

# 2025

FACULTY *of*  
**COMMUNITY AND  
HEALTH SCIENCES**



UNIVERSITY *of the*  
WESTERN CAPE



UNIVERSITY *of the*  
WESTERN CAPE

**2025**

## **Faculty of Community & Health Sciences**

### **NOTICE**

All particulars in this Calendar are applicable from 2025. The University reserves the right to amend any regulation or provision at any time without prior notice.

Although every attempt has been made to ensure that the information is accurate, the University does not accept any liability concerning inaccuracies of any of the contents in the Calendar.

Please check the University website ([www.uwc.ac.za](http://www.uwc.ac.za)) for the latest version of this Calendar.

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## HOW TO USE THIS CALENDAR

The following provides an overview of the structure of this Calendar to guide users.

### **General Information**

This section provides the contact information for the Faculty and University.

### **Degrees and Diplomas conferred in the Faculty**

This section provides information on each of the qualifications conferred in the Faculty.

### **Explanation of the National Qualifications Framework (NQF)**

This is a brief section on the NQF levels and qualification types.

### **Faculty Board and Faculty Office Staff**

This section lists staff members who constitute the Faculty Board and Faculty Office staff members.

### **Lecturing and Technical Staff**

A comprehensive Faculty staff listing per Department, Centre, Institute, School or Unit is provided.

### **Rules for Programmes**

This section provides information on the rules for each academic programme at undergraduate and postgraduate Level offered by the faculty. In each year level, and depending on the programme for which a student is registered, they are required to complete and pass a certain number of credits in order to promote to the next level of study. Promotion requirements per programme can be found in this section. These rules should be read in conjunction with the academic rules (Section 3) of the General Calendar (Part 1). Students should acquaint themselves with the rules in both Calendars and annually check for rule and curriculum changes.

### **Module Descriptors**

This section provides information on all the modules offered by the faculty at undergraduate and postgraduate Level. Module descriptors contain information which relate to the main outcomes and content for each module, including the credit value and NQF Level of the module and pre-requisite and co-requisite modules. It is set forth in alphanumeric order per Undergraduate and Postgraduate offering. An alphabetical listing of all modules can be found in the module descriptor index.

### **Pre-requisite and Co-requisite Modules**

A pre-requisite module is a module that must be passed prior to a student being admitted to a higher module or the following year of study as determined in the faculty yearbook.

A co-requisite module is a module that must be passed prior to or simultaneously with another associated module before credit can be granted for the latter module. Requirements are provided in each module descriptor.

### **Explanation of Symbols and Remarks on Academic Transcript**

This section provides an explanation of the symbols used and the remarks on the academic transcript.

## **GENERAL INFORMATION**

### **CORRESPONDENCE WITH THE UNIVERSITY**

All postal correspondence should be addressed to the relevant person or department at:

Main Campus  
The University of the Western Cape  
Private Bag X17  
Bellville  
7535

Should you not know the person or department, please direct all correspondence to the Registrar.

Faculty related enquiries can be directly forwarded to:

The Faculty Manager  
Faculty of Community and Health Sciences  
The University of the Western Cape  
Private Bag X17  
Bellville  
7535

The Faculty Manager  
Faculty of Community and Health Science  
University of the Western Cape  
19 Blankenberg Street (Bellville CBD)  
Bellville  
7535

CHS Helpdesk (Main Campus)  
Tel: +27 (0)21 959 1794  
Email: [chshelpdesk@uwc.ac.za](mailto:chshelpdesk@uwc.ac.za)

CHS Helpdesk (Bellville Campus)  
Tel: +27 (0)21 959 2852  
Email: [chshelpdesk@uwc.ac.za](mailto:chshelpdesk@uwc.ac.za)

### **CONTACT NUMBERS**

UWC Call Centre:  
E-mail:

+27 (0)21 959 3900/1/2/3  
[info@uwc.ac.za](mailto:info@uwc.ac.za)

### **THE UNIVERSITY'S WEBSITE**

[www.uwc.ac.za](http://www.uwc.ac.za)

## **CALENDAR**

The calendar is obtainable in the following separate parts:

- Part 1 General Information
- Part 2 Faculty of Natural Sciences
- Part 3 Faculty of Arts and Humanities
- Part 4 Faculty of Economic and Management Sciences (Undergraduate)
- Part 5 Faculty of Economic and Management Sciences (Postgraduate)
- Part 6 Faculty of Education
- Part 7 Faculty of Dentistry
- Part 8 Faculty of Law
- Part 9 Faculty of Community and Health Sciences
- Part 10 Schedule of Fees (Refer to the Schedule of Fees available on the University website)

## MISSION STATEMENT

The University of the Western Cape has an explicit commitment to the development of historically disadvantaged communities in South Africa from which it draws most its students. It aims to play a particular role in this development by making its education accessible to students from these communities.

The Faculty of Community and Health Sciences is a multi-disciplinary team committed to the promotion of a new vision of Health and Welfare Services. Both in the training and education it offers and in the professionals it produces it aims to advance the transformation of existing Health and Welfare Services in South Africa.

The Faculty is committed to:

1. a proactive approach to managing its own affairs as well as to the professional issues which it must address;
2. the pursuit of excellence in education, research and community service;
3. the generation of knowledge which amongst other things, addresses the realities, problems and needs of the community;
4. student education which promotes:
  - a progressive primary health care approach to health and welfare services which is firmly rooted in the community
  - inter-disciplinary teamwork
  - competency in problem-solving, leadership and advocacy
  - critical analysis
  - an attitude of creativity and adaptability
5. student academic development, generating appropriate teaching strategies to address educational inadequacies and ensure the acquisition of competencies;
6. the development of dynamic, accessible and responsive models of training and intervention;
7. contributing to the formulation and implementation of policy which will ensure an equitable, efficient and effective Health and Welfare System in South Africa;
8. developing a collaborative relationship with the broader community;
9. staff development, both as an important function of departments, and as requiring vigorous and structured attention from the Faculty.



## DEGREES AND DIPLOMAS CONFERRED BY THE FACULTY

### DEGREES

Qualification	Abbreviation	Minimum period of Study
<b>Social Work:</b>		
Bachelor of Social Work	B (Social Work)	4
Bachelor of Community Development	B (Community Development)	4
Master of Social Work	M (Social Work)	1
Doctor of Philosophy	PhD	2
<b>Nursing:</b>		
Bachelor of Nursing	BNurs	4
Master of Nursing*	MNurs	1
Doctor of Philosophy	PhD	2
<b>Dietetics:</b>		
Bachelor of Science in Dietetics	BSc (Dietetics)	4
Master of Science in Nutrition	MSc (Nutrition)	1
Master of Public Health in Nutrition	MPH (Nutrition)	1
<b>Occupational Therapy:</b>		
Bachelor of Science in Occupational Therapy	BSc (Occupational Therapy)	4
Master of Science in Occupational Therapy	MSc (Occupational Therapy)	1
Doctor of Philosophy	PhD	2
<b>Physiotherapy:</b>		
Bachelor of Science in Physiotherapy	BSc (Physiotherapy)	4
Bachelor of Science Honours in Physiotherapy	BSc Hons (Physiotherapy)	1
Master of Science in Physiotherapy	MSc (Physiotherapy)	1
Doctor of Philosophy	PhD	2
<b>Psychology:</b>		
Bachelor of Arts Honours in Psychology	BAHons (Psychology)	1
Master of Arts in Psychology	MA (Psychology)	1
Master of Psychology	M (Psychology)	1
Doctor of Philosophy	PhD	2
<b>Sports, Recreation and Exercise Science:</b>		
Bachelor of Arts in Sport, Recreation and Exercise Science	BA (Sport, Recreation and Exercise Science)	3
Bachelor of Science in Sport and Exercise Science	BSc (Sport and Exercise Science)	3
Bachelor of Arts Honours in Sport, Recreation and Exercise Science	BAHons (Sport, Recreation and Exercise Science)	1

Bachelor of Arts Honours in Biokinetics	BAHons (Biokinetics)	1
Bachelor of Science Honours in Biokinetics	BScHons (Biokinetics)	1
Master of Arts in Biokinetics	MA (Biokinetics)	1
Master of Science in Biokinetics	MSc (Biokinetics)	1
Master of Arts in Sport, Recreation and Exercise Science	MA (Sport, Recreation and Exercise Science)	1
Master of Philosophy in Sport for Development	MPhil (Sport for Development)	1
Doctor of Philosophy	PhD	2
<b>Public Health:</b>		
Master of Public Health	M (Public Health)	1
Master of Public Health in Nutrition	MPH (Nutrition)	1
Doctor of Philosophy *	PhD	2
<b>Natural Medicine:</b>		
Bachelor of Science in Complementary Health Sciences	BSc (Complementary Health Sciences)	3
Bachelor of Science in Complementary Health Sciences in Chinese Medicine and Acupuncture	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture)	3
Bachelor of Complementary Medicine in Unani-Tibb Medicine	B (Complementary Medicine) (Unani- Tibb Medicine)	2
Bachelor of Complementary Medicine in Naturopathy	B (Complementary Medicine) (Naturopathy)	2
Bachelor of Complementary Medicine in Phytotherapy	B (Complementary Medicine) (Phytotherapy)	2
Bachelor of Complementary Medicine in Chinese Medicine and Acupuncture	B (Complementary Medicine) (Chinese Medicine and Acupuncture)	2
<b>Child and Family Studies</b>		
Master of Arts in Child and Family Studies	MA (Child and Family Studies)	1
Doctor of Philosophy	PhD	2

## **DIPLOMAS AND CERTIFICATES**

Postgraduate Diploma in Child and Family Studies	PGDip (Child and Family Studies)	1
Postgraduate Diploma in Interprofessional Education in Health	PGDip (Interprofessional Education in Health)	1
Postgraduate Diploma in Midwifery	PGDip (Midwifery)	1
Postgraduate Diploma in Nursing Education	PGDip (Nursing Education)	1
Postgraduate Diploma in Public Health	PGDip (Public Health)	1
Postgraduate Diploma in Sport for Development	PGDip (Sport for Development)	1

\*Please refer to the programme information for specialisations.

## EXPLANATION OF THE NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework (NQF) is “a single integrated system for the classification, registration, publication and articulation of quality - assured national qualifications” as stipulated in Section 4 of the NQF Act, 2008 (Act No 67 of 2008).

The National Qualifications Framework (NQF) has ten levels of which Higher Education qualifications occupy 6 levels of the NQF, namely levels 5 to 10.

Levels 5 to 7 comprise the undergraduate qualifications (with the exception of the Professional Bachelor's degree at Level 8) and levels 8 to 10 comprise the postgraduate qualifications.

NQF LEVELS	QUALIFICATION TYPES
5	Higher Certificate
6	Advanced Certificate Diploma
7	Advanced Diploma Bachelor's Degree
8	Honours Degree Postgraduate Diploma Professional Bachelor's Degree
9	Master's Degree Professional Master's Degree
10	Doctoral Degree Professional Doctoral Degree

As cited in the Higher Education Qualifications Sub-Framework (CHE, 2013)

## FACULTY BOARD AND FACULTY OFFICE STAFF

### FACULTY BOARD

**Ex Officio Members:** The Rector, Vice Rector/s, the Registrar and the Dean

**Profs:** O Akintola, M Andipatin, B Andrews, S Bassett, M Bimerew, J Chipps, R Coetzee, T Crowley, FM Daniels, G Dykes, L Ennion, M Florence, A George, L Hess-April, S Isaacs, M Keim, E Kunneke, L Leach, U Lehmann-Grube, K Leisegang, P Martin, K Minnie, N Mlenzana, T Mthembu, E Munnik, A Padmanabhanunni, E Rich, N Roman, S Savahl, H Schneider, M Sithole, M Smith, M Soeker, N Somhlaba, R Swart, H Tabana, M Van der Westhuizen, B Van Wyk, F Waggie, L Wegner, M Young.

**Drs:** S Adams, T Adonis, L Africa, F Akimanimpaye, W Amde, P Bimray, B Boggenpoel, J Campbell, S Carelse, O Casale, W Cassiem, R Davids, M De Jongh, C Erasmus, W Ericksen-Pereira, G Filies, C Hart, D Hess, J Hoffman, MA Hoosen, A Human-Hendricks, M Jardim-Fourie, F Karachi, M Lembani, N Luleleko, X Ma, M Malema, V Matthews, JJ Musafiri, A Mwanda, L Nyati, A Nyembezi, M Pienaar, B Schmidt, U September, N Solomons, Steyl, V Ticha, L Tsolekile, L Tucker, L Van Der Berg, Z Yassin-Burns

**Messrs:** G Achmat, B Faroa, S Gawulayo, S Hendricks, Jackson, A Mandlana, L Maphumulo, T Noncungu, A Petersen, M Safodien, R Schippers, M Simpson, M Smith, G Smithdorf

**Mmes:** J Abubu, R Adams, V Adonis, M Alexander, T Bell, F Brey, J Cornelissen, V Doughty, T Du Toit, S Ellis, F Firfirey, R Fisher, C Fortune, L Fürst, S Gamiet, M Goba, M Gqada, Z Herandien, M Hoffman, F Jaffer, C Jaganath, V Johnson, A Kalam, A Khan, L Le Roux, V Madasa, H Mokone, M Naidoo, I Noordien, Z Noordien, A Robertson, K Rutgers, N Schaay, D Sih, I Sonn, S Stirrup, L Tengeh, J Van der Berg, M Willemse, T Williams, J Wilkenson, R Zyster

**One representative each from the Faculties** of Natural Sciences, Economic and Management Sciences, Education, Law, Arts and Humanities, Dentistry and the Student Faculty Council.

### FACULTY OFFICE STAFF

**Dean:**

Prof A Padmanabhanunni, MA Counselling Psychology (Rhodes University) PhD (Rhodes University) Registered Counselling Psychologist

**Deputy Deans -**

**Learning and Teaching:**

**Research:**

Prof MA Florence, MA (Psych) PhD (UWC)  
Prof MG Andipatin, BA BA (Hons) (Psych) MA (Psych - Research) PhD (Psych) (UWC)

**Clinical and Community Engagement:**

**Faculty Manager:**

Prof F Waggie, BSc (PT) MSc (PT) PhD (UWC)  
Mr M Simpson, ND (HPCSA) BMan (CPUT) PGD in Ind Admin Man MPhil Eng Man (Distinction) (UCT)

**Senior Faculty Officer:**

Mrs P Marthinisen, ADM BCom (Hons) MEd (UWC) PGCE (Unisa)

**Faculty Officers:**

**Undergraduate:**

Mrs S Zinto, BAdmin (Hons) (UWC) BCom (Hons) (UWC)

Ms L Runeyi, BA PGCE (UWC) BEd (Hons) (UCT)

**Postgraduate:**

Ms N Memani, B Admin (UWC)

<b>Research:</b>	Mr S Mqhayi, PGDip (Integrated Water Resource Management) BSc (Environmental and Water Sciences) MSc (Environmental and Water Science) (UWC)
<b>Transport &amp; Clinical:</b>	Mr R Olivier, BA (UWC) NC: Business Analysis (Faculty Training Institute - FTI) Vacant
<b>Public Relations:</b>	
<b>Administrators:</b>	Mrs A Fredericks, Credit Diploma (IOBSA)
Administrator to the Dean:	Ms L Kleinhans, BA (UWC) Project Management Certificate and Events Management Certificate (CPUT) HCert (Forensic Examination) (UWC)
Administrator to Faculty Manager:	
<b>Administrative Officers:</b>	
Main Campus	Mrs T McKerry-Haupt
Bellville Campus	Ms C September, HCert (Forensic Examination) (UWC)
<b>Administrative Assistant:</b>	
<b>Help Desk:</b>	Ms A Mota
Administrative Assistant:	Ms E Bostander, AdvDip (Management) (UWC)
Bellville Campus	Mr V Plaatjies, Travel and Tourism Certificate (Achievers School of Business)
<b>Technical Officer:</b>	Mr Y Van Reenen, AdvDip (Management) (UWC)

## LECTURING AND TECHNICAL STAFF

### DIETETICS AND NUTRITION

<b>Head of Department:</b>	Prof E Kunneke, BSc (Dietetics) BSc (Hons) (Dietetics) (Cum Laude) M Nutrition (Cum Laude) (SU) Dipl Hospital Dietetics (UFS) PhD (NWU)
<b>Professor:</b>	Prof EC Swart, BSc (Dietetics) BSc (Hons) (Dietetics) Dipl Hospital Dietetics (SU) MPhil (Public Health) PhD (Public Health) (UWC)
<b>Associate Professor:</b>	Prof E Kunneke, BSc (Dietetics) BSc (Hons) (Dietetics) (Cum Laude) M Nutrition (Cum Laude) (SU) Dipl Hospital Dietetics (UFS) PhD (NWU)
<b>Senior Lecturers:</b>	Dr N Solomons, BSc (Dietetics) MSc (Nutrition Management) (UWC) PhD (Nutrition) (NWU) Dr RC Kotze, BSc (Dietetics) MSc (Nutrition) PhD (Nutrition) (NWU)
<b>Lecturer:</b>	Ms J Wilkenson, BSc (Dietetics) MPH (UWC)
<b>Associate Lecturer:</b>	Ms R Zyster, BSc (Dietetics) (UWC)
<b>Clinical Supervisor (Full-time):</b>	
<b>Senior Academic Officer:</b>	Ms L Luhanga, BA (Human Ecology) BA (Hons) (Human Ecology) (UWC)
<b>Administrator:</b>	Ms E Rosant

## **OCCUPATIONAL THERAPY**

<b>Head of Department:</b>	Prof S Soeker, BSc (OT) MSc (OT) PhD ADM (UWC)
<b>Professors:</b>	Prof L Wegner, BSc (OT) (Wits) MSc (OT) PhD (UCT) Prof S Soeker, BSc (OT) MSc (OT) PhD ADM (UWC)
<b>Deputy Dean - Learning and Teaching:</b>	Vacant
<b>Associate Professors:</b>	Prof T Mthembu, BSc (OT) MPH PhD (UWC) Prof L Hess-April, BSc (OT) (UWC) PGD (Disability Studies) (UCT) MPH PhD (UWC)
<b>Lecturers:</b>	Dr A Shabudin-Kalam, BSc (OT) (UCT) MECI (UP) Ms T Bell, BSc (OT) (UWC) MECI (UP) BA (Hons) (Psych) (UNISA) PhD (UWC) Ms F Jaffer, BSc (OT) (UWC) MECI (UP) Ms M Alexander, BSc MSc (OT) (UWC)
<b>Contract Lecturer:</b>	Vacant
<b>NGap:</b>	Ms T du Toit, BSc (OT) MSc (OT) (UCT)
<b>Administrator:</b>	Ms S van Eeden, ADM (UWC)
<b>Administrative Assistant:</b>	Ms N Mhamhi, ADM PGDip (Business Admin) (UWC)

## **PHYSIOTHERAPY**

<b>Head of Department:</b>	Prof L Ennion, BSc (PT) MSc (PT) PhD (UWC)
<b>Associate Professors:</b>	Prof L Ennion, BSc (PT) MSc (PT) PhD (UWC) Prof N Mlenzana, BSc (PT) PhD (PT) (UWC) MSc (MEd) (UCT)
<b>Senior Lecturers:</b>	Dr F Karachi, BSc (PT) (UCT) MSc (PT) PhD (SU) Dr T Steyl, BSc (PT) (SU) MSc (PT) PhD (UWC)
<b>Lecturers:</b>	Dr D Hess, BSc (PT) MSc (PT) PhD (PT) (UWC) Ms T Pretorius, BSc (PT) MSc (PT) (UWC)
<b>Contract Part-time Lecturers:</b>	Dr B Boggenpoel, BA (Sports Science) (SU) BSc (PT) (UWC) MSc (Clin Epi) (SU) PhD (PT) (UWC) Ms V Madasa, BSc (PT) MSc (PT) (UWC)
<b>Administrators:</b>	
<b>Post Graduate:</b>	Ms M Warner, HCert (Economic Development) AdvDip (Public Administration) (UWC)
<b>Undergraduate:</b>	Ms E Presens, BAdmin (IS) BCom (Hons) (IS) (UWC)

## **PSYCHOLOGY**

<b>Head of Department:</b>	Prof S Isaacs, BA (Psychology) BA (Hons) (Psychology) MA (Research Psychology) PhD (Psychology) (UWC) Registered Research Psychologist (HPCSA)
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<b>Vice – Chairperson</b>	(Postgrad HoD): Prof E Munnik, BA (Hons) MA (Clinical Psychology) PhD (UWC) UP Registered Clinical Psychologist
	(Undergrad HoD): Dr T Adonis, MA (Research Psychology) PhD (UWC)
<b>Senior Professor:</b>	Vacant
<b>Professors:</b>	Prof M Andipatin, MA (Psych) PhD (UWC) Prof MA Florence, MA (Psych) PhD (UWC) Prof M Smith, PhD (Clinical Psychology) (Columbia University) MSc (Clinical Psychology) (Columbia University) MPhil (Columbia University) MA (Psych) (Cum Laude) BA (Hons) (Psych) BA (UWC) Registered Clinical Psychologist
<b>Associate Professors:</b>	Prof Y Ally, BA (Applied Psych) BA (Hons) (Psych) BPsych (Counselling) DLit et Phil (Psych) (UNISA) MA (Research Psych) (Wits) Neurological Rehabilitation eLearning (University of Melbourne) Dual Registration: Registered Counsellor and Registered Research Psychologist Prof S Isaacs, BA (Psychology) BA (Hons) (Psychology) MA (Research Psychology) PhD (Psychology) (UWC) Registered Research Psychologist (HPCSA) Prof E Munnik, BA (Hons) (UP) MA (Clinical Psychology) PhD (UWC) Registered Clinical Psychologist Prof N Somhlaba, BSc MA (UWC) PhD (SU) Registered Clinical Psychologist
<b>Senior Lecturers:</b>	Dr T Adonis, MA (Research Psychology) PhD (UWC) Dr AN Ntozini, BSocSci BSocSci (Hons) (Psych) MA (Counselling Psych) (UFH) Dr LA Tucker, MSocSci (Clinical Psychology) PhD (Psych) (UKZN) Registered Clinical Psychologist
<b>Lecturers:</b>	Mr A Delpont, BA BA (Hons) (Psych) MA (Research Psych) (UWC) Mr BD Faroa, BA (Hons) (English) (Hons) (Psych) MA (Psych) (UWC) Mr K Jackson, BPsych (PIHE) MA (Research Psych) (UWC) Dual Registration: Registered Counsellor and Registered Research Mr L Mlangeni, BA BA (Hons) (Psych) MA (Research Psych) (UKZN) Ms Z Noordien, MA (Clinical Psychology) (UCT) MA (Psych) (UWC) Registered Clinical Psychologist Mrs C Raats, BPsych MA (Research Psych) (UWC) Ms M Willemse, BPsych (US) MA (Psych) (US) MA (Clinical Psychology) (UP) HPCSA Registered Clinical Psychologist

