (CLD)</li> <li>Language Learning Disorders (LLD)</li> </ul>			
<b>Learning Outcomes:</b>		<p>To show clinical competence in prevention, identification, assessment, intervention, and management of:</p> <ul style="list-style-type: none"> <li>Clients with voice problems</li> <li>Clients with dysfluency problems</li> <li>Clients &lt; 3years of age</li> <li>Clients with language disorders</li> <li>Clients with language-learning disorders</li> <li>Show competence in working within a team.</li> </ul>			
<b>Module Information:</b>	<b>SAQA Credits</b>	<b>NQF Level</b>	<b>CESM Code (3<sup>rd</sup> Order)</b>		
	20	8	090203		
<b>Delivery Information:</b>	<b>Campus</b>	<b>Full/Part Time</b>	<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>		
	SMU	Full time	S2		
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		12			8
<b>Pre-requisite modules for this module:</b>	MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032				
<b>Co-requisites modules for module:</b>	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
<b>Assessment criteria</b>	<p>In working with clients with severe communication difficulties, the student is able to:</p> <ul style="list-style-type: none"> <li>Conduct a suitable assessment, integrate the information and communicate results and make recommendations in a culturally sensitive manner</li> <li>Develop a communication programme for specific clients in consultation with all role players</li> <li>Create a communication board that is suitable for a specific client</li> <li>Plan the intervention</li> <li>Show competence in managing service provision in a service-learning context. Responsibilities include: <ul style="list-style-type: none"> <li>Screening and assessment of clients with communication problems</li> <li>Dissemination of information (e.g. awareness re the role of the Speech-Language Pathologist and Audiologist SLT &amp; A in a school context, and relevant topics related to the context)</li> <li>Classroom support: language and language for learning (literacy and numeracy skills)</li> <li>Working within a team, and support of fellow students in managing clients with communication problems</li> <li>Administration and logistical arrangements of the service learning context</li> <li>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.</li> </ul> </li> </ul>				
<b>Assessment method</b>	<p>Continuous: Direct observation by supervisor with feedback; Self-evaluation; Session planning; Reports; Portfolio  Summative assessment: Oral examination</p>				
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			

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

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

<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	20		8		090203
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		S2
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
		12			
<b>Pre-requisite modules for this module:</b>	MSLA030, MSLA031, MSLB031, MSLC031, ,MSLA032, MSLB032				
<b>Co-requisites modules for module:</b>	MSLA040, MAUA040, MAUB042, MAUC042, MSLB042, MAUC42MSLA040; MSLB041; MSLB042				
<b>Assessment criteria</b>	In working with clients with severe communication difficulties (including neuro-motor and neurogenic communication disorders), the student is able to:				
<b>Assessment criteria (continued)</b>	<ul style="list-style-type: none"> <li>• Conduct a suitable assessment, integrate the information and communicate results and make recommendations in a culturally sensitive manner</li> <li>• Develop a communication programme for specific clients in consultation with all role players</li> <li>• Create a communication board that is suitable for a specific client</li> <li>• Plan the intervention</li> </ul>				

		<ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Assessment method</b>		Continuous: Direct observation by supervisor with feedback; Self-evaluation; Session planning; Reports; Portfolio Summative assessment: Oral examination			
<b>Mark Structure:</b>	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
<b>Summative Assessment</b>		<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
	Theory (duration)	Oral			
	Practical (duration)	1h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

<b>Module Code:</b> (4 alphabetic & 3 numeric)	MSLA040				
<b>Module Name:</b>	Research Method and Report				
<b>Content:</b>	<ul style="list-style-type: none"> <li>Preparation of research proposal</li> <li>Ethical clearance</li> <li>Collecting, analysing and interpreting data</li> <li>Preparation of research article</li> </ul>				
<b>Learning Outcomes:</b>	Demonstrate knowledge of research methodology and understand how to apply it in their research in an ethical manner.				
<b>Module Information:</b>	<b>SAQA Credits</b>		<b>NQF Level</b>		<b>CESM Code (3<sup>rd</sup> Order)</b>
	12		8		090204
<b>Delivery Information:</b>	<b>Campus</b>		<b>Full/Part Time</b>		<b>Period (Year/1<sup>st</sup>/2<sup>nd</sup>Sem)</b>
	SMU		Full time		Y
<b>Periods per week:</b>	<b>Classes</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminars</b>	<b>Independent Learning</b>
			2		5
<b>Pre-requisite modules for this module:</b>	MPSB031, MPSB032				
<b>Co-requisites modules for module:</b>	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
<b>Assessment criteria</b>	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>Critically review information and evaluate processes in the field of SPLA, in order to develop creative responses to problems and issues</li> <li>Present and communicate results effectively by offering creative insights and rigorous interpretations</li> <li>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</li> </ul>				

	enhancing learning. <ul style="list-style-type: none"> <li>Show ability to operate independently and take full responsibility for his/her own work.</li> </ul>
<b>Assessment method</b>	Continuous: Continuous review and feedback; Literature review and proposal; Peer evaluation Summative: Research report

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