Mrs H Witten, BA BA (Hons) (Psych) MA  
(Research Psych) (UWC) Registered

**Administrators:**

Ms RK Klink  
Ms N Nagan, NDip (Travel and Tourism) (NCC)  
Ms N Makengo, Shipping Practice Diploma  
(Maritime Institute) BA AdvDip (Public  
Administration) (UWC)

**SOCIAL WORK**

**Head of Department:**

Prof M van der Westhuizen, BSW (SU) MA PhD  
(UNISA)

**Professor:**

Prof M van der Westhuizen, BSW (SU) MA PhD  
(UNISA)

**Associate Professors:**

Prof G Dykes, Higher Dipl (SW) MA (SW) (UWC)  
PhD (SU)

**Senior Lecturers:**

Prof MS Sithole, BA (Social Sciences) BTech (HR  
dev) (UNISA) MA (UJ) PhD (UZ)

Dr S Carelse, BA (SW) MSW (Cum Laude) MA  
(UWC) PhD (SU)

Dr R Davids, BA (SW) MA (SW) PHD (SW)  
(UWC)

Dr C Hart, BSocSc (UJ) MRec (SU) PhD (UNISA)

Dr A Human-Hendricks, BA (SW) MA (CFS) PHD  
(SW) (UWC)

**Lecturers:**

Ms F Brey, BA (SW) MA (SW) (UWC)  
Management Dipl (Damelin) BPsych (Hons)  
(UNISA)

Mr S Gawulayo, BA (SW) MA (CFS) (UWC)  
Dr N Lukelelo, BSoc Sc (SW) (UCT) MA (SW)  
(SU) PHD (SW) (UWC)

Mr A Mandlana, BA (SW) MA (UWC)

Mr R Safodien, BA (SW) MA (CFS) (UWC)

Dr U September, BSW (HC-UNISA) MSW (UWC)  
(PHD) (SU)

Mr M Smith, BA (UNISA) MA (UWC)

Mr L Maphumulo, BSW (Hons) (Community  
Development Studies) Master of Social Science  
(Development Studies) (UKZN)

Ms V Adonis, BA (UWC) MA (Hogskolen I Oslo)

**Administrators:**

**Postgraduate:**

Mr M Coetzee, Marketing & Communication  
Certificate (CPUT)

**BSW Undergraduate:**

Ms S Couert, BCom ADM PG (UWC)

**BCD Undergraduate:**

Ms G Fisher, BA (Hons) (UWC)



## **SPORT, RECREATION AND EXERCISE SCIENCE**

<b>Head of Department:</b>	Prof B Andrews, BSc (Sport Science) BSc (Hons) (Sport Science) MSc (Sport Science) (Cum Laude) PhD (SU)
<b>UNESCO Chair:</b>	Prof M Keim, HDE BA (Hons) BEd (Hons) (University Heidelberg Germany) LLB (UWC) MA (Phys Ed) D Phil (Sport Science) (Cum Laude) (University Heidelberg Germany)
<b>Full Professor:</b>	Vacant
<b>Associate Professors:</b>	Dr B Andrews, BSc (Sport Science) BSc (Hons) (Sport Science) MSc (Sport Science) (Cum Laude) PhD (SU) Prof L Leach, PTD (Rand College of Education) BA (Phys Ed) BA (Hons) (Phys Ed) BA (Hons) (Biokinetics) (SU) MA PhD (UWC) Prof M Young, BA (NWU) BA (Hons) (Sport Management) MPhil (Sport Management) (UJ) PGCE (TUT) DPhil (UP)
<b>Senior Lecturers:</b>	Dr M Malema, BSc Recreation & Leisure Studies (Univen) MA Recreational Science (NWU) PhD (UWC)
<b>Lecturers:</b>	Mr G Achmat, BA, BA (Hons) Biokinetics MA Biokinetics (UWC) Mr G Smithdorf, BA BA (Hons) Biokinetics MA Biokinetics (UWC) Mr R Schippers, BSc BSc (Hons) Biokinetics MSc Biokinetics (UWC) Mrs Phindile Malema, BSc (Biokinetics) (Univen) MSc (Biokinetics) (UWC)
<b>Contract staff:</b>	Dr J Ras Ms K Moeketse Ms R Du Plessis
<b>Administrators:</b>	
Postgraduate:	Mr J Hendricks, BA, BA Psych (Hons) UWC MPhil (Science & Technology Studies) (SU)
Undergraduate:	Ms C Tsoli, BCom (UWC)

## **SCHOOL OF NATURAL MEDICINE**

<b>Director:</b>	Prof K Leisegang, M Tech (Hom) (DUT) PGDip HE Studies (T&L) PhD (MBS) (UWC)
<b>Associate Professor:</b>	Prof K Leisegang, M Tech (Hom) (DUT) PGDip HE Studies (T&L) PhD (MBS) (UWC)
<b>Coordinators:</b>	Dr W Ericksen-Pereira, BSocSc HDE (UCT) BEd BSc (CHS) BCM (NAT) MEd PhD (CFS) (UWC) Dr X Ma, MA PhD (Shandong University of Traditional Chinese Medicine) Dr J Campbell, Dipl (PHYT) (United Kingdom) MSc (Herbal Science) (Cum Laude) (UWC)

<b>Lecturer:</b>	Dr M Hoosen, BSc (CHS) BCM (UTM) MSc (MBS) (UWC) Dr W Cassiem, BSc BSc (CHS) BCM (CMA) (Summa Cum Laude) MSc (MBS) (UWC)
<b>Associate Lecturer:</b>	Vacant
<b>Administrator:</b>	Ms L Fuller, AdvDip (Management) (ADM) (UWC)

## **SCHOOL OF PUBLIC HEALTH**

<b>Director:</b>	Prof O Akintola, BSc (Hons) (University of Ilorin, Nigeria) PG Certificate (Addictions and Mental Health) (McMaster University, Ontario) Certificate (Research Methods) (UMICH) MPH (Health Promotion) (University of Ibadan, Nigeria) MBA (Marketing and Finance) (University of Ilorin Nigeria) PhD (Humanities) (UKZN)
<b>Full Professors:</b>	Prof O Akintola, BSc (Hons) (University of Ilorin Nigeria) PG Certificate (Addictions and Mental Health) (McMaster University, Ontario) Certificate (Research Methods) (UMICH) MPH (Health Promotion) (University of Ibadan, Nigeria) MBA (Marketing and Finance) (University of Ilorin Nigeria) PhD (Humanities) (UKZN) Prof U Lehmann-Grube, MA PhD (Hannover Germany) Prof B Van Wyk, BSc (Hons) MSc (Psych) DPhil (SU)
<b>SARChI Chairs:</b>	Prof A George, SARChI Chair in Health Systems Complexity and Social Change MSc (Harvard) DPhil (Sussex) Prof H Schneider, SARChI Chair in Health Systems Governance Dipl in Child Health (SA College of Medicine) Dipl in Tropical Medicine & Hygiene (Wits) Masters of Medicine (Com Health) MBChB PhD (UCT)
<b>Associate Professors:</b>	Prof R Coetzee, BPharm MPharm (NWU) PharmD (Rhodes) Prof H Tabana, BSc (Hons) MPH (UCT) PhD (Karolinska)
<b>Emeritus Professor:</b>	Prof T Puoane, BCur BA Soc Sc (UNISA) MPH (UWC) PhD (Berkley USA)
<b>Honorary Professors:</b>	Prof L Gilson, BA (Hons) (Oxford) MA (Distinction) (East Anglia) PhD (London) Prof Fran Baum, BA (Hons) (Aberystwyth) PhD (Nottinham)
<b>Extraordinary Professors:</b>	Dr M Casale, BSc (Siena) MSc (Padua) PhD (UCT) Prof D Cooper, B Soc Sci BA (Hons) PhD (UCT) Prof T Doherty, BNurs MSc Nurs (UCT) MPH (Harvard) PhD (Uppsala)

	Prof D Jackson, RNC (Florida State) MPH (San Diego State) DSc (Boston)
	Prof L Knight, BSc (UCT) MPopStuds (UKZN) PhD (London)
	Prof Z Mchiza, BSc (Nutrition and Dietetics) (UWC) MSc & PhD (UCT)
	Prof R Ravinetto, Diploma in Tropical Medical Biology (ITM) MPharm (University of Torino) PharmD PhD (University of Torino) PhD (Biomedical Sciences) (KU Leuven)
	Prof V Scott, MBChB DCH (UCT) MPH PhD (UWC)
<b>Research Fellow:</b>	Dr N Ncube, BSc MSc Clin Epi (University of Swaziland) BPharm (Wits) PhD Public Health (UWC)
<b>Part-time and Associate Staff:</b>	Dr H Bradley, B Pharm (Hons) (Bath) MPH PhD (UWC)
	Ms S Davids, BSc Occupational Therapy (UCT) MPH (University of Wales College Medicine) Coach Diploma ORSC Organisation and Relationship Systems Coaching
	Ms B Hutton, BSocSC (Hons) Bed (Hons) (Wits)
	Ms M Kinney, BA (Ohio Wesleyan University) MSc (UCT)
	Dr T Mathole, BSc (Hons) MPA (Zimbabwe) PhD (Uppsala)
	Dr B Schmidt, MPH in Epid (UCT) PhD (UCT)
	Ms R Sparks, B Cur MPH (UWC)
	Ms U Walmisley, BSc Physiotherapy (Wits) MPH (UWC)
<b>Senior Lecturers:</b>	Dr M De Jongh, MSocial Science (UKZN) PhD (Rhodes)
	Dr M Lembani, BSc (University of Malawi) MADS (UWC) MADM PhD (Ruhr-Bochum)
	Dr V Mathews, BA (Hons) SocSc MPH PhD (UWC)
	Dr A Nyembezi, BA (Hons) MPP (UKZN) PhD (Maastricht)
	Dr LP Tsolekile, BSc (Hons) (Dietetics) MPH PhD (UWC)
<b>Senior Researchers:</b>	Dr W Amde, BA (Addis Ababa) MA (Rhur Bochum) MA PhD (UWC)
	Ms N Schaay, BA (Hons) (Natal) MPH (UWC)
<b>Researchers:</b>	Dr Tamryn Frank, BSc Dietetics M Nutrition SU) PhD (UWC)
	Ms A Khan, BSc Computer Science (UNITRA) Hons Information Systems BCS Food MPH Dietetics (UWC) and Nutrition (UNISA) MPH Nutrition (UWC)
<b>Educational Specialist:</b>	Ms Z Mwanda, BSc (UWC) MEd Educational Technology (UCT)
<b>Senior Project Manager:</b>	Ms C Ernest, BA BSocSc (Hons) (UCT)

<b>Senior Office Coordinator:</b>	Ms N Komeni, BCom (UWC) PGCE (UNISA)
<b>Administrative Officers:</b>	Ms T Abrahams-Abbas Ms B Basson, BAdmin (Hons) (UWC) Ms J Kader, HCED Adv Dip Public Administration (UWC) Ms T Petersen, AdvDip (Management) (UWC) Ms C Carolissen, ND Exec Sec NHD Post School Ed (CPUT)
<b>Senior Programme Officer:</b>	Ms T de Lima
<b>Financial Administrative Officers:</b>	Ms S Abbas Ms N Buzani
<b>Administrative Assistant:</b>	Vacant
<b>Research Officer:</b>	Vacant
<b>Research Coordinator:</b>	Mr T Coates, BSc Dietetics (SU)
<b>Technical (Fieldworkers):</b>	Mr S Joni, NDip Consumer Science: Food and Nutrition (WSU) BTech Food and Nutrition (DUT) Ms A Latief, BSc Dietetics (UWC) Ms S Solomon, BSc Dietetics MPH Nutrition (UWC) Ms M Tlhako, BSc Nutrition (University of Venda)

## **SCHOOL OF NURSING**

<b>Director:</b>	Prof PD Martin, BA Cur (HSM-Cum Laude and NEd) MA Cur (Distinction) (UNISA) PhD (UWC)
<b>Professors:</b>	Prof J Chipps, BSc (Nursing) (Wits) BSc (Psych) (Hons) (UNISA) MPH (UNSW Australia) PhD (UKZN) Prof FM Daniels, Dip (Nursing) Dip (Midwifery) Dip (Psychiatric Nursing) (Cum Laude) Dip (Nursing Education and Community Nursing Science) MPH PhD (UWC) Prof CS Minnie, B Arts et Science (Nursing Science) (Cum Laude) (Hons) (Psych) MCur Cum Laude (PU for CHE) PhD (NWU)
<b>Associate Professors:</b>	Prof M Bimerew, BA (AAU-Eth) DipNur (Jimma Uni-Eth) MCur MA Ned PhD (UWC) Prof T Crowley, BCur PGDip (Nursing Education Primary Health Care and Health Services Management) MCur PhD (SU) Prof PD Martin, BA Cur (HSM-Cum Laude & NEd) MA Cur (Distinction) (UNISA) PhD (UWC)
<b>Extraordinary Professors:</b>	Prof H Julie, BA (Hons) (UNISA) BCur MPH MCur PhD (UWC) Prof P Mayers, BA (Nursing) Dip (Midwifery) Dip (Psychiatric Nursing) (Cum Laude) (SU) Cert (Marriage Guidance & Counselling) BA (Cur) (Nursing Education) (Cum Laude) and Community Nursing Science (UNISA) MSc Med (Psychiatry) (UCT) D Phil (Psych) (SU)

**Senior Lecturers:**

**Lecturers:**

Prof N Mbombo, BNur (UFH) MNursing (UKZN) PhD (UWC)  
Dr P Bimray, BCur MCur (SU) PhD (UWC)  
Dr JC Hoffman, BCur MCur (SU) PhD (UWC)  
Dr L Van Der Berg, BCur MCur PhD (UWC)  
Ms R Francis, Dip (General Nursing) Dip (Community Psychiatry) Dip (Midwifery) (Otto du Plessis/WCCN) PGDip (Nursing Management) PGDip (Primary Health Care) PGDip (Nursing Education) (MCur) (SU)  
Dr F Akimanimpaye, BCur MCur PhD (UWC)  
Ms D Sih, BCur (UWC) PGDip (Nursing Education) (SU) PGDip (Maternal and Child Health) (UCT) MCur (UWC)  
Ms S Ellis, BSocSc (Nursing) BSocSc (Nursing) (Hons) (UFS) MNursing (SU)  
Ms L Fürst, Dip (Nursing) (Sarleh Dollie NursCol) PGDip (Nursing Education) PGDip (Nursing Management) MCur (SU)  
Ms M Gqada, BCur MNursing (Psychiatric Nursing) (UWC) Dip (Nursing Education) (SU)  
Ms M Hoffman, Dip GNS (Nico Malan NursCol) Dip (Midwifery) (Livingstone Hospital) Cert (PHC) (Dora-Nginza Hospital) PGDip (Nursing Education) (SU) MNursing (UWC)  
Ms L Le Roux, BCur MCur (UWC) BCur (Hons) PGDip (Nursing Education) (SU)  
Ms S Lukhele, BCur MCur (Advanced Midwifery and Neonatal Nursing Sciences) Nursing Education (UP)  
Dr JJ Musafiri, BCur MNursing PhD (UWC)  
Ms M Naidoo, Dip (GNS) Dip (Midwifery) Dip (CHN) MCur (UWC) PGDip (Nursing Education)  
Mr T Noncungu, BNursing MNursing, PGDip (Nursing Education) (UWC)  
Ms A Robertson, BCur (Carinus Nursing College) BCur (Nursing Education and Nursing Administration) (UNISA) Adv (Midwifery and Neonatology) (SU) BCur Honours (UNISA) MNursing (SU)  
Dr V Ticha, BCur MCur PhD (UWC)  
Ms J Abubu, BCur MCur (UWC)  
Ms J Cornelissen, Dip (GNS) (Sarleh Dollie Nursing College) Dip (Midwifery) (PMH) Dip (ICUGSH) PGDip (Nursing Education) (SU)  
Ms V Doughty, Dip (General Nursing) (Sarleh Dolley Nursing College) Dip (Midwifery) (TBH) PGDip (Nursing Education) MNursing (SU)  
Ms M Goba, Cert Enrolled Nursing (Chatsmed College) Dip (GNS) (Netcare Education WC) BTech (Occupational Health Nursing) (CPUT) Dip

**Associate Lecturers:**

**Clinical Supervisors:**

(Basic Midwifery) PGDip (HIV Management) (SU)  
MNursing (UWC)  
Mr S Hendricks, BCur MCur Adv (Psychiatric  
Nursing) (UWC)  
Ms Z Heradien, BCur (UWC) Dip (Management)  
Dip (Nursing Education) (SU) MNursing (UWC)  
Ms C Jaganath, BCur (UKZN) MNursing  
Education (UWC)  
Ms S Martin, Dip (GNS) (Carinus NursCol) PGDip  
(Management) (CPUT) PGDip (Advanced  
Midwifery and Neonatology) (SU) MNursing  
Adv (Midwifery) (UWC)  
Ms I Noordien, BCur MNursing (UWC)  
Mr A Petersen, Dip (Nursing Science) (General,  
Psychiatric & Community) and Accoucheur (Nico  
Malan NursCol) Post- Basic Psychiatric Nursing  
Science, PGDip Adv (Psychiatric Nursing  
Science) (WCCN) MNursing (UWC)  
Ms L Tengeh, BCur MNursing (UWC)  
Mr F Awa, BCur MNursing Adv (Psychiatry)  
(UWC)  
Ms G Davids, BCur (UWC) Dip (Nursing  
Management) Dip (Primary Health Care) (SU)  
Ms K Davids, BCur, PGDip Advanced (Midwifery  
and Neonatology) (SU)  
Ms L Debesha, BCur (UWC)  
Ms N.T Dlakiya, BCur (UWC)  
Ms N Dubelekwele, BCur PGDip (Nursing  
Education) (UWC)  
Ms C Hoffman, BCur (UWC) PGDip (Nursing  
Education) (SU) MNursing (UWC)  
Mr T Jabe, BNur PGDip (Nursing Education)  
(UWC)  
Mr M Jaffer, Dip (Nursing General, Psychiatric &  
Community and Midwifery) (Sarleh Dollie  
NursCol)  
Ms I Jodwana, Dip (GNS) Dip (Midwifery)  
(Charlotte Searle NursCol) Dip (Community  
Nursing Science) (RAU) Dip (Nursing Education  
Administration) (NWU) MNursing (UWC)  
Ms G Jonathan, PGDip (Clinical Nursing Science  
Health Assessment Treatment and Care) (SU)  
PGDip (Public Health) (UWC)  
Ms P Khonco, BCur MNursing (UWC)  
Ms L Koert, BNur (UWC)  
Ms M Lategan, Dip (General Nursing) (R425)  
(Carinus NursCol) Dip (Nursing Education) (SU)  
Mr L Lolwana, BCur MNursing (Adv Psychiatry)  
PGDip (Public Health) (UWC)  
Ms T Lumko, BCur (UWC) Dip (PHC) (SU)  
Ms X.L Makhale, BCur (UWC)

Ms P Maku, BCur PGDip (Nursing Education) (UWC)  
 Mrs Sumayyah Martin, BCur MNur (UWC)  
 Ms NP Mathikince-Kayser, Dip (GNS) (CPUT)  
 Ms N Mbashe, BCur (UWC)  
 Mrs D Meyer, Dip (Nursing) (General, Psychiatric & Community) and Midwifery (Nico Malan) PGDip (Nursing Education) (SU)  
 Ms I Mhe, BCur (UWC) Dip (Primary Health Care) (WCCN)  
 Ms N Mtumtum, BNur (UWC)  
 Ms S Muller-Engelbrecht, BCur (UWC)  
 Ms C Ndaya, BNur (UWC) PGDip (Public Health) (UP)  
 Ms B Ngqumengqe, BCur (UWC) Dip (Primary Health Care) (SU)  
 Ms Z Norman, Dip (Nursing) (Sarleh Dollie NursCol) Post Basic Nursing Management (SU) Assessor (HWSETA) PGDip (Nursing Education) (UWC)  
 Ms M Petersen, BCur MNur (UWC) PGDip (Nursing Education) (SU)  
 Ms W Rosenthal, B (Nursing) MSc (Nursing) (UCT) PGDip (Nursing Education) (SU)  
 Mrs N Simmers, BCur (UWC)  
 Ms T Stollenkamp, Dip (General Nursing Community Midwifery and Psychiatry) (Sarleh Dollie Nursing College) PGDip (Nursing Education) PGDip (Nursing Management) MCur (SU)  
 Ms B Syme, BCur MNursing (UWC)  
 Ms C Tsetsha, Dip (Nursing) (General Psychiatric and Community) and Midwifery (WCCN)  
 Mr E Wagner, BCur (UWC)  
 Mr K Wapo, BCur (UWC)  
 Mr N Gangen, Dip (HR Management) (Northlink College) Bookkeeping/Trail Balance (ICB) Project Management (Kwelanga Training) Assessors Certificate (Career Network) AdvDip (Management) (ADM) Project Management for Professional Administrators (UWC)

**Finance & HR Officer:**

**Administrators:**

**Undergraduate:**

**Post Graduate:**

**PGDip Admin Officer:**

**SANC Administrator:**

Ms N Africa (née Jooste)  
 Ms N Johannes, BA (Psych) BA (Hons) (Social Development) (UWC)  
 Ms D Rorich, AdvDip (Public Administration, Project Management) (UWC)  
 Mr B Layman

**Year level Admin Officers:**

Ms N Gangen (ECP)  
Mr T Makie (1<sup>st</sup> Year)  
Mrs C Isaacs (2<sup>nd</sup> Year)  
Mrs E Spoayisa (3<sup>rd</sup> Year) Dip (Management Assistant) (Northlink College)  
Mr C Witbooi (4th Year)

**CENTRE FOR INTERDISCIPLINARY STUDIES OF CHILDREN, FAMILIES AND SOCIETY (CISCFS)****Director:**

Prof N Roman, MA (CFS) (Cum Laude) PhD (UWC)

**SARChI Chairs:**

Prof C Schenck, BA (Hons) (UP) MA (UP) DPhil (UNISA)

Prof N Roman, MA (CFS) (Cum Laude) PhD (UWC)

**Senior Professor:**

Prof N Roman, MA (CFS) (Cum Laude) PhD (UWC)

**Associate Professors:**

Prof CJ Erasmus, BA (Hons) (Human Ecology) MPhil PhD (UWC)

Prof E Rich, High Dipl (ETD) BSoc Sc (Hons) (UCT) MA (CFS) PhD (UWC)

**Senior Lecturer:**

Dr Z Yassin-Burns, BA (Hons) MA (CFS) PhD (UWC)

**Researcher:**

Vacant

**Lecturer:**

Vacant

**Administrator:**

Mr E Marthinisen



## **RULES FOR PROGRAMMES**

### **BACHELOR OF ARTS IN SPORT, RECREATION AND EXERCISE SCIENCE (8061)**

#### **J.1 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Arts in Sport, Recreation and Exercise Science Degree - BA (Sport, Recreation and Exercise Science)**:

##### **J.1.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 30 points calculated according to the University's approved points system, as well as the following specific subject requirements:

- Level 4 (50-59%) in English (Home or First Additional Language), and
- Level 3 (40-49%) in another Language (Home or First Additional Language), and
- Level 3 (40-49%) in Mathematics or Level 4 (50-59%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

##### **J.1.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:

- HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics, and
- HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, or
- HG (40%, E symbol) Physical Science or SG (50%, D symbol) Physical Science

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

##### **J.1.3 Alternative admission**

###### **Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

## J.2 SELECTION

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

## J.3 DURATION

Unless Senate decides otherwise, the duration of the programme shall extend over three years full-time.

## J.4 CURRICULUM

### J.4.1 Level 1

Module Name	Module Code	Credits
<b>Compulsory</b>		
<b>Group 1</b>		
Practical 101	SRE101	15
Practical 102	SRE102	15
Kinesiology 111 (Theory)	SRE111	20
Fundamentals of Exercise Physiology 113	SRE113	15
<b>Group 2</b>		
Computer Literacy 111	CCL111	5
Primary Health Care 112	HDP122	10
English for Education Development 121	EED121	10
<b>**Group 3</b>		
<b>History</b>		
History 153	HIS153	15
History 154	HIS154	15
<b>Psychology</b>		
Introduction to Psychology 111	PSY111	7.5
Brain and Behaviour 112	PSY112	7.5
Psychology of Child Development 121	PSY121	7.5
Introduction to Research Methods 123	PSY123	7.5
<b>Management</b>		
Management 132	MAN132	15
Quantitative Literacy for Commerce 141	QLC141	15
<b>English</b>		
English 111	ENG111	15
English 121	ENG121	15
<b>Sub-total</b>		<b>120</b>

\*\* A student may select only one elective/major from Group 3 and must continue with this elective/major.

#### J.4.2 Level 2

Module Name	Module Code	Credits
<b>Group 1 - Compulsory</b>		
Management of Sport 211	SRE211	10
Measurement and Evaluation 216 (PRACTICAL)	SRE216	10
Theory: Exercise Physiology 217	SRE217	10
Sport in Society 221	SRE221	10
Sport, Recreation and Exercise 224 (PRACTICAL)	SRE224	10
Theory: Motor Control and Development 236	SRE236	10
Theory: Recreation 237	SRE237	10
Theory: Sport Psychology 238	SRE238	10
<b>*Group 2 – Electives (select modules to the value of 40 credits)</b>		
<b>History</b>		
History 231	HIS231	20
History 224	HIS224	20
<b>Psychology</b>		
Study of Human Development 211	PSY211	10
Introduction to Psychopathology 213	PSY213	10
Introduction to Psychological Interventions 214	PSY214	10
Research Methods 221	PSY221	10
<b>Management</b>		
Management 201	MAN201	10
Finance for Small and Medium Enterprises 206	MAN206	10
Management 231	MAN231	10
Management 233	MAN233	10
<b>English</b>		
English 211	ENG211	20
English 221	ENG221	20
<b>Sub-total</b>		<b>120</b>

\* A student must continue with the elective/major subject area that was selected in Level 1.

#### J.4.3 Level 3

There are two streams, namely Fitness and Coaching, and Recreation and Management. Students have to select one stream.

##### **Stream 1: Fitness and Coaching**

Module Name	Module Code	Credits
<b>Group 1 - Compulsory</b>		
Theory: Biomechanics 312	SRE312	10
Theory: Impaired Motor Control 313	SRE313	10
Sport Safety 316	SRE316	10
Advanced Exercise Physiology 318	SRE318	10
Sport, Recreation and Exercise 326 (PRACTICAL)	SRE326	10
Sport, Recreation and Exercise 327 (PRACTICAL)	SRE327	10
Sport, Recreation and Exercise 329 (PRACTICAL)	SRE329	10
Sport, Recreation and Exercise 331 (PRACTICAL)	SRE331	10

**\*Group 2 – Electives****History**

History 331	HIS331	20
History 332	HIS332	20

**Psychology**

Psychopathology 311	PSY311	10
Introduction to Personality Theory 312	PSY312	10
Quantitative Research Methodology for CHS 321	PSY321	10
Psychology of Social Identity and Social Oppression 322	PSY322	10

**Management (Select all modules)**

Management 303	MAN303	15
Management 314	MAN314	15
Project Management 325	MAN325	15

**English**

English 311	ENG311	20
English 321	ENG321	20

**Sub-total 120-125****FINAL TOTAL 360-365**

\* A student must continue with the elective/major subject area that was selected in Level 1.

**Stream 2: Recreation and Management**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1 - Compulsory</b>		
Theory: Impaired Motor Control 313	SRE313	10
Theory: Management of Sport 315	SRE315	10
Sport Safety 316	SRE316	10
Sport and Community Development 317	SRE317	10
Sport, Recreation and Exercise 322 (PRACTICAL)	SRE322	10
Sport, Recreation and Exercise 324 (PRACTICAL)	SRE324	10
Sport, Recreation and Exercise 325 (PRACTICAL)	SRE325	10
Sport, Recreation and Exercise 330 (PRACTICAL)	SRE330	10

**\*Group 2 - Electives****History**

History 331	HIS331	20
History 332	HIS332	20

**Psychology**

Psychopathology 311	PSY311	10
Introduction to Personality Theory 312	PSY312	10
Quantitative Research Methodology for CHS 321	PSY321	10
Psychology of Social Identity and Social Oppression 322	PSY322	10

**Management (select all modules)**

Management 303	MAN303	15
Management 314	MAN314	15
Project Management 325	MAN325	15

**English**  
English 311  
English 321

ENG311	20
ENG321	20
<b>Sub-total</b>	<b>120-125</b>

**FINAL TOTAL 360-365**

\* A student must continue with the elective/major subject area that was selected in Level 1.

## **J.5 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.6 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

### **J.6.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 90 credits at Level 1, provided they have passed at least 45 credits from Group 1, which must include one theory module (15 credits) and two practical modules (30 credits), obtain at least 15 credits from Group 2 and must pass all modules from Group 3 (electives).

### **J.6.2 Level 2**

A student shall be promoted to Level 3 of study on obtaining 210 credits at Level 2, provided they have passed all Level 1 modules and passed at least 60 credits from Group 1.

### **J.6.3 Level 3**

A student shall complete the degree once a total of 360-365 credits are obtained (depending on the major chosen) and all requirements for the degree are met.

## **J.7 ADVANCE REGISTRATION**

### **J.7.1 Level 1**

A student may only anticipate modules at the next level if they do not have more than 45 credits to make up at the current or lower level, provided that the student does not take more than 90 credits in total, consisting of repeating credits plus anticipated credits provided that the pre-requisites are met and there are no timetable clashes.

### **J.7.2 Level 2**

A student may only register for Level 3 modules if all Level 1 modules have been passed, if they do not have more than 45 credits to make up at the current or lower level, provided that the student does not take more than 90 credits in total, consisting of repeating credits plus anticipated credits provided that the pre-requisites are met and there are no timetable clashes.

## **J.8 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.9 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

No re-evaluation shall be allowed for practical modules that are assessed continuously.

## **BACHELOR OF COMMUNITY DEVELOPMENT (8415)**

### **J.10 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Community Development Degree – B (Community Development)**:

#### **J.10.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 30 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home Language) or Level 5 (60-69%) in English (First Additional Language),
  - Level 4 (50-59%) in another Language (Home or First Additional Language), and
  - Level 3 (40-49%) in Mathematics or Level 4 (50-59%) in Mathematical Literacy

**OR**

- (b) Occupational Certificate: Community Development Practitioner (NQF L5 – SAQA ID 97691)

**OR**

- (c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) and (b) above.

#### **J.10.2 Alternate admission requirements for applicants who passed Grade 12 before 2008**

Students without Matriculation Exemption may be allowed into the programme if:

- a) they have the National Certificate: Community Development (NQF level 5), SAQA ID:80946 and may be required to write The National Benchmark Test (NBT)

**OR**

- b) as Senate Discretionary students and may be required to write The National Benchmark Test (NBT)

**OR**

- c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

### **J.10.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

### **J.11 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.12 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

### **J.13 CURRICULUM**

#### **J.13.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Community Development in Context 111	CDE111	5
Introduction to Sustainable Community Development 112	CDE112	10
Ethics 111: Introduction to Ethical Theory and Practice	ETH111	15
English for Education Development 111	EED111	10
Local Governance 127	FSH127	10
Organisational Development 123	FSH123	10
South African Politics and Government 132	GOV132	15
Introduction to Public and Local Government Administration and Management 131	PUA131	15
Sociology 151: Introduction to Sociology	SOC151	15
Sociology 152: Contemporary Social Worlds	SOC152	15
	<b>Sub-total</b>	<b>120</b>

#### **J.13.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Community Development Theories and Approaches 211	CDE211	10
Dimensions of Community Development 212	CDE212	10
Community Development Organisations and Management 221	CDE221	10
Introduction to Community Development Practice 222	CDE222	20
Ethics 211: Moral Discourse on Economics, Labour and Business	ETH211	10



Sociology 234: Social Inequality, Crime and Violence	SOC234	20
Public Policy and Research 231	PUA231	20
	<b>Sub-total</b>	<b>100</b>

**\*Electives: (select one of the following streams below)**

**Stream 1 - Sport and Recreation**

Principles of Sport Management 211	SRE211	10
Sport in Society 221	SRE221	10
Theory: Recreation 237	SRE237	10

**Stream 2 - Community Health (Nutrition)**

Nutrition 214: Introduction to Health and Nutrition within a Community Development Context	NUT214	15
Nutrition 224: Macro- and Micronutrients and Nutrition through the Life Cycle Stages	NUT224	15
	<b>Sub-total</b>	<b>30</b>
	<b>Total</b>	<b>130</b>

**\* Electives (A student must continue with the elective subject that was selected in Level 2)**

**J.13.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Community Development Skills and Methods 311	CDE311	10
Integrated Sustainable Development Programme Management 312	CDE312	10
Community Development and Human Settlement 321	CDE321	10
Intermediate Community Development Practice 322	CDE322	30
Ethics 311: Moral Discourse on the Environment	ETH311	10
Sociology 324: Sociology of Health and Technology	SOC324	20
Comparative Public Administration and Governance 232	PUA232	20
	<b>Sub-total</b>	<b>110</b>

**\* Electives (select one of the following streams below)**

**Stream 1 - Sport and Recreation**

Contemporary Sport and Recreation Management 315	SRE315	10
Sport and Community Development 317	SRE317	10
Management Major 322	SRE322	10
	<b>Sub-total</b>	<b>30</b>
	<b>Total</b>	<b>140</b>

**Stream 2 - Community Health (Nutrition)**

Sustainable Food Security in Community Development Practice 311	NUT311	15
Community Nutrition Programming in a Community Development Context 322	NUT322	15
	<b>Sub-total</b>	<b>30</b>
	<b>Total</b>	<b>140</b>

\* A student must continue with the elective subject that was selected in Level 2

#### J.13.4 Level 4

Module Name	Module Code	Credits
<b>Compulsory</b>		
Community Development for Human Security 411	CDE411	10
Current Issues in Community Development 402	CDE402	20
Professional Orientation for Community Development 421	CDE421	10
Research Methodology for Community Development 403	CDE403	20
Integrated Community Development Practice 401	CDE401	40
<b>Sub-total</b>		<b>100</b>
<b>* Electives (select one of the following streams below)</b>		
<b>Stream 1 - Sport and Recreation</b>		
Recreation and Leisure Studies 415	SRE415	10
Community Health Promotion 426	SRE426	10
<b>Sub-total</b>		<b>20</b>
<b>Total</b>		<b>120</b>
<b>Stream 2 - Community Health (Nutrition)</b>		
Community Development Practice in Nutrition 403	NUT403	20
<b>Sub-total</b>		<b>20</b>
<b>Total</b>		<b>130</b>
<b>FINAL TOTAL</b>		<b>510</b>

#### J.14 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

#### J.15 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

##### J.15.1 Level 1

A student shall be promoted to Level 2 of study on obtaining at least 95 credits out of 120 credits at Level 1, which must include Community Development in Context 111 (CDE111), Introduction to Sustainable Community Development 112 (CDE112), Local Governance (FSH127), Organisational Development (FSH123), South African Politics and Government (GOV132), Introduction to Public and Local Government Administration and Management (PUA131), Introduction to Sociology (SOC151) and Contemporary Sociology Worlds (SOC152).

##### J.15.2 Level 2

A student shall be promoted to Level 3 of study on obtaining at least 130 credits at Level 2, provided they have passed all prescribed modules at year Level 1, and provided that a student has passed all the outstanding Level 1 modules, including Introduction to Ethical Theory and Practice 111 (ETH111) (15 credits) and English for Educational Development 111 (EED111) (10 credits).

### **J.15.3 Level 3**

A student shall be promoted to Level 4 of study on obtaining at least 385 credits (including Levels 1 - 3 credits), provided that all prescribed modules at Level 3 have been passed, and provided that the credits for the elective streams (Level 2 and Level 3) have been obtained.

### **J.15.4 Level 4**

A student shall complete the degree on obtaining 510 credits and all requirements for the degree are met.

## **J.16 ADVANCE REGISTRATION**

**J.16.1** A student may only register for modules in advance at the next level if they do not have more than 45 credits outstanding to promote, excluding Community Development modules.

**J.16.2** A repeating student (who have not promoted) should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, excluding Community Development modules and provided the pre-requisites are met and there are no timetable clashes.

## **J.17 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.18 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

No re-evaluation shall be allowed for practical modules that are assessed continuously.

## **BACHELOR OF SCIENCE IN DIETETICS (8231)**

### **J.19 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science in Dietetics Degree - BSc (Dietetics)**:

#### **J.19.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.19.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, or
  - HG (40%, E symbol) Physical Sciences or SG (50%, D symbol) Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.19.3 Alternative admission**

Alternative admission does not apply to this programme.

### **J.20 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.21 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

## J.22 CURRICULUM

### J.22.1 Level 1

Module Name	Module Code	Credits
Computer Literacy 121	CCL121	5
Chemistry 116 (N)	CHE116	15
Chemistry 126 (N)	CHM126	15
Dietetics Skills Practice 101	DIE101	10
Primary Health Care 122	HDP122	10
Foods 114	HEC114	15
Life Sciences 141	LSC141	15
Medical Bioscience 121	MBS121	15
Nutrition 141	NUT141	10
English for Education Development 111	EED111	10
<b>Total</b>		<b>120</b>

### J.22.2 Level 2

Module Name	Module Code	Credits
Biotechnology 214	BTN214	20
Biotechnology 216	BTN216	20
Dietetics Skills Practice 201	DIE201	10
Meal Management 244	DIE244	5
Interdisciplinary Health Promotion 211	IHP211	10
Medical Bioscience 231	MBS231	20
Medical Bioscience 232	MBS232	20
Nutrition 211	NUT211	10
Nutrition 221	NUT221	10
Nutrition 223	NUT223	10
<b>Total</b>		<b>135</b>

### J.22.3 Level 3

Module Name	Module Code	Credits
Dietetics Skills Practice 301	DIE301	10
Community Nutrition 312	DIE312	10
Foodservice Management 313	DIE313	10
Therapeutic Nutrition 316	DIE316	15
Introduction to Research Methodology 317	DIE317	10
Community Nutrition 322	DIE322	10
Foodservice Management 323	DIE323	10
Therapeutic Nutrition 326	DIE326	15
Nutrition Epidemiology 344	NUT344	10
Pharmacology 315 (CHS)	PCL315	10
Physiology 319	PSE319	5
Physiology 329	PSE329	5
<b>Total</b>		<b>120</b>

#### **J.22.4 Level 4**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Applied Therapeutic Nutrition 401	DIE401	35
Applied Community Nutrition 402	DIE402	30
Applied Foodservice Management 403	DIE403	25
Dietetics Research Project 404	DIE404	15
Dietetics Behavioural Science 414	DIE414	5
Ethics and Practice Management for Dietetics 425	DIE425	10
Statistics 501	STA501	15
	<b>Total</b>	<b>135</b>
	<b>FINAL TOTAL</b>	<b>510</b>

#### **J.23 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

#### **J.24 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

##### **J.24.1 Level 1**

A student shall complete all Level 1 modules (120 credits) in order to promote to Level 2 of study.

##### **J.24.2 Level 2**

A student shall complete all Level 2 modules (255 credits) in order to promote to Level 3 of study.

##### **J.24.3 Level 3**

A student shall complete all Level 3 modules (375 credits) in order to promote to Level 4 of study.

##### **J.24.4 Level 4**

A student shall complete the degree once 510 credits are obtained and all the requirements for the degree are met.

#### **J.25 ADVANCE REGISTRATION**

##### **J.25.1 Level 1**

**J.25.1.1** If a student does not promote to Level 2 of study, the student may be allowed to register for Level 2 modules to the value of 50 credits, provided that they have obtained at least 90 credits at Level 1 and that the pre-requisites listed in J.28 are met and there are no timetable clashes.

- J.25.1.2** If a student does not promote to Level 2 of study as a result of failing only one module at Level 1, and if the student qualifies to register for the failed module as an associate student, the student shall not be promoted to the next level, but may be allowed to register for all Level 2 modules together with the failed module.

## **J.25.2 Level 2**

- J.25.2.1** If a student does not promote to Level 3 of study, the student may be allowed to register for DIE317 and NUT344 at Level 3 provided that they have completed all Level 1 modules and obtained at least 90 credits at Level 2 and there are no timetable clashes.

- J.25.2.2** If a student does not promote to Level 3 of study as a result of failing only one module at Level 2, and if the student qualifies to register for the failed module as an associate student, the student shall not be promoted to the next level, but may be allowed to register for all Level 3 modules together with the failed module.

## **J.25.3 Level 3**

If a student does not promote to Level 4 of study, the student may be allowed to register for STA501, DIE414 and DIE425 at Level 4, provided that they have completed all Level 2 modules and obtained at least 90 credits at Level 3 and there are no timetable clashes.

## **J.26 RENEWAL OF REGISTRATION**

- J.26.1** Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

- J.26.2** The following conditions shall also apply to the renewal of registration in this programme:

- J.26.2.1** Where a student interrupted their studies for more than one academic year, and where the curriculum or module content has changed, the student shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during their time of study.

- J.26.2.2** Where a student interrupted their studies between Levels 3 and 4 of study for more than one academic year, such a student shall be evaluated in order to assess their existing competency Level.

- J.26.2.3** Where the student does not meet Level 4 competence, additional module(s) or assignments may be prescribed and their internship may be extended.

## **J.27 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.27.1** A student must, in accordance with the requirements of the Health Professions Council of South Africa (HPCSA), register as a dietetics student within two months after admission to the programme. Full particulars are available from the Department of Dietetics.

- J.27.2** Skills practice is included from Level 1. Level 4 consists of a full-time internship in therapeutic nutrition, community nutrition and food service management.
- J.27.3** Persons, who possess sufficient skills to meet the entry requirements at the appropriate NQF level, must apply to the Department of Dietetics for recognition of these qualifications.
- J.27.4** Except where otherwise indicated, modules in which a practical examination is taken require a sub-minimum of 40% in the practical part.
- J.27.5** Except where otherwise indicated a student shall obtain a sub-minimum of 40% in final examinations in order to pass a module.
- J.27.6** A student has to obtain a sub-minimum of 50% in the continuous assessment component of the professional practice modules on the fourth year Level i.e. DIE401; DIE402 and DIE403.
- J.27.7** If a student does not promote to the following year of study, they may be allowed to register for elective module(s) of their choice outside of the Dietetics curriculum to the value of 40 credits, provided that there are no timetable clashes with the compulsory modules from the Dietetics curriculum, and provided that the pre-requisites for the elective modules are met.

## **J.28 RESTRICTION ON CHOICE OF MODULES**

- J.28.1** Restriction on registration for senior modules is governed by the statement of skills required for modules identified in Column B below i.e. either the module or the competency it gives is recommended before doing the senior modules specified in the corresponding column A below.

### **A**

BTN216  
BTN214  
MBS231 & MBS232  
PSE319 & PSE329

### **B**

CHE116, CHM126 & LSC141  
CHE116 & CHM126  
LSC141 & MBS121  
MBS231 & MBS232

### **A**

DIE316 & DIE326  
DIE312 & DIE322  
DIE313 & DIE323

### **B**

NUT211 & NUT221  
NUT211 & NUT221  
NUT211 & NUT221

### **A**

DIE401  
DIE402  
DIE403  
DIE404

### **B**

DIE316 & DIE326  
DIE312 & DIE322  
DIE313 & DIE323  
DIE317 & NUT344

- J.28.2** NUT211, NUT221 can only be taken with BTN216 and MBS231, MBS232 or if these modules have been completed in advance.
- J.28.3** PCL315 and PSE319, PSE329 shall only be taken simultaneously with DIE316 and DIE326 because they are coordinated modules.



- J.28.4** Dietetics Skills Practice at each year level shall only be taken simultaneously with the Dietetics modules at that particular year Level, because they are coordinated modules.
- J.28.5** All BSc Dietetics students will be placed in internship (clinical placement) settings as from Monday, 13 January 2025 as well as during ALL the UWC vacation periods until Friday, 19 December 2025.

**Clinical placement dates as per 2025 UWC Calendar are indicated below:**

January Vacation	Monday, 13 January 2025: Clinical Placement Commences and Residences Open for Dietetics students on Friday, 10 January 2025
Mid-year vacation	Vacation: Monday 23 June 2025- Friday 4 July 2025  Clinical Placements Commences on Monday 07 July 2025 and Residence open for Dietetics students on Friday 4 July 2025
December vacation	Friday, 19 December 2025: Clinical Placement closes and Residences close for Dietetics students

## **BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY (8111)**

### **J.29 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science in Occupational Therapy Degree - BSc (Occupational Therapy)**:

#### **J.29.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 3 (40-49%) in Mathematics or Level 5 (60-69%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.29.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, or
  - HG (40%, E symbol) Life Sciences or SG (50%, D symbol) Life Sciences, and
  - HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.29.3 Alternative admission**

##### **J.29.3.1 Alternative admission requirements for applicants who passed Grade 12 from 2008**

- (a) The National Senior Certificate for Diploma Study with a score of no fewer than 23 points calculated according to the University's approved points system.
- (b) An applicant may be required to write the National Benchmark Test (NBT).

**OR**

- (c) A qualification or level of competence that the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) and (b) above.

### **J.29.3.2 Alternative admission requirements for applicants who passed Grade 12 before 2008**

- (a) An applicant without a Matriculation Exemption may be allowed into the programme at Senate's discretion.

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

### **J.29.3.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

## **J.30 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

## **J.31 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years of full-time study.

## **J.32 CURRICULUM**

### **J.32.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1</b>		
Introduction to Human Occupation 105	OCT105	15
Introduction to Occupational Therapy 118	OCT118	25
<b>Group 2</b>		
Introduction to Psychology 111	PSY111	7.5
Brain and Behaviour 112	PSY112	7.5
Psychology of Child Development 121	PSY121	7.5
Introduction to Research Methods 123	PSY123	7.5
Primary Health Care 122	HDP122	10

**Group 3**

Human Biology 117	HUB117	15
Human Biology 127	HUB127	15
English for Education Development 121 (CHS)	EED121	10
<b>Total</b>		<b>120</b>

**J.32.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1</b>		
Kinesiology/Ergonomics 201	KER201	5
Clinical Sciences (1) 213	OCS213	10
Occupational Therapy: Health Promotion and Youth Wellness 211	OCT211	10
Occupational Therapy: Child and Adolescent Psychiatry 212	OCT212	10
Occupational Therapy and Chronic Diseases 213	OCT213	10
Occupational Therapy and Psychogeriatrics 214	OCT214	10
Human Occupation 215	OCT215	10
<b>Group 2</b>		
Interdisciplinary Health Promotion 211	IHP211	10
Study of Human Development 211	PSY211	10
Introduction to Psychological Interventions 214	PSY214	10
<b>Group 3</b>		
Medical Biosciences 214 (CHS)	MBS214	10
Medical Biosciences 218	MBS218	20
Physics Occupational Therapy 218 (CHS)	PHY218	15
<b>Total</b>		<b>140</b>

**J.32.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1</b>		
Clinical Sciences (2) 314	OCS314	10
Clinical Sciences (3) 315	OCS315	10
Occupational Therapy and Neurology 315	OCT315	15
Occupational Therapy: Adult Psychiatry 316	OCT316	15
Occupational Therapy and Development 317	OCT317	15
Occupational Therapy: Trauma and Disease 319	OCT319	15
Human Occupation 320	OCT320	10
<b>Group 2</b>		
Introduction to Research Methodology 330	OCT330	10
<b>Group 3</b>		
Fieldwork 324	OCT324	10
Fieldwork 322	OCT322	10
<b>Total</b>		<b>120</b>

#### **J.32.4 Level 4**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1</b>		
Human Occupation 407	OCT407	10
Occupational Therapy 418	OCT418	10
Fieldwork-Individual Process 429	OCT429	25
Fieldwork-Group Process 459	OCT459	25
Fieldwork-Community Process 469	OCT469	25
<b>Group 2</b>		
Research (OT) 439	OCT439	25
	<b>Total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>500</b>

#### **J.33 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

#### **J.34 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

##### **J.34.1 Level 1**

In order to promote to Level 2 of study, a student must obtain at least 90 credits and pass all modules in Group 1 and Group 3.

##### **J.34.2 Level 2**

In order to promote to Level 3 of study, a student must obtain at least 260 credits.

##### **J.34.3 Level 3**

In order to promote to Level 4 of study, a student must obtain at least 380 credits.

##### **J.34.4 Level 4**

A student shall complete the degree once 500 credits are obtained and all the requirements for the degree are met.

#### **J.35 ADVANCE REGISTRATION**

##### **J.35.1 Level 1**

A student may only anticipate modules at the next level if they do not have more than 45 credits to make up at the current or lower level, provided that the student does not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.35.2 Level 2**

A student may only anticipate modules at the next level if they do not have more than 45 credits to make up at the current or lower level, provided that the student does not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.35.3 Level 3**

A student may only anticipate modules at the next level if they do not have more than 45 credits to make up at the current or lower level, provided that the student does not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

## **J.36 RENEWAL OF REGISTRATION**

**J.36.1** Renewal of registration shall be governed by Rule A.3.2.3 as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

**J.36.2** The following alternative conditions shall also apply for the renewal of registration in this programme:

**J.36.2.1** A student, who has failed a year of study twice in the professional subjects, shall be refused readmission to the programme.

**J.36.2.2** A level 4 student who obtains less than 50% as a final mark after the re-evaluation and thus obtains 95 or more credit points, must complete a further six months of study to obtain the degree.

**J.36.2.3** A level 4 student who obtains 94 credit points or below, must complete a further full year of study to obtain the degree.

## **J.37 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.37.1** A student shall not be admitted to the Level 4 final examination unless a minimum of one thousand hours of prescribed fieldwork in the professional subjects has been completed over the four years of the programme.

**J.37.2** Due to an integrated and group teaching approach the attendance of all lectures and practicals of the professional modules and fieldwork are compulsory.

**J.37.3** All BSc Occupational Therapy students will be placed in clinical settings as from Monday, 6 January 2025 as well as during ALL the UWC vacation periods until Friday, 19 December 2025.

**J.37.4** Due to the integrated nature of the fieldwork modules and exams, there are no Supplementary or Senate Discretionary Assessments for fieldwork modules.

**J.37.5** A student must in accordance with the requirements of the Health Professions Council of South Africa (HPCSA), register as an occupational therapy student within two months after admission to the programme. Full particulars are available from the Department of Occupational Therapy.

**J.37.6** It is compulsory for all Level three students to provide clearance certificates from both the National Sexual Offenders' Register using Form 8 and National Child Protection Register using Form 30 in order to attend the clinical platform.

**J.37.7** In accordance with the Health Professions Council of South Africa (HPCSA), all Level four students must have a First Aid (Level 1) certification (or equivalent).

Clinical placement dates as per 2025 UWC Calendar are indicated below:

January Vacation	Monday, 6 January 2025: Clinical Placement Commences and Residences Open for OT students (on the same date as the UWC offices open annually)
April recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
Mid-year vacation	As per dates in the 2025 UWC General Calendar Terms and Almanac
September recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
December vacation	Friday, 19 December 2025: Clinical Placement closes and Residences close for OT students

## **BACHELOR OF SCIENCE IN PHYSIOTHERAPY (8211)**

### **J.38 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science in Physiotherapy Degree - BSc (Physiotherapy)**:

#### **J.38.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 39 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy, and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 4 (50-59%) in Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.38.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, or
  - HG (40%, E symbol) Physical Sciences or SG (50%, D symbol) Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.38.3 Alternative admission**

##### **J.38.3.1 Alternative admission requirements for applicants who passed Grade 12 from 2008**

- (a) The National Senior Certificate for Diploma Study with a score of no fewer than 23 points calculated according to the University's approved points system.

**OR**



- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

**J.38.3.2 Alternative admission requirements for applicants who passed Grade 12 before 2008**

- (a) An applicant without a matriculation exemption may be allowed into the programme at Senate's discretion and may be required to write the National Benchmark Test (NBT).

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

**J.38.3.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

**J.39 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

**J.40 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

**J.41 CURRICULUM**

**J.41.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1</b>		
Physiotherapy Techniques I 100	PHT100	10
Analysis of Posture and Movement and Kinetic Handling 111	PHT111	15
Exercise to Promote Health 200	PHT200	10
<b>Group 2</b>		
Human Biology 117	HUB117	15
Human Biology 127	HUB127	15

**Group 3**

Computer Literacy 111	CCL111	5
Primary Health Care 122	HDP122	10
Physics for Physiotherapy 106	PHY106	15
Brain and Behaviour 112	PSY112	7.5
Psychology of Child Development 121	PSY121	7.5
English for Education Development 121 (CHS)	EED121	10
<b>Total</b>		<b>120</b>

**J.41.2 Level 2****Module Name****Module Code****Credits****Group 1**

Physiotherapy Clinical Practice 110	PHT110	15
Applied Physiotherapy A 212	PHT212	10
Applied Physiotherapy B 221	PHT221	10
Movement Science 245	PHT245	15
Physiotherapy Techniques 314	PHT314	15

**Group 2**

Interdisciplinary Health Promotion 211	IHP211	10
Medical Biosciences 217	MBS217	20
Medical Biosciences 218	MBS218	20
Study of Human Development 211	PSY211	10
Community Psychology 223	PSY223	5
Health Psychology 224	PSY224	5
<b>Total</b>		<b>135</b>

**J.41.3 Level 3****Module Name****Module Code****Credits**

Applied Physiotherapy 318	PHT318	30
Community Based Rehabilitation 310	PHT310	10
Physiotherapy Techniques 311	PHT311	20
Movement Science 319	PHT319	10
Physiotherapy Clinical Practice 316	PHT316	40
Introduction to Research Methodology 317	PHT317	10
<b>Total</b>		<b>120</b>

**J.41.4 Level 4****Module Name****Module Code****Credits**

Management (PT) 401	PHT401	10
Ethics (PT) 402	PHT402	10
Applied Physiotherapy 403	PHT403	30
Research Project (PT) 404	PHT404	10
Physiotherapy Clinical Practice 405	PHT405	60
<b>Total</b>		<b>120</b>

**FINAL TOTAL 495**

\* A student who has obtained an A or B symbol in English at Grade 12 Level is required to do either Xhosa or Afrikaans.

## **J.42 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.43 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

### **J.43.1 Level 1**

In order to promote to Level 2 of study a student must obtain at least 100 credits, and pass all modules in Group 1 and Group 2.

### **J.43.2 Level 2**

In order to promote to Level 3 of study a student must obtain 255 credits.

### **J.43.3 Level 3**

In order to promote to Level 4 of study a student must obtain 375 credits.

### **J.43.4 Level 4**

A student shall complete the degree once 495 credits are obtained and all the requirements for the degree are met.

## **J.44 ADVANCE REGISTRATION**

### **J.44.1 Level 1**

A student who does not promote to Level 2 of study may, in consultation with the department be allowed to register for certain Level 2 modules (no more than 45 credits) as long as the total number of credits registered for do not exceed 90 credits, provided that the co-requisites and pre-requisites are met and there are no timetable clashes.

### **J.44.2 Level 2**

A student who does not promote to Level 3 of study may, in consultation with the department be allowed to register for certain Level 3 modules (no more than 45 credits) as long as the total number of credits registered for do not exceed 90 credits, provided that the co-requisites and pre-requisites are met and there are no timetable clashes.

## **J.45 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.46 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.46.1** A student must, in accordance with the requirements of the Health Professions Council of South Africa (HPCSA), register as a physiotherapy student within two months after admission to the programme. Full particulars are available from the Faculty or the Registrar of the University.
- J.46.2** A student shall be required to complete Clinical Practice as prescribed by the department. In Clinical Practice, a student must obtain a final mark of 50% as well as a 50% coursework mark.
- J.46.3 To enter clinical examinations**
- J.46.3.1** A student needs 50% in clinical examination.
- J.46.3.2** A Level 3 student needs to pass 2 of the 3 end of clinical block examination.
- J.46.3.3** A Level 4 student needs to pass 3 of the 4 end of clinical block examination.
- J.46.3.4** All BSc (Physiotherapy) students will be placed in clinical settings as from Thursday, 16 January 2025 as well as during ALL the UWC vacation periods until Friday, 19 December 2025.

### **Clinical placement dates as per 2025 UWC Calendar are indicated below:**

January Vacation	Monday, 20 January 2025: Teaching and Clinical Placement Commences and Residences Open for Physio students (on the same date as the UWC offices open annually)
April recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
Mid-year vacation	As per dates in the 2025 UWC General Calendar Terms and Almanac
September recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
December vacation	Friday, 19 December 2025: Clinical Placement closes and Residences close for Physio students

## **BACHELOR OF SCIENCE IN SPORT AND EXERCISE SCIENCE (8051)**

### **J.47 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science in Sport and Exercise Science Degree - BSc (Sport and Exercise Science)**:

#### **J.47.1 Admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 33 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy, and
  - Level 4 (50-59%) in Life Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.47.2 Admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, or
  - HG (40%, E symbol) Physical Science or SG (50%, D symbol) Physical Science

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

#### **J.47.3 Alternative admission**

##### **Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent

to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

#### **J.48 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

#### **J.49 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over three years full-time.

#### **J.50 CURRICULUM**

##### **J.50.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Chemistry 116 (N)	CHE116	15
Chemistry 126 (N)	CHM126	15
Medical Bioscience 111	MBS111	15
Medical Bioscience 121	MBS121	15
Kinesiology 111 (Theory)	SRE111	20
Fundamentals of Exercise Physiology 113	SRE113	15
<b>Electives</b>		
<b>Group 1 (select one module)</b>		
English For Education Development 117 (SC)	EED117	15
English For Education Development 127 (SC)	EED127	15
<b>Group 2 (select one module)</b>		
Computer Literacy 114	COS114	15
Computer Literacy 124	COS124	15
<b>Sub-total</b>		<b>125</b>

##### **J.50.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Biotechnology 216	BTN216	20
Medical Bioscience 231	MBS231	20
Medical Bioscience 232	MBS232	20
Evaluation and Measurement 216 (Practical)	SRE216	10
Theory: Exercise Physiology 217	SRE217	10
Sport, Recreation and Exercise 224 (Practical)	SRE224	10
Theory: Motor Control and Development 236	SRE236	10
Theory: Recreation 237	SRE237	10
Theory: Sport Psychology 238	SRE238	10
<b>Sub-total</b>		<b>120</b>

### **J.50.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Medical Bioscience 331	MBS331	30
Medical Bioscience 332	MBS332	30
Theory: Biomechanics 312	SRE312	10
Theory: Impaired Motor Control 313	SRE313	10
Sport Safety 316	SRE316	10
Advanced Exercise Physiology 318	SRE318	10
Sport, Recreation and Exercise 329 (Practical)	SRE329	10
Sport, Recreation and Exercise 331 (Practical)	SRE331	10
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>365</b>

### **J.51 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.52 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.52.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 125 credits and passing all the prescribed Level 1 modules.

#### **J.52.2 Level 2**

A student shall be promoted to Level 3 of study on obtaining 245 credits and passing all the prescribed Level 2 (or lower) modules.

#### **J.52.3 Level 3**

A student shall complete the degree once 365 credits are obtained and all the requirements for the degree are met.

### **J.53 ADVANCE REGISTRATION**

A student may only anticipate modules at the next level if they do not have more than 45 credits to make up at the current or lower level, provided that the student does not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.54 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.55 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

No re-evaluation shall be allowed for practical modules that are assessed continuously.

## **BACHELOR OF NURSING (8312)**

### **J.56 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Nursing Degree – BNurs**:

#### **J.56.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 30 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.56.2 Admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) English or SG (50%, D symbol) English, and
  - HG (50%, D symbol) Mathematics or SG (60%, C symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology or
  - HG (40%, E symbol) Physical Sciences or SG (50%, D symbol) Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.56.3 Recognition of Prior Learning:**

##### **South African Nursing Council Policy statement on RPL**

According to the South African Nursing Council Circular No. 9/2013, "The SANC commits itself to ensure that all its accredited providers of nursing education implement RPL and that applicants gain access to nursing education through a credible RPL system." According to SANC a maximum of 10% of applicants may enter the programme through RPL.

### **J.57 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.



## **J.58 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

## **J.59 CURRICULUM**

### **J.59.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Chemistry 119	CHM119	10
Primary Health Care 122	HDP122	10
Human Biology 118	HUB118	15
Human Biology 128	HUB128	15
Microbiology and Parasitology for Nurses 123	MBS123	10
Introduction to Mental Health 122	NRS122	10
Fundamentals of Nursing 101	NUR101	20
Physics for CHS 118	PHY118	15
Brain and Behaviour 112	PSY112	7.5
Psychology of Child Development 121	PSY121	7.5
Clinical Hours 134	NRS134	
	<b>Sub-total</b>	<b>120</b>

### **J.59.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Human Biology 218	HUB218	20
Human Biology 228	HUB228	20
Introduction to Research 202	NRS202	10
Communicable Diseases 214	NRS214	20
Non-Communicable Diseases 215	NRS215	20
Child Health 216	NRS216	15
Pharmacology for Nurses 210	PCL210	20
Clinical Hours 234	NRS234	
	<b>Sub-total</b>	<b>125</b>

### **J.59.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Research Methodology 302	NRS302	15
Mental Health Nursing 322	NRS322	20
Community Based Maternal and Reproductive Health 331	NRS331	35
Maternal and Infant Health Care: Low Risk 332	NRS332	35
Maternal and Infant Health Care: High Risk 333	NRS333	35
Clinical Hours 334	NRS334	
	<b>Sub-total</b>	<b>140</b>

### **J.59.4 Level 4**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Research Project 402	NRS402	20
Comprehensive Primary Health Care 413	NRS413	30

Ethos, Ethics and Professional Development 414	NRS414	20
Health Assessment, Treatment and Care 415	NRS415	20
Health Service Management 416	NRS416	20
Pharmacology and Nursing Practice: Dispensing 410	PCL410	10
Clinical Hours 434	NRS434	
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>505</b>

## **J.60 ASSESSMENT**

**J.60.1** Assessment is governed by Rule A.5.2 in the General Calendar Part 1,

**J.60.1.1** For Level 1, a student shall not be admitted to the first semester final assessment unless 80% of the specified clinical hours for semester one is completed.

**J.60.1.2** For Levels 2, 3 and 4 a student shall not be admitted to the first semester final assessment unless 80% of the specified clinical hours for semester one as well as the outstanding 20% clinical hours of semester two of the preceding year is completed.

**J.60.1.3** For all levels, a student shall not be admitted to the second semester final assessment unless 80% of the specified clinical hours for semester two is completed and as well as the outstanding 20% clinical hours of semester one.

### **J.60.2. Assessment Types**

#### **J.60.2.1 Theory**

Theory shall be assessed on a continuous basis in the form of tests, individual and group assignments, tutorials, presentations and projects amongst other.

#### **J.60.2.2 Clinical**

The clinical component of modules, where applicable, shall be assessed continuously in the form of individual clinical skills competency tests and Objective Structured Clinical Examinations (OSCEs).

#### **J.60.2.3 Final assessment**

The summative assessment in this instance refers to the final assessment for a module which is in the form of a formal written and / or a clinical examination.

#### **J.60.2.4 Integrated assessment**

Integrated assessments are conducted for modules with a substantial clinical component. In such instances, a student shall be required to pass both the theoretical and clinical parts of the assessment independently.

## **J.61 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

### **J.61.1 Level 1**

In order to promote to Level 2 of study a student must obtain 90 credits at Level 1. Notwithstanding the above, a student may only carry 30 credits from the modules listed below:

Chemistry (CHM119) (10), Physics (PHY118) (15), Primary Health Care 122 (HDP122) (10), and Introduction to Mental Health (NRS122) (10).

### **J.61.2 Level 2**

In order to promote to Level 3 of study a student must obtain a total of 100 credits at Level 2. No Level 1 modules may be carried to Level 3. Notwithstanding this, a student may only carry the modules listed below:

Introduction to Research (NRS202) (10) and Child Health (NRS216) (15)

### **J.61.3 Level 3**

No Levels 1 and 2 modules may be carried to Level 4. A student shall be promoted to Level 4 of study only if the student has successfully completed all the relevant modules for Level 3. The exception is in the case of a student obtaining associate status for the module listed below: Mental Health Nursing (NRS322) (20)

### **J.61.4 Level 4**

A student shall complete the degree when all modules has been passed and 505 credits have been obtained and all the requirements for the degree are met. In addition, a total of 2500 clinical hours must be completed.

## **J.62 ADVANCE REGISTRATION**

The following advance registration applies depending on completion of work integrated learning:

### **J.62.1 Level 1**

A student who repeats Level 1 with no more than 50 credits outstanding, may register in advance for: Introduction to Research (NRS202) (10)

### **J.62.2 Level 2**

A student who repeats Level 2 with no more than 60 credits outstanding, may register in advance for: Mental Health Nursing (NRS322) (20) provided that the co-requisites and pre-requisites are met and there are no timetable clashes.

### **J.62.3 Level 3**

A student who repeats Level 3 with no more than 70 credits outstanding, may register in advance for: Comprehensive Primary Health Care (NRS413) (30) provided that the corequisites and pre-requisites are met and there are no timetable clashes.

### **J.63 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3 as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.64 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.64.1** A student must be registered with the South African Nursing Council (SANC), in accordance with its requirements as a nursing student within 30 days of the date of commencement of study.

**The following documents must be submitted on registration:**

(NB. Certification date of documents may not be older than three months on the date of registration)

**South African students:**

- Certified copy of ID
- Certified copy of matriculation certificate
- Marriage certificate (if applicable)
- In case of Extended Curriculum Programme (ECP) students, certified copy of academic record of first-year ECP
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)
- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

**International students:**

- Certified copy of identification documents (Passport/ refugee status/ asylum seeker permit)
- Valid study permit for those with passports
- Certified copy of high school results (English translation)
- SAQA Certificate
- USAf exemption Certificate
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)

- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencements of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.
- J.64.2** A student must secure professional indemnity before they can practice as a student nurse in specified clinical settings.
- J.64.3** It is compulsory for all first-year students to submit proof that they have had the Hepatitis B vaccine before the commencement of the second term of the academic year.
- J.64.4** It is compulsory for all first-year students to provide clearance certificates from both the National Sexual Offenders' Register using Form 8 and National Child Protection Register using Form 30 - **before registration with UWC**. Thereafter these clearance certificates must be **renewed annually before registration for each subsequent year of study with UWC**.
- J.64.5** No student shall be admitted to the final assessment of any level unless 80% of the specified clinical practice hours have been completed by the deadline for the announcement of continuous assessment marks for the semester/year.
- At Level 4 no student shall be admitted to the final assessment unless specified clinical learning hours of prior Levels 1, 2, and 3 are completed.
- J.64.6** Except where otherwise indicated, modules in which a practical examination is taken require a sub-minimum of 40% in the practical component.
- J.64.7** A student shall be required to complete all clinical practice hours as prescribed by the School of Nursing.
- J.64.8** All BNurs students will be placed in clinical settings as from Sunday, 12 January 2025 as well as during ALL the UWC vacation periods until Saturday, 06 December 2025. This is part of students' clinical placement to achieve the requisite Work Integrated Learning (WIL) hours for SANC.

**Clinical placement dates as per 2025 UWC Calendar are indicated below:**

January Vacation	Sunday, 12 January 2025: Clinical Placement commences and Residences open for BNurs students
April recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
Mid-year vacation	Saturday, 05 July to Sunday, 20 July 2025: Mid-year clinical placement
September recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
December vacation	Saturday, 06 December 2025: Clinical Placement closes and Residences close for BNurs students

## **BACHELOR OF NURSING (EXTENDED CURRICULUM PROGRAMME - 8313)**

### **J.65 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Nursing Degree – BNurs**:

#### **J.65.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree Study with a score of no fewer than 30 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.65.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) English or SG (50%, D symbol) English, and
  - HG (50%, D symbol) Mathematics or SG (60%, C symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, or
  - HG (40%, E symbol) Physical Sciences or SG (50%, D symbol) Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.65.3 Recognition of Prior Learning:**

##### **South African Nursing Council Policy statement on RPL**

According to the South African Nursing Council Circular No. 9/2013, "The SANC commits itself to ensure that all its accredited providers of nursing education implement RPL and that applicants gain access to nursing education through a credible RPL system." According to SANC a maximum of 10% of applicants may enter the programme through RPL.

## **J.66 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

## **J.67 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over five years full- time.

## **J.68 CURRICULUM**

### **J.68.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Primary Health Care 122	HDP122	10
Human Biology 114	HUB114	15
Introduction to Mental Health Nursing 122	NRS122	10
Fundamentals of Nursing Science 161	NRS161	10
Physics 115	PHY115	15
Clinical Hours 001	NRS001	
	<b>Sub-total</b>	<b>60</b>

### **J.68.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Chemistry 114	CHM114	15
Human Biology 124	HUB124	15
Microbiology for Nurses 130	MBS130	10
Fundamentals of Nursing 162	NRS162	10
Brain and Behaviour 112	PSY112	7.5
Psychology and Child Development 121	PSY121	7.5
Clinical Hours 002	NRS002	
	<b>Sub-total</b>	<b>65</b>

### **J.68.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Human Biology 218	HUB218	20
Human Biology 228	HUB228	20
Introduction to Research 202	NRS202	10
Communicable Diseases 214	NRS214	20
Non-Communicable Diseases 215	NRS215	20
Child Health 216	NRS216	15
Pharmacology for Nurses 210	PCL210	20
Clinical Hours 234	NRS234	
	<b>Sub-total</b>	<b>125</b>

### **J.68.4 Level 4**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Research Methodology 302	NRS302	15
Mental Health Nursing 322	NRS322	20

Community Based Maternal and Reproductive Health 331	NRS331	35
Maternal and Infant Health Care: Low Risk 332	NRS332	35
Maternal and Infant Health Care: High Risk 333	NRS333	35
Clinical Hours 334	NRS334	
	<b>Sub-total</b>	<b>140</b>

#### **J.68.5 Level 5**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Research Project 402	NRS402	20
Comprehensive Primary Health Care 413	NRS413	30
Ethos, Ethics and Professional Development 414	NRS414	20
Health Assessment, Treatment and Care 415	NRS415	20
Health Service Management 416	NRS416	20
Pharmacology and Nursing Practice: Dispensing	PCL410	10
Clinical Hours 434	NRS434	
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>510</b>

### **J.69 ASSESSMENT**

**J.69.1** Assessment is governed by Rule A.5.2 in the General Calendar, Part 1.

**J.69.1.1** For Level 1, a student shall not be admitted to the first semester final assessment unless 80% of the specified clinical hours for semester one is completed.

**J.69.1.2** For Levels 2, 3, 4 and 5 a student shall not be admitted to the first semester final assessment unless 80% of the specified clinical hours for semester one as well as the outstanding 20% clinical hours of semester two of the preceding year is completed.

**J.69.1.3** For all levels, a student shall not be admitted to the second semester final assessment unless 80% of the specified clinical hours for semester two is completed and as well as the outstanding 20% clinical hours of semester one.

#### **J.69.2 Assessment types**

##### **J.69.2.1 Theory**

Theory shall be assessed on a continuous basis in the form of tests, individual and group assignments, tutorials, presentations and projects amongst other.

##### **J.69.2.2 Clinical**

The clinical component of modules, where applicable, shall be assessed continuously in the form of individual clinical skills competency tests and Objective Structured Clinical Examinations (OSCEs).



### **J.69.2.3 Final assessment**

The summative assessment in this instance refers to the final assessment for a module which is in the form of a formal written and / or a clinical examination.

### **J.69.2.4 Integrated assessment**

Integrated assessments are conducted for modules with a substantial clinical component. In such instances, a student shall be required to pass both the theoretical and clinical parts of the assessment independently.

## **J.70 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

### **J.70.1 Level 1**

In order to promote to Level 2 of study a student must obtain 40 credits at Level 1. Notwithstanding the above, a student may only carry 20 credits from the modules listed below:

Public Health Care (HDP122) (10), Introduction to Mental Health (NRS122) (10)

### **J.70.2 Level 2**

No Level 1 modules may be carried to Level 3. In order to promote to Level 3 of study a student must obtain 42.5 credits at Level 2. Notwithstanding the above, a student may only carry 22.5 credits from the modules listed below:

Chemistry (CHM114) (15), Brain and Behavior (PSY112) (7.5) or Psychology of Child Development (PSY121) (7.5)

### **J.70.3 Level 3**

No Level 2 modules may be carried to Level 4. In order to promote to Level 4 of study a student must obtain a total of 100 credits at Level 3. Notwithstanding this, a student may only carry the modules listed below:

Introduction to Research (NRS202) (10), Child Health (NRS216) (15)

### **J.70.4 Level 4**

No Level 3 modules may be carried to Level 5. A student shall be promoted to Level 5 of study only if the student has successfully completed all the relevant modules for Level 4. The exception is in the case of a student obtaining associate status for the module listed below: Mental Health Nursing (NRS322) (20)

### **J.70.5 Level 5**

A student shall complete the degree once 510 credits are obtained and all the requirements for the degree are met. In addition, a total of 2500 clinical practical hours must be completed.

## **J.71 ADVANCE REGISTRATION**

The following advance registration applies depending on timetabling and completion of work integrated learning:

### **J.71.1 Level 1**

No advance registration shall be permitted in Level 1.

### **J.71.2 Level 2**

A student who repeats Level 2 with no more than 45 credits outstanding, may register in advance for: Introduction to Research (NRS202) (10)

### **J.71.3 Level 3**

A student who repeats Level 3 with no more than 60 credits outstanding, may register in advance for: Mental Health Nursing (NRS322) (20) provided that the co-requisites and prerequisites are met and there are no timetable clashes.

### **J.71.4 Level 4**

A student who repeats Level 4 with no more than 70 credits outstanding, may register in advance for: Comprehensive Primary Health Care (NRS413) (30) provided that the co-requisites and pre-requisites are met and there are no timetable clashes.

## **J.72 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3 as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.73 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.73.1** A student must be registered with the South African Nursing Council (SANC), in accordance with its requirements as a nursing student within 30 days of the date of commencement of study.

### **The following documents must be submitted on registration:**

(NB. Certification date of documents may not be older than three months on the date of registration)

### **South African students:**

- Certified copy of ID
- Certified copy of matriculation certificate
- Marriage certificate (if applicable)
- In case of Extended Curriculum Programme (ECP) students, certified copy of academic record of first-year ECP
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)

- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

#### **International students:**

- Certified copy of identification documents (Passport/ refugee status/ asylum seeker permit)
- Valid study permit for those with passports
- Certified copy of high school results (English translation)
- SAQA Certificate
- USAf exemption Certificate
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)
- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

**J.73.2** A student must secure professional indemnity before they can practice as a student nurse in specified clinical settings.

**J.73.3** It is compulsory for all first-year students to submit proof that they have had the Hepatitis B vaccine before the commencement of the second term of the academic year.

**J.73.4** It is compulsory for all first-year students to provide clearance certificates from both the National Sexual Offenders' Register using Form 8 and National Child Protection Register using Form 30 - **before registration with UWC**. Thereafter these clearance certificates must be **renewed annually before registration for each subsequent year of study with UWC**.

**J.73.5** No student shall be admitted to the final assessment of any level unless 80% of the specified clinical practice hours have been completed by the deadline for the announcement of continuous assessment marks for the semester/year.

At Level 5 no student shall be admitted to the final assessment unless specified clinical learning hours for prior Levels 1, 2, 3 and 4 are completed.

**J.73.6** Except where otherwise indicated, modules in which a practical examination is taken require a sub-minimum of 40% in the practical component.

**J.73.7** A student shall be required to complete all clinical practice hours as prescribed by the School of Nursing.

**J.73.8** All BNurs students will be placed in clinical settings as from Sunday, 12 January 2025 as well as during ALL the UWC vacation periods until Saturday, 06 December 2025. This is part of students' clinical placement to achieve the requisite Work Integrated Learning (WIL) hours for SANC.

**Clinical placement dates as per 2025 UWC Calendar are indicated below:**

January Vacation	Sunday, 12 January 2025: Clinical Placement commences and Residences open for BNurs students
April recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
Mid-year vacation	Saturday, 05 July to Sunday, 20 July 2025: Mid-year clinical placement
September recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
December vacation	Saturday, 06 December 2025: Clinical Placement closes and Residences close for BNurs students

## **BACHELOR OF NURSING (8311)**

(not offered to new students)

### **J.74 ADMISSION**

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: **Bachelor of Nursing Degree – BNurs:**

#### **J.74.1 Admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study plus a score of no less than 30 points calculated according to the university's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (home or first additional language) and
  - Level 3 (40-49%) in another Language (home or first additional language) and
  - Level 4 (50-59%) in Life Sciences and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.74.2 Admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) English or SG (50%, D symbol) English, and
  - HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology or
  - HG (40%, E symbol) Physical Sciences or SG (50%, D symbol) Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

### **J.75 SELECTION**

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

### **J.76 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

## J.77 CURRICULUM

### J.77.1 Level 1

Module Name	Module Code	Credits
<b>Group 1</b>		
Clinical Nursing (LAB) 111	CUR111	15
Human Biology 118	HUB118	15
Human Biology 128	HUB128	15
Fundamentals of Nursing Science 111	NUR111	15
Fundamentals of Nursing Science 112	NUR112	15
Clinical Hours	NRS134	
<b>Group 2</b>		
Primary Health Care 122	HDP122	10
Physics for CHS 118	PHY118	15
Chemistry 128 (CHS)	CHM128	15
<b>Sub-total</b>		<b>115</b>

### J.77.2 Level 2

Module Name	Module Code	Credits
<b>Group 1</b>		
General Nursing Science 211	NRS211	20
General Nursing Science 212	NRS212	20
Clinical Hours 234	NRS234	
<b>Group 2</b>		
Intro to Mental Health 214	CUR214	10
Human Biology 218	HUB218	20
Human Biology 228	HUB228	20
Brain and Behaviour 112	PSY112	7.5
Introduction to Psychology 111	PSY111	7.5
Pharmacology 204	PHA204	20
<b>Sub-total</b>		<b>125</b>

### J.77.3 Level 3

Module Name	Module Code	Credits
<b>Group 1</b>		
<b>Semester 1</b>		
Unit Management 334	CUR334	15
Midwifery 331	CUR331	30
Midwifery 332	CUR332	15
Clinical Hours 334	NRS334	
<b>Semester 2</b>		
Community Health Nursing 324	CUR324	30
Community Health Nursing 325	CUR325	15
Child Health 324	NRS324	15

OR

## **Group 2**

### **Semester 1**

Community Health Nursing 311	CUR311	30
Community Health Nursing 312	CUR312	15
Child Health 313	NRS313	15

### **Semester 2**

Unit Management 336	CUR336	15
Midwifery 326	CUR326	30
Midwifery 327	CUR327	15
	<b>Sub-total</b>	<b>120</b>

Students will be divided into two groups at Level 3 in which they will remain for the rest of the year (S1 and S2). They will register for the modules as indicated above. Students will be registered according to the groups in which they would have been allocated to.

## **J.77.4 Level 4**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Psychiatric Nursing 411	NRS411	30
Psychiatric Nursing 412	NRS412	30
Research Methods 421	NRS421	20
Professional Practice 423	NRS423	20
Regional Priority Gender – Based Violence 401	NRS401	20
Clinical Hours 434	NRS434	
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>480</b>

## **J.78 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.79 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3:

### **J.79.1 Level 1**

In order to promote to Level 2:

**J.79.1.1** The student must pass all modules in Group 1 and is not allowed to carry more than 30 credits from Group 2.

**J.79.1.2** The student should provide proof of clinical hours as calculated per year level.

### **J.79.2 Level 2**

In order to promote to Level 3:

**J.79.2.1** The student must pass all modules from group 1. No Level 1 modules may be carried into the 3rd Level. Brain and Behaviour 112 (PSY112) or Introduction to

Psychology (PSY111) may be carried to Level 3 provided that the credits carried do not exceed 30 credits.

- J.79.2.2** The student should provide proof of clinical learning hours as calculated per semester for Level 2 by the School of Nursing in accordance with the stipulations of the South African Nursing Council (SANC), Regulation R425. In addition, proof of completion of all clinical hours of the first-year must be provided.

### **J.79.3 Level 3**

In order to promote to Level 4:

- J.79.3.1** The student must pass all modules except Unit Management (CUR334/CUR336) at 15 credits which may be carried to the 4<sup>th</sup> Level.

- J.79.3.2** The student should provide proof of clinical learning hours as calculated per semester for Level 3 by the School of Nursing in accordance with the stipulations of the South African Nursing Council (SANC), Regulation R425. In addition, proof of completion of all clinical hours of the second year must be provided.

### **J.79.4 Level 4**

- J.79.4.1** Students will complete the degree when all modules have been passed and 480 credit points have been obtained.

- J.79.4.2** In addition a total of 4 000 clinical learning hours over the four years of study as stipulated by the South African Nursing Council (SANC), Regulation R425 must be completed.

## **J.80 ADVANCE REGISTRATION**

### **J.80.1 Level 1**

A student who repeats Level 1 with no more than 45 credits outstanding, may register in advance for not more than 40 credits at Level 2 from the modules listed below, subject to timetable clashes and modules being repeated. Advanced registration for Human Biology 218 and 228 are subject to the student passing both Human Biology 118 and 128.

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Human Biology 218	HUB218	20
Human Biology 228	HUB228	20
Brain and Behaviour 112	PSY112	7.5
Introduction to Psychology 111	PSY111	7.5

### **J.80.2 Level 2**

Students who repeat Level 2 with no more than 45 credits outstanding at this Level, may register in advance for Child Health 313 (NRS313) or equivalent Child Health 324 (NRS324) provided that they have passed both General Nursing Science 211 and 212.



### J.80.3 Level 3

Students who repeat Level 3 with no more than 45 credits outstanding, may register in advance for not more than 40 credits in the following modules:

Module Name	Module Code	Credits
Research Methods	NRS421	20
Regional Priority Gender-Based Violence	NRS401	20

### J.81 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3 registration for first degrees, as stipulated in the University Calendar: General Information Part 1.

### J.82 SPECIAL REQUIREMENTS FOR THE PROGRAMME

- J.82.1** Every nursing student must be registered, in accordance with the requirements of the South African Nursing Council, as a nursing student within 30 days of the date of commencement of study.

**The following documents must be submitted on registration:**

#### **South African students:**

- Certified copy of ID
- Valid study permit for those with passports
- Certified copy of matriculation certificate
- Marriage certificate (if applicable)
- In case of Extended Curriculum Programme students, certified copy of academic record of first-year ECP
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)
- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

#### **International students:**

- Certified copy of identification documents (Passport/refugee status/asylum seeker permit)
- Valid study permit for those with passports
- Certified copy of high school results (English translation)
- SAQA Certificate
- HESA exemption Certificate
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)
- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the

programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

- J.82.2** Students must secure professional indemnity before they can practice as student nurses in specified clinical settings.
- J.82.3** It is compulsory for all first-year students to submit proof that they have had the Hepatitis B vaccine before the commencement of the second term of the academic year.
- J.82.4** It is compulsory for all first-year students to provide clearance certificates from both the National Sexual Offenders' Register using Form 8 and National Child Protection Register using Form 30 - **before registration with UWC**. Thereafter these clearance certificates must be **renewed annually before registration for each subsequent year of study with UWC**.
- J.82.5** No students will be admitted to the final assessment of any year-level unless 80% of the specified clinical hours have been completed by the deadline for the announcement of continuous assessment marks for the semester/year.
- At Level 4 no student will be admitted to final assessment unless specified clinical learning hours prior Levels 1, 2, and 3 are completed.
- J.82.6** Except where otherwise indicated, modules in which a practical examination is taken require a sub-minimum of 40% in the practical component.
- J.82.7** A student will be required to complete all clinical practice hours as prescribed by the School of Nursing.
- J.82.8** All BNurs students will be placed in clinical settings as from Sunday, 12 January 2025 as well as during ALL the UWC vacation periods until Saturday, 06 December 2025. This is part of students' clinical placement to achieve the requisite Work Integrated Learning (WIL) hours for SANC.

**Clinical placement dates as per 2025 UWC Calendar are indicated below:**

January Vacation	Sunday, 12 January 2025: Clinical Placement commences and Residences open for BNurs students
April recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
Mid-year vacation	Saturday, 05 July to Sunday, 20 July 2025: Mid-year clinical placement
September recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
December vacation	Saturday, 06 December 2025: Clinical Placement closes and Residences close for BNurs students

## **BACHELOR OF NURSING (EXTENDED CURRICULUM PROGRAMME - 8310)**

(not offered to new students)

### **J.83 ADMISSION**

Unless Senate decides otherwise, candidates will be required to meet the following criteria to be enrolled for the degree: **Bachelor of Nursing Degree – BNurs:**

#### **J.83.1 Admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree Study plus a score of no less than 30 points calculated according to the University's approved points system.
- Level 4 (50-59%) in English (home or first additional language) and
  - Level 3 (40-49%) in another Language (home or first additional language) and
  - Level 4 (50-59%) in Life Sciences and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.83.2 Admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:

- HG (40%, E symbol) English or
- SG (50%, D symbol) English and
- HG (40%, E symbol) Mathematics or
- SG (50%, D symbol) Mathematics and
- HG (40%, E symbol) Biology or
- SG (50%, D symbol) Biology or
- HG (40%, E symbol) Physical Sciences or
- SG (50%, D symbol) Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

### **J.84 SELECTION**

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure.

### **J.85 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over five years full-time.

## J.86 CURRICULUM

### J.86.1 Level 1

Module Name	Module Code	Credits
Fundamentals of Nursing Science 151	NUR151	15
Physics for CHS 115	PHY115	15
Clinical Nursing (Lab) 141	NUR141	10
Human Biology 114	HUB114	15
Computer Literacy 121 (2 <sup>nd</sup> semester)	CCL121	5
Clinical Hours 001	NRS001	
	<b>Sub-total</b>	<b>60</b>

### J.86.2 Level 2

Module Name	Module Code	Credits
<b>Group 1</b>		
Fundamentals of Nursing Science 152	NUR152	15
Clinical Nursing (Lab) 142	NUR142	10
Human Biology 124	HUB124	15
<b>Group 2</b>		
Chemistry 114	CHM114	15
Health Development and Primary Health Care 116 (1 <sup>st</sup> semester)	HDP116	5
Intro to Philosophy of Care 124 (2 <sup>nd</sup> semester)	IPC124	5
Clinical Hours 002	NRS002	
	<b>Sub-total</b>	<b>65</b>

### J.86.3 Level 3

Module Name	Module Code	Credits
<b>Group 1</b>		
General Nursing Science 211	NRS211	20
General Nursing Science 212	NRS212	20
Clinical Hours 234	NRS234	
<b>Group 2</b>		
Introduction to Mental Health 214	CUR214	10
Human Biology 218	HUB218	20
Human Biology 228	HUB228	20
Brain and Behaviour 112	PSY112	7.5
Introduction to Psychology 111	PSY111	7.5
Pharmacology 204	PHA204	20
	<b>Sub-total</b>	<b>125</b>

### J.86.4 Level 4

Module Name	Module Code	Credits
<b>Group 1</b>		
<b>Semester 1</b>		
Unit Management 334	CUR334	15
Midwifery 331	CUR331	30
Midwifery 332	CUR332	15

**Semester 2**

Community Health Nursing 324	CUR324	30
Community Health Nursing 325	CUR325	15
Child Health 324	NRS324	15
Clinical Hours 334	NRS334	

**OR****Group 2****Semester 1**

Community Health Nursing 311	CUR311	30
Community Health Nursing 312	CUR312	15
Child Health 313	NRS313	15

**Semester 2**

Unit Management 336	CUR336	15
Midwifery 326	CUR326	30
Midwifery 327	CUR327	15
	<b>Sub-total</b>	<b>120</b>

Students will be divided into two groups at Level 4 in which they will remain for the rest of the year (Semester 1 and Semester 2). They will register for the modules as indicated above. Students will be registered according to the groups in which they would have been allocated to.

**J.86.5 Level 5**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Psychiatric Nursing 411	NRS411	30
Psychiatric Nursing 412	NRS412	30
Research Methods 421	NRS421	20
Professional Practice 423	NRS423	20
Regional Priority Gender-Based Violence 401	NRS401	20
Clinical Hours 434	NRS434	
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>490</b>

**J.87 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

**J.88 PROMOTION RULES**

Unless Senate decides otherwise:

**J.88.1 Level 1**

**J.88.1.1** In order to promote to Level 2, the student must pass all Level 1 modules.

**J.88.1.2** A student who does not pass all the required modules at Level 1 will not be permitted to renew their registration in the following year. Appeals for readmission will be considered.

**J.88.1.3** The student should provide proof of clinical learning hours as calculated per semester for Level 1 by the School of Nursing in accordance with the stipulations of the South African Nursing Council (SANC), Regulation R425.

## **J.88.2 Level 2**

In order to promote to Level 3:

**J.88.2.1** The student must pass all modules in Level 2.

**J.88.2.2** The student should provide proof of clinical learning hours as calculated per semester for Level 2 by the School of Nursing in accordance with the stipulations of the South African Nursing Council (SANC), Regulation R425. In addition, proof of completion of all clinical hours of Level 1 must be provided.

**J.88.2.3** Notwithstanding Rule A.3.2.3 (a), a student who does not pass all the required modules at Level 2 will not be permitted to renew their registration in the following year.

## **J.88.3 Level 3**

In order to promote to Level 4:

**J.88.3.1** The student must pass all modules from group 1. No Level 1 or Level 2 modules may be carried into Level 4. Brain and Behaviour 112 (PSY112) or Introduction to Psychology (PSY111) may be carried to Level 4 provided that the total credits carried do not exceed 30 credits.

**J.88.3.2** The student should provide proof of clinical learning hours as calculated per semester for Level 3 by the School of Nursing in accordance with the stipulations of the South African Nursing Council (SANC), Regulation R425. In addition, proof of completion of all clinical hours of Level 2 must be provided.

## **J.88.4 Level 4**

In order to promote to Level 5:

**J.88.4.1** The student must pass all modules except Unit Management (CUR334) at 15 credits which may be carried to Level 5.

**J.88.4.2** The student should provide proof of clinical learning hours as calculated per semester for Level 4 by the School of Nursing in accordance with the stipulations of the South African Nursing Council (SANC), Regulation R425. In addition, proof of completion of all clinical hours of Level 3 must be provided.

## **J.88.5 Level 5**

**J.88.5.1** Students will complete the degree when all modules have been passed and 490 credit points have been obtained.

**J.88.5.2** In addition a total of 4 000 clinical learning hours over the five years of study as stipulated by the South African Nursing Council (SANC), Regulation R425 must be completed.

## **J.89 ADVANCE REGISTRATION**

### **J.89.1 Level 1**

No advance registration will be permitted in Level 1.

### **J.89.2 Level 2**

Students who repeat Level 2 and have passed all the modules in group one and have no more than 20 credits outstanding, may register in advance for no more than 20 credits at the third Level from the modules listed below, subject to timetable clashes:

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Introduction to Mental Health 214	CUR214	10
Introduction to Psychology 111	PSY111	7.5

### **J.89.3 Level 3**

Students who repeat Level 3 with no more than 45 credits outstanding at this Level, may register in advance for Child Health 313 (NRS313) or equivalent Child Health 324 (NRS324) provided that they have passed both General Nursing Science 211 and 212.

### **J.89.4 Level 4**

Students who repeat Level 4 with no more than 45 credits outstanding, may register in advance for not more than 40 credits from the following modules:

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Research Methods	NRS421	20
Regional Priority Gender-Based Violence	NRS401	20

## **J.90 RENEWAL OF REGISTRATION**

The renewal of registration will be governed by the Rule A.3.2.3 registration for first degrees, as stipulated in the University Calendar: General Information Part 1 but excludes Level 1.

## **J.91 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.91.1** Every nursing student must be registered, in accordance with the requirements of the South African Nursing Council, as a nursing student within 30 days of the date of commencement of study.

**The following documents must be submitted on registration:**

**South African students:**

- Certified copy of ID
- Valid study permit for those with passports
- Certified copy of matriculation certificate
- Marriage certificate (if applicable)
- In case of Extended Curriculum Programme students, certified copy of academic record of first-year ECP
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)
- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

**International students:**

- Certified copy of identification documents (Passport/refugee status/asylum seeker permit)
- Valid study permit for those with passports
- Certified copy of high school results (English translation)
- SAQA Certificate
- HESA exemption Certificate
- SANC Learner Registration application fee must be paid at the UWC cashiers (main campus) into entity BD0200011 (NB. Use your student number as reference)
- Receipt of payment for SANC Learner Registration must be submitted to the year level Administrator within the first two weeks of commencement of the programme in order for the School of Nursing to process and submit the Learner Registration application to SANC within the stipulated time.

**J.91.2** Students must secure professional indemnity before they can practice as student nurses in specified clinical settings.

**J.91.3** It is compulsory for all first-year students to submit proof that they have had the Hepatitis B vaccine before the commencement of the second term of the academic year.

**J.91.4** It is compulsory for all first-year students to provide clearance certificates from both the National Sexual Offenders' Register using Form 8 and National Child Protection Register using Form 30 - **before registration with UWC**. Thereafter these clearance certificates must be **renewed annually before registration for each subsequent year of study with UWC**.

**J.91.5** No students will be admitted to the final assessment of any year-level unless 80% of the specified clinical hours have been completed by the deadline for the announcement of continuous assessment marks for the semester/year.

At Level 5 no student will be admitted to the final assessment unless specified clinical learning hours for prior Levels 1, 2, 3 and 4 are completed.



- J.91.6** Except where otherwise indicated, modules in which a practical examination is taken require a sub-minimum of 40% in the practical component.
- J.91.7** A student will be required to complete all clinical practice hours as prescribed by the School of Nursing.
- J.91.8** All BNur students will be placed in clinical settings as from Sunday, 12 January 2025 as well as during ALL the UWC vacation periods until Saturday, 06 December 2025. This is part of students' clinical placement to achieve the requisite Work Integrated Learning (WIL) hours for SANC.

**Clinical placement dates as per 2025 UWC Calendar are indicated below:**

January Vacation	Sunday, 12 January 2025: Clinical Placement commences and Residences open for BNur students (on the same date as the UWC offices open annually)
April recess	As per dates in the 2025: UWC General Calendar Terms and Almanac
Mid-year vacation	Saturday, 05 July to Sunday, 20 July 2025: Mid-year clinical placement
September recess	As per dates in the 2025 UWC General Calendar Terms and Almanac
December vacation	Saturday, 06 December 2025: Clinical Placement closes and Residences close for BNur students

## **BACHELOR OF SCIENCE IN COMPLEMENTARY HEALTH SCIENCES** **(8104)**

(not offered to new students)

### **General Stream**

#### **J.92 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science in Complementary Health Sciences Degree - BSc (Complementary Health Sciences)**:

##### **J.92.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 30 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 4 (50-59%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy, and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 3 (40-49%) in Physical Sciences

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

##### **J.92.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) English or SG (50%, D symbol) English, and
  - HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics, and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology, and
  - HG (40%, E symbol) Physical Science or SG (50%, D symbol) Physical Science

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

##### **J.92.3 Alternative admission**

###### **J.92.3.1 Alternative admission requirements for applicants who passed Grade 12 from 2008**

- (a) The National Senior Certificate for Diploma Study with a score of no fewer than 23 points calculated according to the University's approved points system.

- (b) A qualification or level of competence that the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) and (b) above.

**J.92.3.2 Alternative admission requirements for applicants who passed Grade 12 before 2008**

- (a) An applicant without a matriculation exemption may be allowed into the programme at Senate's discretion.

**OR**

- (c) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

**J.92.3.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

**J.93 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

**J.94 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over three years full-time.

**J.95 CURRICULUM**

**J.95.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1 (select all modules)</b>		
Chemistry 116 (N)	CHE116	15
Chemistry 126 (N)	CHM126	15
Life Sciences 141	LSC141	15
Medical Bioscience 111	MBS111	15
Medical Bioscience 121	MBS121	15
Principles of Natural Healing 111	NAT111	5
Physics for CHS 118	PHY118	15

**Group 2 (select all modules)**

Computer Literacy 121	CCL121	5
Primary Health Care 122	HDP122	10

**Electives (select one module)**

Introduction to Afrikaans 001 (CHS) (alternative if exempted from EED)	AFR001	10
English for Education Development 111	EED111	10
Introduction to Xhosa 001 (CHS) (alternative if exempted from EED)	XHO001	10
	<b>Sub-total</b>	<b>120</b>

**J.95.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1 (select all modules)</b>		
Biotechnology 216	BTN216	20
Medical Bioscience 231	MBS231	20
Medical Bioscience 232	MBS232	20
Medical Microbiology 251	MIC251	20
Medical Microbiology 252	MIC252	20
Nutrition 211	NUT211	10
Nutrition 221	NUT221	10
<b>Group 2 (select both modules)</b>		
Interdisciplinary Health Promotion 211	IHP211	10
Complementary Healing Systems 201	NAT201	10
	<b>Sub-total</b>	<b>140</b>

**J.95.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
General Medicine 301	BCM301	30
Pathology 311	NAT311	15
Pathology 321	NAT321	10
Herbal Pharmacognosy 323	NAT323	20
Nutritional Medicine 315	NUT315	10
Pharmacology 204	PHA204	20
Study of Human Development 211	PSY211	10
Health Psychology 224	PSY224	5
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>380</b>

**J.96 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

**J.97 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

### **J.97.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 95 credits of the Level 1 modules including all modules in Group 1, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.97.2 Level 2**

A student shall be promoted to Level 3 of study on obtaining 230 credits (including 120 Level 2 credits) including all modules in Group 1, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.97.3 Level 3**

A student shall complete the degree once 380 credits are obtained and all the requirements for the degree are met.

## **J.98 ADVANCE REGISTRATION**

### **J.98.1 Level 1**

If a student does not promote to Level 2 of study, the student may be allowed to register for Level 2 modules, provided that they have completed at least 75 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.98.2 Level 2**

If a student does not promote to Level 3 of study, the student may be allowed to register for Level 3 modules, provided that they have completed at least 215 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

## **J.99 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.100 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.100.1** A student must, in accordance with the requirements of the Allied Health Professions Council of South Africa (AHPCSA), register as a School of Natural Medicine student within two months after admission to the programme.

**J.100.2** Thereafter the student must ensure that they register for each year while within the programme.

**J.100.3** Where a student has interrupted their studies for more than one academic year, and where the curriculum or module content has changed, they shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during the student's time of study.

## **BACHELOR OF SCIENCE IN COMPLEMENTARY HEALTH SCIENCES IN CHINESE MEDICINE AND ACUPUNCTURE (8106)**

(not offered to new students)

### **J.101 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science in Complementary Health Sciences in Chinese Medicine and Acupuncture Degree: BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture)**:

#### **J.101.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 27 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home or First Additional Language), and
  - Level 3 (40-49%) in another Language (Home or First Additional Language), and
  - Level 3 (40-49%) in Mathematics or Level 6 (70-79%) in Mathematical Literacy, and
  - Level 4 (50-59%) in Life Sciences, and
  - Level 3 (40-49%) in Physical Sciences
- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) and (b) above.

#### **J.101.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the following subject requirements:
- HG (40%, E symbol) English or SG (50%, D symbol) English and
  - HG (40%, E symbol) Mathematics or SG (50%, D symbol) Mathematics and
  - HG (40%, E symbol) Biology or SG (50%, D symbol) Biology and
  - HG (40%, E symbol) Physical Science or SG (50%, D symbol) Physical Science

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.101.3 Alternative admission**

##### **J.101.3.1 Alternative admission requirements for applicants who passed Grade 12 from 2008**

- (a) The National Senior Certificate for Diploma Study with a score of no fewer than 23 points calculated according to the University's approved points system.

**OR**

- (b) A qualification or Level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

### **J.101.3.2 Alternative admission requirements for applicants who passed Grade 12 before 2008**

- (a) An applicant without a Matriculation Exemption may be allowed into the programme at Senate's discretion and may be required to write the National Benchmark Test (NBT).

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above

### **J.101.3.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

## **J.102 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

## **J.103 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over three years full-time.

## **J.104 CURRICULUM**

### **J.104.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
Chemistry 116 (N)	CHE116	15
Chemistry 126 (N)	CHM126	15
Chinese Medicine Theory 101	CMA101	25
Primary Health Care 122	HDP122	10
Life Sciences 141	LSC141	15
Medical Bioscience 111	MBS111	15
Medical Bioscience 121	MBS121	15
Physics for CHS 118	PHY118	15
	<b>Sub-total</b>	<b>125</b>

### J.104.2 Level 2

Module Name	Module Code	Credits
<b>Compulsory Modules</b>		
Biotechnology 216	BTN216	20
Chinese Medicine Theory of Diagnosis 201	CMA201	20
Chinese Medicine Materia Medica 202	CMA202	20
Acupuncture Theory 203	CMA203	20
Medical Bioscience 231	MBS231	20
Medical Bioscience 232	MBS232	20
Medical Microbiology 251	MIC251	20
Medical Microbiology 252	MIC252	20
<b>Sub-total</b>		<b>160</b>

### J.104.3 Level 3

Module Name	Module Code	Credits
<b>Compulsory Modules</b>		
General Medicine 301	BCM301	30
Chinese Medicine Theory 303	CMA303	20
Chinese Herbal Medicine 304	CMA304	20
Acupuncture 313	CMA313	10
Acupuncture 323	CMA323	10
Pathology 311	NAT311	15
Pathology 321	NAT321	10
Pharmacology 204	PHA204	20
<b>Sub-total</b>		<b>135</b>

**FINAL TOTAL 420**

## J.105 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## J.106 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

### J.106.1 Level 1

A student shall be promoted to Level 2 of study on obtaining 100 credits of the Level 1 modules including all modules in Group 1, and provided that the pre-requisites are met and there are no timetable clashes.

### J.106.2 Level 2

A student shall be promoted to Level 3 of study on obtaining 255 credits (including 140 Level 2 credits) including all modules in Group 1, and provided that the pre-requisites are met and there are no timetable clashes.



### **J.106.3 Level 3**

A student shall complete the degree once 420 credits are obtained and all the requirements for the degree are met.

## **J.107 ADVANCE REGISTRATION**

### **J.107.1 Level 1**

If a student does not promote to Level 2 of study, the student may be allowed to register for Level 2 modules, provided that they have completed at least 80 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.107.2 Level 2**

If a student does not promote to Level 3 of study, the student may be allowed to register for Level 3 modules, provided that they have completed at least 240 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

## **J.108 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.109 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.109.1** A student must, in accordance with the requirements of the Allied Health Professions Council of South Africa (AHPCSA), register as a School of Natural Medicine student within two months after admission to the programme.

**J.109.2** Thereafter the student must ensure that they register for each year while within the programme.

**J.109.3** Where a student has interrupted their studies for more than one academic year, and where the curriculum or module content has changed, they shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during the student's time of study.

## **BACHELOR OF SOCIAL WORK (8411)**

### **J.110 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Social Work Degree – B (Social Work)**:

#### **J.110.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 34 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home Language) or Level 5 (60-69%) in English (First Additional Language)
  - Level 4 (50-59%) in another Language (Home or First Additional Language), and
  - Level 3 (40-49%) in Mathematics or Level 4 (50-59%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.110.2 Minimum admission requirements for applicants who matriculated before 2008**

- (a) A Matriculation Exemption with the minimum of a D aggregate and the minimum of a D aggregate symbol for English.

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.110.3 Alternative admission**

##### **J.110.3.1 Alternative admission requirements for applicants who passed Grade 12 from 2008**

- (a) The National Senior Certificate for Diploma Study with a score of no fewer than 30 points calculated according to the University's approved points system.

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

##### **J.110.3.2 Alternative admission requirements for applicants who passed Grade 12 before 2008**

- (a) An applicant without a matriculation exemption may be allowed into the programme at Senate's discretion.

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

### **J.110.3.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant may be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes may also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

## **J.111 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty and depending on space available within the programme.

## **J.112 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over four years full-time.

## **J.113 CURRICULUM**

### **J.113.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1 (Social Work)</b>		
Introduction to Fieldwork Education 101	SCW101	15
Introduction to The Field of Social Work 113	SCW113	10
Introduction to Social Policy and Social Welfare 124	SCW124	10
Social Work Process, Values and Ethics 125	SCW125	10
<b>Group 2 (Academic Literacy and Primary Health)</b>		
Computer Literacy 121	CCL121	5
English for Education Development 111	EED111	10
Primary Health Care 122	HDP122	10
<b>Group 3 (Psychology)</b>		
Introduction to Psychology 111	PSY111	7.5
Brain and Behaviour 112	PSY112	7.5
Psychology of Child Development 121	PSY121	7.5
Introduction to Research Methods 123	PSY123	7.5

**Electives: (choose 30 credits from one of the sub-groups)****Group 4 (Anthropology / Sociology)****Sub-group: Anthropology**

Anthropology 131	ANT131	15
Anthropology 132	ANT132	15

**Sub-group: Sociology**

Sociology 151	SOC151	15
Sociology 152	SOC152	15
<b>Sub-total</b>		<b>130</b>

**J.113.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1 (Social Work)</b>		
Interdisciplinary Health Promotion 211	IHP211	10
Basic Fieldwork Education 201	SCW201	30
The Social Work Process at Micro Level 212	SCW212	10
The Social Work Process at Mezzo Level 213	SCW213	10
The Social Work Process at Macro Level 214	SCW214	10
Social Work Values and Ethics 224	SCW224	10
<b>Group 2 (Social Sciences)</b>		
Anthropology 222	ANT222	10
Research Methods 221	PSY221	10
<b>Sub-total</b>		<b>100</b>

**Electives:**

\* A student who selects Social Sciences as a major must select Social Sciences modules to the value of **40** credits and Psychology module/s to the value of **10** credits.

\*\* A student who selects Psychology as a major must select Psychology modules to the value of **30** credits and a Social Sciences module to the value of at least **20** credits.

**Group 3 (Social Sciences / Psychology)****\*Sub-group Social Sciences**

Anthropology 232	ANT232	20
Sociology 234: Social Inequalities, Crime and Violence	SOC234	20

**\*\*Sub-group: Psychology**

Study of Human Development 211	PSY211	10
Introduction to Psychological Intervention 214	PSY214	10
Introduction to Psychopathology 213	PSY213	10
Community Psychology 223	PSY223	5
Health Psychology 224	PSY224	5

**FINAL TOTAL 150**

### J.113.3 Level 3

Module Name	Module Code	Credits
<b>Compulsory</b>		
Intervention: Community Well-being 315	SCW315	10
Intervention: Health and Well-being 314	SCW314	10
Child and Youth Well-being 312	SCW312	10
Intervention: Family Well-being 313	SCW313	10
Intermediate Fieldwork Education 301	SCW301	40
Intermediate Research in Social Work 307	SCW307	20
Welfare Law 321	WEL321	10
<b>Sub-total</b>		<b>110</b>

#### **Electives (Social Sciences / Psychology)**

\* A student must select either the Social Sciences modules to the value of 20 credits or Psychology modules to the value of 20 credits.

#### **\*Sub-group: Social Sciences**

Anthropology 331	ANT331	20
Anthropology 332	ANT332	20

#### **\*Sub-group: Psychology**

Introduction to Personality Theory 312	PSY312	10
Psychology of Social Identity Oppression 322	PSY322	10
<b>Sub-total</b>		<b>20</b>

**TOTAL 130**

### J.113.4 Level 4

Module Name	Module Code	Credits
<b>Compulsory</b>		
Advanced Fieldwork Education 401	SCW401	60
Advanced Social Work Research 407	SCW407	15
Advanced Social Work Supervision and Management 408	SCW408	10
Advanced Social Work Ethics 412	SCW412	10
Advanced Social Policy and Planning 413	SCW413	10
Advanced Social Work Intervention 415	SCW415	15
<b>Sub-total</b>		<b>120</b>
<b>FINAL TOTAL</b>		<b>530</b>

### J.114 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### J.115 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.115.1 Level 1**

A student shall be promoted to Level 2 of study on passing all compulsory modules in Group 1 and 15 credits in Groups 2, 3 and 4 respectively.

#### **J.115.2 Level 2**

A student shall be promoted to Level 3 of study after completing all Level 1 modules and having passed all compulsory modules in Groups 1 and 2, and a minimum of 40 credits from Group 3, on Level 2, and on meeting all pre-requisites for the Level 3 modules.

#### **J.115.3 Level 3**

A student shall be promoted to Level 4 of study only if the student has successfully completed all the relevant course units and modules for Level 3. The exception is in the case of a student obtaining associate status for one Level 3 service module into Level 4.

#### **J.115.4 Level 4**

A student shall complete the degree once 530 credits are obtained and all the requirements for the degree are met.

### **J.116 ADVANCE REGISTRATION**

**J.116.1** A student may only register for modules in advance at the next level if they do not have more than 45 credits outstanding to promote, excluding social work modules.

**J.116.2** A repeating student who has not promoted shall not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, excluding social work modules and provided the pre-requisites are met and there are no timetable clashes.

### **J.117 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.118 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **BACHELOR OF SOCIAL WORK (EXTENDED CURRICULUM PROGRAMME - 8560)**

### **J.119 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Social Work Degree – B (Social Work)**:

#### **J.119.1 Minimum admission requirements for applicants who matriculated from 2008**

- (a) The National Senior Certificate for Bachelor's Degree study with a score of no fewer than 30 points calculated according to the University's approved points system, as well as the following specific subject requirements:
- Level 4 (50-59%) in English (Home Language) or Level 5 (60-69%) in English (First Additional Language) and
  - Level 4 (40-49%) in another Language (Home or First Additional Language), and
  - Level 3 (40-49%) in Mathematics or Level 4 (50-59%) in Mathematical Literacy

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.119.2 Minimum Admission requirements for applicants who matriculated before 2008**

- (a) The National Senior Certificate for Diploma study with a score of no fewer than 27 points calculated according to the University's approved points system.

**OR**

- (b) A qualification or level of competence which the Senate of the University has deemed to be equivalent to the requirements stipulated in (a) above.

#### **J.119.3 Alternative admission requirements for applicants in terms of Recognition of Prior Learning (RPL)**

An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant may be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes may also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

## **J.120 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty, and depending on space available within the programme.

## **J.121 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over five years full-time.

## **J.122 CURRICULUM**

### **J.122.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1</b>		
Computer Literacy 121	CCL121	5
English for Education Development 111	EED111	10
Primary Health Care 122	HDP122	10
<b>Group 2</b>		
Contextualising the Field of Social Work 010	SCW010	10
Contextualising Social Welfare Policy 011	SCW011	10
Introduction to The Field of Social Work 113	SCW113	10
Introduction to Social Policy and Social Welfare 124	SCW124	10
<b>Sub-total</b>		<b>65</b>

### **J.122.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1 (Foundation modules)</b>		
Contextualising Social Work Processes 012	SCW012	10
Contextualising the Philosophy of Professional Social Work Values and Ethics 013	SCW013	10
<b>Group 2 (Social Work)</b>		
Introduction to Fieldwork Education 101	SCW101	15
Social Work Process, Values, Ethics 125	SCW125	10
<b>Group 3 (Psychology)</b>		
Introduction to Psychology 111	PSY111	7.5
Brain and Behaviour 112	PSY112	7.5
Psychology of Child Development 121	PSY121	7.5
Introduction to Research Methods 123	PSY123	7.5



**Electives: (choose 30 credits from one of the sub-groups)**

**Group 4 (Anthropology / Sociology)**

**Sub-group: Anthropology**

Anthropology 131	ANT131	15
Anthropology 132	ANT132	15

**Sub-group: Sociology**

Sociology 151	SOC151	15
Sociology 152	SOC152	15
	<b>Sub-total</b>	<b>105</b>

**J.122.3 Level 3**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1 (Social Work)</b>		
Interdisciplinary Health Promotion 211	IHP211	10
The Social Work Process at Macro Level 214	SCW214	10
The Social Work Process at Mezzo Level 213	SCW213	10
The Social Work Process at Micro Level 212	SCW212	10
Basic Fieldwork Education 201	SCW201	30
Social Work Values and Ethics 224	SCW224	10
<b>Group 2 (Social Sciences)</b>		
Anthropology 222	ANT222	10
Research Methods 221	PSY221	10

**Electives:**

\* A student who selects Social Sciences as a major must select Social Sciences modules to the value of **40** credits and Psychology module/s to the value of **10** credits.

\*\* A student who selects Psychology as a major must select Psychology modules to the value of **30** credits and a Social Sciences module to the value of at least **20** credits.

**Group 3 (Social Sciences / Psychology)**

**\*Sub-group: Social Sciences**

Anthropology 232	ANT232	20
Sociology 234: Social Inequalities, Crime and Violence	SOC234	20

**\*\*Sub-group: Psychology**

Study of Human Development 211	PSY211	10
Introduction to Psychological Intervention 214	PSY214	10
Introduction to Psychopathology 213	PSY213	10
Community Psychology 223	PSY223	5
Health Psychology 224	PSY224	5
	<b>Sub-total</b>	<b>150</b>

#### J.122.4 Level 4

Module Name	Module Code	Credits
<b>Compulsory</b>		
Intermediate Fieldwork Education 301	SCW301	40
Intermediate Research in Social Work 307	SCW307	20
Child and Youth Well-being 312	SCW312	10
Intervention: Family Well-being 313	SCW313	10
Intervention: Health and Well-being 314	SCW314	10
Intervention: Community Well-being 315	SCW315	10
Welfare Law 321	WEL321	10
<b>Sub-total</b>		<b>110</b>

#### Electives (Social Sciences / Psychology)

\* A student must select either the Social Sciences modules to the value of **20** credits or Psychology modules to the value of **20** credits.

##### \*Sub-group: Social Sciences

Anthropology 331	ANT331	20
Anthropology 332	ANT332	20

##### \*Sub-group: Psychology

Introduction to Personality Theory 312	PSY312	10
Psychology Social Identity and Social Oppression 322	PSY322	10
<b>Sub-total</b>		<b>130</b>

#### J.122.5 Level 5

Module Name - Compulsory	Module Code	Credits
Advanced Fieldwork Education 401	SCW401	60
Advanced Social Work Research 407	SCW407	15
Advanced Social Work Supervision 408	SCW408	10
Advanced Social Work Ethics 412	SCW412	10
Advanced Social Policy and Planning 413	SCW413	10
Advanced Social Work Intervention 415	SCW415	15
<b>Sub-total</b>		<b>120</b>
<b>FINAL TOTAL</b>		<b>570</b>

#### J.123 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

#### J.124 PROMOTION RULES

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.124.1 Level 1**

In order to promote to Level 2 of study, a student must pass all social work modules and obtain at least 55 credits.

#### **J.124.2 Level 2**

A student shall be promoted to Level 3 of study on obtaining 140 credits (65 credits from Level 1 and 75 credits from Level 2, i.e. 25 credits from Group 1 and 20 credits from Group 3, and 30 credits from Psychology in Group 2 or 30 credits from Anthropology/Sociology in Group 4).

#### **J.124.3 Level 3**

A student shall be promoted to Level 4 of study after completing Levels 1 and 2 modules, and passed all compulsory modules in Groups 1 and 2, and a minimum of 40 credits from Group 3 on Level 3, and on meeting all pre-requisites for Level 4 modules.

#### **J.124.4 Level 4**

A student shall be promoted to Level 5 of study only if the student has successfully completed all relevant course units and modules for Level 4. The exception is in the case of a student obtaining associate status for one Level 4 service module into Level 5.

#### **J.124.5 Level 5**

A student shall complete the degree once 570 credits are obtained and all the requirements for the degree are met.

### **J.125 ADVANCE REGISTRATION**

**J.125.1** A student may only register for modules in advance at the next level if they do not have more than 45 credits outstanding to promote, excluding social work modules.

**J.125.2** A repeating student who has not promoted shall not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, excluding social work modules and provided the pre-requisites are met and there are no timetable clashes.

### **J.126 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.127 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **BACHELOR OF ARTS HONOURS IN BIOKINETICS (8021)**

### **J.128 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Arts Honours in Biokinetics Degree – BAHons (Biokinetics)**:

- J.128.1** an applicant must be in possession of a Bachelor of Arts Degree (Sport, Recreation and Exercise Science) or the equivalent thereof from an accredited higher education institution, with a minimum average of 60% for all Sport, Recreation and Exercise Science modules at Level 3.
- J.128.2** an applicant may apply directly to the Sport, Recreation and Exercise Science (SRES) Department if they are not in possession of an appropriate degree subject to Rule A.2.1.4

### **J.129 SELECTION**

- J.129.1** The Professional Board determines the number of applicants that can be admitted each year.
- J.129.2** Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.
- J.129.3** Preference shall be given to an applicant with a science background.

### **J.130 DURATION**

Unless Senate decides otherwise, the duration of the curriculum shall extend over one year full-time only.

### **J.131 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Exercise Physiology 717	SRE717	10
Motor Control and Learning 718	SRE718	10
Biokinetics 730	SRE730	10
Physical Evaluation 731	SRE731	10
Physical Evaluation 732	SRE732	10
Exercise Testing and Prescription 733	SRE733	10
Chronic Disease and Disability 735	SRE735	10
Anatomy and Kinanthropometry 736	SRE736	10
Biokinetics Practice 737	SRE737	5
Biokinetics Practice 738	SRE738	5
Applied Research Methods 739	SRE739	30
Applied Statistics 501	STA501	15
<b>FINAL TOTAL</b>		<b>135</b>

An extensive practical component (of 500 hours) forms a compulsory part of the Biokinetics programme.

## **J.132 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.133 PROGRESSION RULES**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year.

### **J.133.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

## **J.134 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.135 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.135.1** A student must in accordance with the requirements of the Health Professions Council of South Africa (HPCSA), register as a biokinetics student within two months after admission to the programme. Full particulars are available from the Course Coordinator in the Department.

**J.135.2** First Aid (Level 3) certification (or equivalent) is required for admission into the degree. A First Aid (Level 3) course is offered in the department prior to the commencement of the academic year.

## **BACHELOR OF ARTS HONOURS IN PSYCHOLOGY (Full-time - 8753)/ (Part-time – 8751)**

### **J.136 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Arts Honours in Psychology Degree – BAHons (Psychology)**:

Subject to the general authority of Senate to refuse an applicant admission to the programme, an applicant shall have obtained a Bachelor's degree approved by Senate for the purpose, and unless Senate on the recommendation of the HoD decides otherwise, such an applicant shall have obtained, before admission to the programme, a minimum average of at least 65% in the final Psychology 3 examinations.

### **J. 137 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.138 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time or two years part-time study.

### **J.139 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Advanced Research Project 701	PSY701	30
Psychopathology 702	PSY702	20
Psychological Interventions 703	PSY703	20
*Advanced Research Methods 704 (*pre-requisite for MA in Psychology)	PSY704	20
Psychological Assessment 709	PSY709	20
	<b>Sub-total</b>	<b>110</b>
<b>Electives (select one module)</b>		
Personality Theories 705	PSY705	20
Social Psychology 707	PSY707	20
Community Psychology 708	PSY708	20
	<b>Sub-total</b>	<b>20</b>
	<b>FINAL TOTAL</b>	<b>130</b>

### **J.140 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.141 PROGRESSION RULES**

### **J.141.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

### **J.141.2 Part-time**

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with their studies. A student who has accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

## **J.142 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.143 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

A student who does not obtain the minimum admission requirement of 60% shall only be allowed one attempt to improve their marks for admission to the programme.

## **BACHELOR OF ARTS HONOURS IN SPORT, RECREATION AND EXERCISE SCIENCE (8013)**

### **J.144 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Arts Honours in Sport, Recreation and Exercise Science Degree – BAHons (Sport, Recreation and Exercise Science)**:

An applicant must be in possession of a Bachelor of Arts Degree (Sport, Recreation and Exercise Science) or Bachelor of Science Degree (Sport Exercise Science), or equivalent thereof from an accredited higher education institution as deemed appropriate by the SRES Department and obtained an average mark of at least 60% in the final year.

### **J.145 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.146 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time or two years part-time study.

### **J.147 CURRICULUM**

<b>Module Name (select one of the following options)</b>	<b>Module Code</b>	<b>Credits</b>
<b>Option 1 – Sport Conditioning</b>		
Psychology of Physical Education and Sport 723	SRE723	10
Exercise Physiology 727	SRE727	10
Motor Control and Learning 728	SRE728	10
Exercise Testing and Prescription 733	SRE733	10
Anatomy and Kinanthropometry 736	SRE736	10
Applied Research Methods 739	SRE739	30
Sport Technology 740	SRE740	10
Conditioning for Sport 741	SRE741	20
Sports Nutrition 742	SRE742	10
Applied Statistics 501	STA501	15
	<b>FINAL TOTAL</b>	<b>135</b>
<b>Option 2 – Community Health Promotion through Sport</b>		
Recreation and Leisure Studies 715	SRE715	10
Exercise Physiology 717	SRE717	10
Psychology of Physical Education and Sport 723	SRE723	10
Exercise Testing and Prescription 733	SRE733	10
Chronic Disease and Disability 735	SRE735	10
Anatomy and Kinanthropometry 736	SRE736	10
Applied Research Methods 739	SRE739	30
Sports Nutrition 742	SRE742	10
Sociology of Sport 743	SRE743	10



Community Health Promotion 744	SRE744	10
Applied Statistics 501	STA501	15
	<b>FINAL TOTAL</b>	<b>135</b>
<b>Option 3 – Talent Identification</b> (not offered in 2025)		
Motor Control and Learning 718	SRE718	10
Exercise Physiology 727	SRE727	10
Motor Control and Learning 728	SRE728	10
Exercise Testing and Prescription 733	SRE733	10
Sports Talent Identification 734	SRE734	20
Anatomy and Kinanthropometry 736	SRE736	10
Applied Research Methods 739	SRE739	30
Sports Nutrition 742	SRE742	10
Sociology of Sport 743	SRE743	10
Applied Statistics 501	STA501	15
	<b>FINAL TOTAL</b>	<b>135</b>

## **J.148 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.149 PROGRESSION RULES**

### **J.149.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

### **J.149.2 Part-time**

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years and accumulate at least 60 credits per annum to proceed with his/her studies. A student who has accumulated 90 credits within two years may be allowed to proceed to the following year to complete the programme.

## **J.150 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.151 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **BACHELOR OF SCIENCE HONOURS IN BIOKINETICS (8024)**

### **J.152 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Science Honours in Biokinetics Degree - BScHons (Biokinetics)**:

- J.152.1** an applicant must be in possession of a Bachelor of Science Degree (Sport, Recreation and Exercise Science) or the equivalent thereof from an accredited higher education institution, with an average of at least 60% for all Sport, Recreation and Exercise Science modules at Level 3.
- J.152.2** an applicant may apply directly to the SRES Department if they are not in possession of an appropriate degree subject to Rule A.2.1.4.

### **J.153 SELECTION**

- J.153.1** The Professional Board determines the number of applicants that can be admitted each year.
- J.153.2** Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.
- J.153.3** Preference shall be given to an applicant with a science background.

### **J.154 DURATION**

Unless Senate decides otherwise, the duration of the curriculum shall extend over one year full-time only.

### **J.155 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Exercise Physiology 717	SRE717	10
Motor Control and Learning 718	SRE718	10
Biokinetics 730	SRE730	10
Physical Evaluation 731	SRE731	10
Physical Evaluation 732	SRE732	10
Exercise Testing and Prescription 733	SRE733	10
Chronic Disease and Disability 735	SRE735	10
Anatomy and Kinanthropometry 736	SRE736	10
Biokinetics Practice 737	SRE737	5
Biokinetics Practice 738	SRE738	5
Applied Research Methods 739	SRE739	30
Applied Statistics 501	STA501	15
<b>FINAL TOTAL</b>		<b>135</b>

An extensive practical component (of 500 hours) forms a compulsory part of the Biokinetics programme.

## **J.156 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.157 PROGRESSION RULES**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year.

### **J.157.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

## **J.158 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.159 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.159.1** A student must in accordance with the requirements of the Health Professions Council of South Africa (HPCSA), register as a biokinetics student within two months after admission to the programme. Full particulars are available from the Course Coordinator in the Department.

**J.159.2** First Aid (Level 3) certification (or equivalent) is required for admission into the degree. A First Aid (Level 3) course is offered in the department prior to the commencement of the academic year.

## **BACHELOR OF COMPLEMENTARY MEDICINE IN CHINESE MEDICINE AND ACUPUNCTURE (8344)**

(Not offered to new students)

### **J.160 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Complementary Medicine in Chinese Medicine and Acupuncture Degree – B (Complementary Medicine) (Chinese Medicine and Acupuncture)**:

- J.160.1** an applicant must be in possession of a Bachelor of Science Degree (Complementary Health Sciences) or a clinical diagnostic qualification such as MBChB or the equivalent thereof.
- J.160.2** If in the opinion of the selection committee, the relevant degree is deficient, additional modules may be prescribed.
- J.160.3** Students need to be registered with the Allied Health Professions Council of South Africa (AHPCSA).

### **J.161 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.162 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years full-time.

### **J.163 CURRICULUM**

#### **J.163.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
<b>Group 1</b>		
General Medicine 401	BCM401	30
Clinical Diagnosis 402	BCM402	20
Chinese Medicine Theory 401	CMA401	20
Chinese Medicine Theory 402	CMA402	20
Clinical Practice 404	CMA404	20
<b>Group 2</b>		
Ethics, Jurisprudence and Practice Management 501	BCM501	10
Tuina (Taichi) 405	CMA405	20
Introduction to Research Methodology 502	RMT502	10
	<b>Sub-total</b>	<b>150</b>

### **J.163.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
Practice Management for Complementary Health Practitioners 403	BCM403	10
Counselling Skills 410	BCM410	10
Chinese Medicine Theory 502	CMA502	20
Chinese Medicine Theory 503	CMA503	10
Clinical Practice 504	CMA504	40
Research Project for Complementary Health Sciences 401	RPC401	20
	<b>Sub-total</b>	<b>110</b>
	<b>FINAL TOTAL</b>	<b>260</b>

### **J.164 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.165 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.165.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 130 credits of the Level 1 modules including all modules in Group 1, and provided that the pre-requisites are met and there are no timetable clashes.

#### **J.165.2 Level 2**

A student shall complete the degree once 260 credits are obtained and all the requirements for the degree are met.

### **J.166 ADVANCE REGISTRATION**

If a student does not promote to Level 2 of study, they may be allowed to register for Level 2 modules, provided that they have completed at least 115 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.167 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.168 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.168.1** A student must, in accordance with the requirements of the Allied Health Professions Council of South Africa (AHPCSA), register as a School of Natural Medicine student within two months after admission to the programme.
- J.168.2** Thereafter the student must ensure that they register for each year while within the programme.
- J.168.3** Where a student has interrupted their studies for more than one academic year, and where the curriculum or module content has changed, they shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during the student's time of study.
- J.168.4** After successful completion of the course, a student may be required to complete a Board exam in order to be registered with the AHPCSA. Professional graduates may enter private practice following AHPCSA registration.

## **BACHELOR OF COMPLEMENTARY MEDICINE IN NATUROPATHY**

**(8334)**

(Not offered to new students)

### **J.169 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Complementary Medicine in Naturopathy Degree - B (Complementary Medicine) (Naturopathy)**:

- J.169.1** an applicant must be in possession of a Bachelor of Science Complementary Health Sciences Degree or a clinical diagnostic qualification such as MBChB or the equivalent thereof.
- J.169.2** If in the opinion of the selection committee, the relevant degree is deficient, additional modules may be prescribed.
- J.169.3** Students need to be registered with the Allied Health Professions Council of South Africa (AHPCSA).

### **J.170 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.171 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years-full-time.

### **J.172 CURRICULUM**

#### **J.172.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Group 1 (select all modules)</b>		
General Medicine 401	BCM401	30
Clinical Diagnosis 402	BCM402	20
Phytotherapy for Naturopathy 402	NAT402	10
Differential Diagnosis for Naturopathy 403	NAT403	10
Clinical Practice 404	NAT404	10
Nutritional Therapy and Supplementation for Naturopathy 412	NAT412	20
Naturopathic Therapeutics 422	NAT422	10
Physical Therapies for Naturopathy 423	NAT423	20
<b>Group 2 (select both modules)</b>		
Ethics, Jurisprudence and Practice Management 501	BCM501	10
Introduction to Research Methodology 502	RMT502	10
	<b>Sub-total</b>	<b>150</b>

### **J.172.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Practice Management for Complementary Health Practitioners 403	BCM403	10
Counselling Skills 410	BCM410	10
Clinical Practice (Naturopathy) 504	NAT504	40
Treatment Modalities for Naturopathy 511	NAT511	20
Treatment Modalities for Naturopathy 521	NAT521	20
Research Project for Complementary Health Sciences 401	RPC401	20
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>270</b>

### **J.173 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.174 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.174.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 130 credits of the Level 1 modules including all modules in Group 1, and provided that all the pre-requisites are met and there are no timetable clashes.

#### **J.174.2 Level 2**

A student shall complete the degree once 270 credits are obtained and all the requirements for the degree are met.

### **J.175 ADVANCE REGISTRATION**

If a student does not promote to Level 2 of study, they may be allowed to register for Level 2 modules, provided that they have completed at least 95 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.176 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.177 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.177.1** A student must, in accordance with the requirements of the Allied Health Professions Council of South Africa (AHPCSA), register as a School of Natural Medicine student within two months after admission to the programme.



- J.177.2** Thereafter the student must ensure that they register for each year while within the programme.
- J.177.3** Where a student has interrupted their studies for more than one academic year, and where the curriculum or module content has changed, they shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during the student's time of study.
- J.177.4** After successful completion of the course, a student may be required to complete a Board exam in order to be registered with the AHPCSA. Professional graduates may enter private practice following AHPCSA registration.

## **BACHELOR OF COMPLEMENTARY MEDICINE IN PHYTOTHERAPY**

**(8324)**

(Not offered to new students)

### **J.178 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Complementary Medicine in Phytotherapy Degree - B (Complementary Medicine) (Phytotherapy)**:

- J.178.1** An applicant must be in possession of a Bachelor of Science Complementary Health Sciences Degree or a clinical diagnostic qualification such as MBChB or the equivalent thereof.
- J.178.2** If in the opinion of the selection committee, the relevant degree is deficient, additional modules may be prescribed.
- J.178.3** Students need to be registered with the Allied Health Professions Council of SA (AHPCSA).

### **J.179 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.180 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years full-time.

### **J.181 CURRICULUM**

#### **J.181.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
<b>Group 1</b>		
General Medicine 401	BCM401	30
Clinical Diagnosis 402	BCM402	20
Clinical Practice 404	PHH404	10
Materia Medica 405	PHH405	20
Clinical Phytotherapy 406	PHH406	10
Herbal Pharmacology 407	PHH407	10
Introduction to Research Methodology 502	RMT502	10
<b>Group 2</b>		
Ethics, Jurisprudence and Practice Management 501	BCM501	10
Differential Diagnosis for Phytotherapy 403	PHH403	10
	<b>Sub-total</b>	<b>130</b>

### **J.181.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
Practice Management for Complementary Health Practitioners 403	BCM403	10
Counselling Skills 410	BCM410	10
Clinical Practice 504	PHH504	40
Materia Medica 505	PHH505	20
Clinical Phytotherapy 506	PHH506	10
Herbal Pharmacy 507	PHH507	10
Research Project for Complementary Health Sciences 401	RPC401	20
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>250</b>

### **J.182 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.183 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.183.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 120 credits of the Level 1 modules including all modules in Group 1, and provided that all the pre-requisites are met and there are no timetable clashes.

#### **J.183.2 Level 2**

A student shall complete the degree once 250 credits are obtained and all the requirements for the degree are met.

### **J.184 ADVANCE REGISTRATION**

If a student does not promote to Level 2 of study, they may be allowed to register for Level 2 modules, provided that they have completed at least 95 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.185 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.186 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.186.1** A student must, in accordance with the requirements of the Allied Health Professions Council of South Africa (AHPCSA), register as a School of Natural Medicine student within two months after admission to the programme.
- J.186.2** Thereafter the student must ensure that they register for each year while within the programme.
- J.186.3** Where a student has interrupted their studies for more than one academic year, and where the curriculum or module content has changed, they shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during the student's time of study.
- J.186.4** After successful completion of the course, a student may be required to complete a Board exam in order to be registered with the AHPCSA. Professional graduates may enter private practice following AHPCSA registration.

## **BACHELOR OF COMPLEMENTARY MEDICINE IN UNANI TIBB MEDICINE (8354)**

(Not offered to new students)

### **J.187 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Bachelor of Complementary Medicine in Unani Tibb Medicine Degree - B (Complementary Medicine) (Unani Tibb Medicine)**:

- J.187.1** An applicant must be in possession of a Bachelor of Science Complementary Health Sciences Degree or a clinical diagnostic qualification such as MBChB or the equivalent thereof.
- J.187.2** If in the opinion of the selection committee, the relevant degree is deficient, additional modules may be prescribed.
- J.187.3** Students need to be registered with the Allied Health Professions Council of South Africa (AHPCSA).

### **J.188 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.189 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years full-time.

### **J.190 CURRICULUM**

#### **J.190.1 Level 1**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
<b>Group 1</b>		
General Medicine 401	BCM401	30
Clinical Diagnosis 402	BCM402	20
Clinical Practice 404	TIB404	10
Pathology Diagnosis of Tibb 411	TIB411	10
Philosophy and Aetiology of Unani Tibb 412	TIB412	10
Pharmacology of Tibb 413	TIB413	20
Therapeutics of Tibb 414	TIB414	10
Regimental Therapies 415	TIB415	10
<b>Group 2</b>		
Ethics, Jurisprudence and Practice Management 501	BCM501	10
Introduction to Research Methodology 502	RMT502	10
	<b>Sub-total</b>	<b>140</b>

### **J.190.2 Level 2**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
Practice Management for Complementary Health Practitioners 403	BCM403	10
Counselling Skills 410	BCM410	10
Research Project for Complementary Health Sciences 401	RPC401	20
Clinical Practice 504	TIB504	40
Illness Management 521	TIB521	10
Illness Management 522	TIB522	10
Illness Management 523	TIB523	10
Illness Management 524	TIB524	10
Illness Management 525	TIB525	10
	<b>Sub-total</b>	<b>130</b>
	<b>FINAL TOTAL</b>	<b>270</b>

### **J.191 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.192 PROMOTION RULES**

Unless Senate decides otherwise and subject to Rule A.3.2.3 or as provided for in the Faculty rules:

#### **J.192.1 Level 1**

A student shall be promoted to Level 2 of study on obtaining 140 credits of the Level 1 modules including all modules in Group 1, and provided that all the pre-requisites are met and there are no timetable clashes.

#### **J.192.2 Level 2**

A student shall complete the degree once 270 credits are obtained and all the requirements for the degree are met.

### **J.193 ADVANCE REGISTRATION**

If a student does not promote to Level 2 of study, they may be allowed to register for Level 2 modules, provided that they have completed at least 105 credits and should not take more than 90 credits in total, consisting of repeating credits plus anticipated credits, and provided that the pre-requisites are met and there are no timetable clashes.

### **J.194 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.195 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.195.1** A student must, in accordance with the requirements of the Allied Health Professions Council of South Africa (AHPCSA), register as a School of Natural Medicine student within two months after admission to the programme.
- J.195.2** Thereafter the student must ensure that they register for each year while within the programme.
- J.195.3** Where a student has interrupted their studies for more than one academic year, and where the curriculum or module content has changed, they shall be expected to register for the additional module(s) or attend classes and write additional tests/ assignments on work not covered during the student's time of study.
- J.195.4** After successful completion of the course, a student may be required to complete a Board exam in order to be registered with the AHPCSA. Professional graduates may enter private practice following AHPCSA registration. All professional programmes lead to registration with the Allied Health Professions Council of South Africa (AHPCSA) after successful completion of the course. Professional graduates may enter private practice or work within the Health Care system of South Africa when the situation has changed.

## **POSTGRADUATE DIPLOMA IN CHILD AND FAMILY STUDIES (8849)**

### **J.196 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Child and Family Studies - PGDip (Child and Family Studies)**:

**J.196.1** An applicant must be in possession of a three year Bachelor's degree or equivalent, preferably in the Social Sciences, Arts, Law, Education or Humanities and have obtained an average mark of 60% and above for their overall previous degree.

#### **J.196.2 Alternative Admission**

**J.196.2.1** An applicant who completed the NSC in 2008 or thereafter, but has not obtained an endorsement, shall be considered for alternative admission after the age of 23. Such an applicant shall be required to complete an RPL portfolio development course and submit to a process where relevant learning and/or experience shall be assessed.

**J.196.2.2** An applicant who is 23 years or older and does not have a matriculation certificate or NSC, but who may have obtained other qualifications or experience that may be deemed to be equivalent to admission criteria for the particular study programmes shall also be required to complete an RPL portfolio development course or an RPL portfolio process as agreed upon, and to submit to a process where such learning, qualification, and/or experience shall be assessed.

### **J.197 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.198 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time study.

### **J.199 CURRICULUM**

#### **Stream 1: General**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
Research Project 701	SCF701	30
Classical and Contemporary Theories about the Family 702	SCF702	10
Constructions of Children and Childhood 706	SCF706	10
Applied Research 712	SCF712	20
<b>Sub-total</b>		<b>70</b>
<b>Electives (select credits to the value of 50 credits)</b>		
Family and Households 705	SCF705	10
Policies and Programmes for Families in Poverty 707 (not offered in 2025)	SCF707	20
Child Protection 708 (not offered in 2025)	SCF708	20



Children's Rights, Family and Society 709 (not offered in 2025)	SCF709	20
Youth in Urban Society 710 (not offered in 2025)	SCF710	20
Parent and Child Interaction 711	SCF711	20
Substance Abuse in the Family 713	SCF713	20
Family Wellbeing Programme 714 (not offered in 2025)	SCF714	20
	<b>Sub-total</b>	<b>50</b>
	<b>FINAL TOTAL</b>	<b>120</b>

## OR

### Stream 2: Early Childhood Development (ECD)

Module Name	Module Code	Credits
<b>Compulsory</b>		
Research Project 701	SCF701	30
Classical and Contemporary Theories about the Family 702	SCF702	10
Constructions of Children and Childhood 706	SCF706	10
Applied Research 712	SCF712	20
	<b>Sub-total</b>	<b>70</b>
<b>Electives (select all modules)</b>		
ECD: Childcare and Wellbeing 716 (not offered in 2025)	SCF716	20
ECD: Policy and Frameworks 715 (not offered in 2025)	SCF715	10
ECD: Governance 717 (not offered in 2025)	SCF717	20
	<b>Sub-total</b>	<b>50</b>
	<b>FINAL TOTAL</b>	<b>120</b>

## J.200 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## J.201 PROGRESSION RULES

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 90 credits may proceed with their studies to complete the programme in the following year.

## J.202 RENEWAL OF REGISTRATION

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## J.203 SPECIAL REQUIREMENTS FOR THE PROGRAMME

There are no special requirements for this programme.

## **POSTGRADUATE DIPLOMA IN INTERPROFESSIONAL EDUCATION IN HEALTH (8030)**

### **J.204 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Interprofessional Education in Health - PGDip (Interprofessional Education in Health)**:

- J.204.1** An applicant must be in possession of a 360 credits qualification at NQF level 7 or equivalent in any cognate discipline.
- J.204.2** A minimum of three years working experience is required.
- J.204.3** An applicant may be admitted with an equivalent qualification, prior learning and relevant experience, in accordance with Rule A.2.1.4 and approval of Senate.
- J.204.4** Additional supporting documents may be required by the University from time to time.
- J.204.5** An applicant may be admitted in terms of RPL with relevant experience, in accordance with Rule A.2.1.4 and approval of Senate.

### **J.205 SELECTION**

As only a limited number of students can be admitted to the programme, applicants will be subject to a selection procedure determined by the Faculty.

### **J.206 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over one year or two years part-time.

### **J.207 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory Modules</b>		
Interprofessional Research Project 701	IPE701	30
Theories, Models and Concepts in Interprofessional Education 711	IPE711	25
Leadership in Interprofessional Education and Collaborative Practice 716	IPE716	25
Interprofessional Shared Decision-making 717	IPE717	20
	<b>Sub-total</b>	<b>100</b>
<b>Electives (select one module):</b>		
Policy Implementation and Evaluation in Sport and Development 712	SDP712	20
Health Promotion for Public Health 733	SPH733	20
Leadership, Culture and Diversity 714	SDP714	20

Introducing Public Health: Its Basis and Scope 730	SPH730	20
Population Health and Development: A Primary Health Care Approach 732	SPH732	20
	<b>Sub-total</b>	<b>20</b>
	<b>FINAL TOTAL</b>	<b>120</b>

## **J.208 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.209 PROGRESSION RULES**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year and a part-time student in two years. A student who has passed at least 60 credits may proceed with their studies to complete the programme in the following year.

## **J.210 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.211 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **POSTGRADUATE DIPLOMA IN MIDWIFERY (8303)**

### **J.212 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Midwifery – PGDip (Midwifery)**:

- J.212.1** An applicant must be in possession of a Bachelor's degree in Nursing and Midwifery or equivalent nursing programme at 480 credits; or
- J.212.2** Advanced Diploma in Midwifery NQF level 7; or
- J.212.3** A 2-year Diploma (Bridging course) leading to registration as General or Psychiatric Nurse offered under Regulation 683 of 14 April 1989 as amended, followed by a 1-year Diploma in Midwifery offered under Regulation 254 of 14 February 1975 as amended; or
- J.212.4** A 4-year Diploma in Nursing and Midwifery offered under Regulation 425 of 22 February 1985 as amended; and
- J.212.5** Two (2) years experience as a Professional Nurse and Midwife, which includes the prescribed period of community service where appropriate; or two (2) years experience post registration as a General Nurse and Midwife.

### **J.213 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

- J.213.1** Applicants may be requested to complete a pre-selection assessment as determined by the School of Nursing.
- J.213.2** Applicants may be requested to attend additional compulsory academic support workshops.

### **J.214 DURATION**

Unless Senate decides otherwise the duration of the programme shall extend over one year full-time study and two years part-time study.

### **J.215 CURRICULUM**

\*A full-time student must select all modules.

<b>Module Name</b>	<b>Alpha Code</b>	<b>Credits</b>
<b>Level 1</b>		
Advanced Midwifery 716	NMW716	35
Advanced Reproductive Health 714	NMW714	20
<b>Level 2</b>		
Evidence Based Practice and Dynamics 711	EBH711	24
Advanced Neonatal Nursing 717	NMW717	25
Advanced Community Midwifery 715	NMW715	16
<b>FINAL TOTAL</b>		<b>120</b>

## **J.216 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.217 PROGRESSION RULES**

### **J.217.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year.

### **J.217.2 Part-time**

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years.

In order to proceed to Level 2 of study, a student must obtain 40 credits at Level 1. Notwithstanding the above a student may only carry one of the modules listed below: Advanced Midwifery 716 (NMW716).

## **J.218 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.219 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **POSTGRADUATE DIPLOMA IN NURSING EDUCATION (8070)**

### **J.220 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Nursing Education – PGDip (Nursing Education)**:

- J.220.1** An applicant must be in possession of a Bachelor's degree in Nursing and Midwifery or equivalent nursing programme at 480 credits; or
- J.220.2** Advanced Diploma in Midwifery NQF level 7; or
- J.220.3** A 2-year Diploma (Bridging course) leading to registration as General or Psychiatric Nurse offered under Regulation 683 of 14 April 1989 as amended, followed by a 1-year Diploma in Midwifery offered under Regulation 254 of 14 February 1975 as amended; or
- J.220.4** A 4-year Diploma in Nursing and Midwifery offered under Regulation 425 of 22 February 1985 as amended; and
- J.220.5** Two (2) years experience as a Professional Nurse and Midwife, which includes the prescribed period of community service where appropriate; or two (2) years experience post registration as a General Nurse and Midwife.

### **J.221 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

- J.221.1** Applicants may be requested to complete a pre-selection assessment as determined by the School of Nursing.
- J.221.2** Applicants may be requested to attend additional compulsory academic support workshops.

### **J.222 DURATION**

Unless Senate decides otherwise the duration of the programme shall extend over one year full-time or two years part-time.

### **J.223 CURRICULUM**

\*A full-time student must select all modules.

<b>Module Name</b>	<b>Alpha Code</b>	<b>Credits</b>
<b>Level 1</b>		
Curriculum Development 711	NED711	20
Paradigms of Learning and Teaching 712	NED712	16
Engaged Learning and Teaching 713	NED713	20

<b>Level 2</b>		
Evidence Based Practice and Dynamics 711	EBH711	24
Assessment in Higher Education 716	NED716	20
Education Practice 717	NED717	20
<b>FINAL TOTAL</b>		<b>120</b>

## **J.224 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

## **J.225 PROGRESSION RULES**

### **J.225.1 Full-time**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year.

### **J.225.2 Part-time**

Unless Senate decides otherwise, a part-time student shall complete the programme in two consecutive years.

In order to proceed to Level 2 of study a student must obtain 36 credits at Level 1. Notwithstanding the above, a student may only carry Engaged Learning and Teaching 713 (NED713).

## **J.226 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.227 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **POSTGRADUATE DIPLOMA IN PUBLIC HEALTH (8846)**

### **J.228 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Public Health – PGDip (Public Health)**:

- J.228.1** An applicant must be in possession of a three year Bachelor's degree or equivalent in any relevant discipline.
- J.228.2** Relevant public health or health systems work experience in the health or welfare sector is required.
- J.228.3** An applicant may be admitted with an equivalent qualification, prior learning and relevant experience, in accordance with Rule A.2.1.4 and approval of Senate.
- J.228.4** Additional supporting documents may be required by the University from time to time.

### **J.229 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.230 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years.

### **J.231 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Introducing Public Health: Its Basis and Scope 730	SPH730	20
Descriptive Epidemiology 731	SPH731	20
Population Health and Development 732	SPH732	20
Health Promotion for Public Health 733	SPH733	20
Monitoring and Evaluation for Health Services Improvement 734	SPH734	20
Management Strategies for Public Health 735	SPH735	20
<b>FINAL TOTAL</b>		<b>120</b>

### **J.232 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.233 PROGRESSION RULES**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 40 credits may proceed with their studies to complete the programme in the following year.



#### **J.234 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

#### **J.235 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **POSTGRADUATE DIPLOMA IN SPORT FOR DEVELOPMENT (8020)**

### **J.236 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Postgraduate Diploma in Sport for Development – PGDip (Sport for Development)**:

- J.236.1** An applicant must be in possession of a three year Bachelor's degree or equivalent in any relevant discipline.
- J.236.2** A minimum of three years working experience in the health or welfare sector is required.
- J.236.3** An applicant may be admitted with an equivalent qualification, prior learning and relevant experience, in accordance with Rule A.2.1.4 and approval of Senate.
- J.236.4** Additional supporting documents may be required by the University from time to time.

### **J.237 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.238 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over one year full-time study or two years part-time study.

### **J.239 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Sport, Development and Peace 711	SDP711	20
Policy, Implementation and Evaluation in Sport and Development 712	SDP712	20
Research Methods in the Development Context 715	SDP715	20
Leadership, Culture and Diversity 714	SDP714	20
Introduction to Economics and Public Sector Finance Management 718	SDP718	20
Health and Development 719	SDP719	20
<b>FINAL TOTAL</b>		<b>120</b>

### **J.240 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.241 PROGRESSION RULES**

Unless Senate decides otherwise, a full-time student shall complete the programme in one year. A student who has passed at least 40 credits may proceed with their studies to complete the programme in the following year.

#### **J.242 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

#### **J.243 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **MASTER OF ARTS IN BIOKINETICS (THESIS – 8777)**

### **J.244 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Arts in Biokinetics Degree - MA (Biokinetics)**:

- J.244.1** An applicant must be in possession of a Bachelor of Arts Honours Biokinetics Degree, and subject to Rule A.2.4.2.
- J.244.2** An applicant may apply directly to the SRES Department if they are not in possession of an appropriate degree subject to Rule A.2.1.4.
- J.244.3** If, in the opinion of the HoD, the relevant Honours degree is deficient, additional work may be required.

### **J.245 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.246 DURATION**

Unless Senate decides otherwise, the maximum period of study shall extend over three years. Subject to Rule A.4.

### **J.247 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b> Biokinetics Master's Thesis 801	BKT801	180
<b>2nd Enrolment Code</b> Biokinetics Master's Thesis 802	BKT802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.248 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.249 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.250 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.251 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.251.1** An oral examination may be required.

**J.251.2** Additional modules in Sport, Recreation and Exercise Science, or related modules may be required.

## **MASTER OF ARTS IN CHILD AND FAMILY STUDIES (Thesis - 8851)**

### **J.252 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Arts in Child and Family Studies Degree - MA (Child and Family Studies)**:

**J.252.1** The programme is open to applicants in possession of an Honours degree, preferably in the Social Sciences, Arts, Law, Education or Humanities or another (second) approved degree or equivalent, a Postgraduate Diploma in Child and Family Studies, or a four year degree approved by Senate, or meet the requirements of general Rule A.2.1.4. In the case of the four year degree, a prospective applicant should have 60% and above in their research module or 60% and above for their overall previous degree.

**J.252.2** An applicant should have a working title for their Research project/full thesis.

### **J.253 SELECTION**

**J.253.1** Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

**J.253.2** Prospective applicants shall be required to make themselves available for a selection process.

### **J.254 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years full-time or three years part-time study.

### **J.255 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Child and Family Studies - Thesis 801	CFS801	
<b>2nd Enrolment Code</b>		180
Child and Family Studies - Thesis 802	CFS802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.256 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.257 PROGRESSION RULES**

**J.257.1** Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

**J.257.2** A student must complete at least 180 credits by the end of year two.

**J.257.3** A student must register a thesis title before the second year of registration.

#### **J.258 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

#### **J.259 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

A student must be available for lectures with regards to their modules as prescribed by the department and must meet with their supervisors according to the memorandum of understanding.

## **MASTER OF ARTS IN PSYCHOLOGY (Structured - 8813)**

### **J.260 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Arts in Psychology Degree - MA (Psychology)**:

**J.260.1** An Honours degree in Psychology or equivalent with a minimum average of 65%.

**J.260.2** If in the opinion of the selection committee, the relevant Honours degree is deficient, additional work may be required.

### **J.261 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.262 DURATION**

Unless Senate decides otherwise, the duration of the programme shall be a minimum of one year subject to Rule A.4.3.

### **J.263 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
Philosophical and Social Issues 831	PSY831	10
Programme Evaluation 832	PSY832	10
Advanced Qualitative Methodologies 833	PSY833	10
Advanced Quantitative Techniques 835	PSY835	20
Measurement Design and Construction 836	PSY836	10
Contextual and Community Psychology 839	PSY839	10
Health Psychology 840	PSY840	10
Research Skills 842	PSY842	20
Research Psychology Internship 848	PSY848	20
	<b>Sub-total</b>	<b>120</b>
<b>1st Enrolment Code</b>		
Psychology Mini-Thesis 803	PSY803	
<b>2nd Enrolment Code</b>		120
Psychology Mini-Thesis 804	PSY804	
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>240</b>

### **J.264 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.265 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion, adequate progress has been made during the current year.



- J.265.1** In order to proceed to the second year of enrolment the programme coordinator in consultation with the training team and the research supervisor must indicate whether the student made adequate progress during the current year. Adequate progress must be identified in terms of the
- Progress on completion of coursework requirements
  - Progress on completion and mastery of professional research psychology competencies
  - Progress on the research requirement.
- J.265.2** In order to proceed to the internship and/ or the third year of enrolment it would be required of all students in this, professional master's programme, to have
- a thesis title registered
  - completed all coursework and competency requirements
- J.265.3** In order to complete the programme a student must have
- passed all the modules to the value of 120 credits
  - passed the mini-thesis requirement to the value of 120 credits
  - completed and passed the internship programme.

## **J.266 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

For the duration of their studies, students must register each year on or before the date stipulated in the General Calendar and pay the prescribed fees. Registration may be refused at any stage on grounds of unsatisfactory progress.

## **J.267 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

A student must register with the Professional Board for Psychology.

## **MASTER OF ARTS IN PSYCHOLOGY (Thesis - 8671)**

### **J.268 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Arts in Psychology Degree - MA (Psychology)**:

**J.268.1** To be admitted to the programme, an Honours degree in Psychology, Bachelor of Psychology or a four year equivalent qualification approved by the Senate, is required together with a proposal.

**J.268.2** If in the opinion of the selection committee, the relevant Honours degree is deficient, additional work may be required.

### **J.269 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.270 DURATION**

Unless Senate decides otherwise, the duration of the programme shall be a minimum of one year subject to Rule A.4.2.

### **J.271 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Psychology Master's Thesis 801	PSY801	
<b>2nd Enrolment Code</b>		
Psychology Master's Thesis 802	PSY802	180
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.272 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.273 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion, adequate progress has been made during the current year.

### **J.274 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.275 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **MASTER OF ARTS IN SPORT, RECREATION AND EXERCISE SCIENCE (Thesis - 8661)**

### **J.276 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Arts in Sport, Recreation and Exercise Science Degree - MA (Sport, Recreation and Exercise Science)**:

- J.276.1** An applicant must be in possession of a Bachelor of Arts Honours degree in Sport, Recreation and Exercise Science (SRES), or equivalent thereof (as deemed appropriate by the SRES Department) and subject to Rule A.2.4.2.
- J.276.2** An applicant may apply directly to the SRES Department if they are not in possession of an appropriate degree subject to Rule A.2.1.4.
- J.276.3** Under exceptional circumstances, an applicant who does not have an Honours degree in SRES, but has an Honours degree in a related discipline, and has professional experience in the domain of Sport, Recreation and Exercise Science, may apply for admission to the programme.
- J.276.4** If, in the opinion of the HoD, the relevant Honours degree is deficient, additional work may be required.

### **J.277 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.278 DURATION**

Unless Senate decides otherwise, the maximum period of study shall extend over three years.

### **J.279 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Sport, Recreation and Exercise Science Thesis 801	SRE801	
<b>2nd Enrolment Code</b>		180
Sport, Recreation and Exercise Science Thesis 802	SRE802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.280 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.281 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion, adequate progress has been made during the current year.

## **J.282 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.283 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.283.1** An oral examination may be required.

**J.283.2** Additional modules in Sport, Recreation and Exercise Science, or related modules may be required.

## **MASTER OF PSYCHOLOGY (8815)**

### **J.284 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Psychology Degree - M (Psychology)**:

**J.284.1** An Honours degree in Psychology, or an accredited equivalent degree approved by the Senate.

**J.284.2** If in the opinion of the selection committee, the relevant Honours degree is deficient, additional work may be required.

### **J.285 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.286 DURATION**

Unless Senate decides otherwise, the duration of the programme shall be a minimum of one year subject to Rule A.4.3.

### **J.287 CURRICULUM**

#### **Compulsory Modules**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Psychology Mini-Thesis 803	PSY803	
<b>2nd Enrolment Code</b>		
Psychology Mini-Thesis 804	PSY804	120
Professional Ethics for Psychology 813	PSY813	10
Contextual/Community and Health Psychology 819	PSY819	10
Clinical Skills Training 812	PSY812	20
Psychological Assessment 814	PSY814	20
Clinical Interventions 815	PSY815	20
Child and Adult Psychopathology 816	PSY816	20
Clinical Psychology Internship 820	PSY820	20
	<b>Sub-total</b>	<b>120</b>
	<b>FINAL TOTAL</b>	<b>240</b>

### **J.288 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.289 PROGRESSION RULES**

**J.289.1** In order to proceed to the second year of enrolment the programme coordinator in consultation with the training team and the research supervisor must indicate whether the student made adequate progress during the current year. Adequate progress must be defined in terms of the

- Progress on completion of coursework requirements
- Progress on completion and mastery of clinical competencies
- Progress on the research requirement.

**J.289.2** In order to proceed to the internship and/ or the third year of enrolment it would be required of all students in the Master of Psychology (8815), a professional master's programme, to have

- a thesis title registered
- completed all coursework and competency requirements

## **J.290 RENEWAL OF REGISTRATION**

For the duration of their studies, a student must register each year on or before the date stipulated in the General Calendar and pay the prescribed fees. Registration may be refused at any stage on grounds of unsatisfactory progress.

## **J.291 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

**J.291.1** A student must register with the Health Professions Council of South Africa (HPCSA).

## **MASTER OF SCIENCE IN BIOKINETICS (Thesis - 8778)**

### **J.292 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Science in Biokinetics Degree - MSc (Biokinetics)**:

- J.292.1** An applicant must be in possession of a Bachelor of Science Honours Biokinetics degree and subject to Rule A.2.4.2.
- J.292.2** An applicant may apply directly to the SRES Department if they are is not in possession of an appropriate degree subject to Rule A.2.1.4.
- J.292.3** If, in the opinion of the HoD, the relevant Honours degree is deficient, additional work may be required.

### **J.293 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.294 DURATION**

Unless Senate decides otherwise, the maximum period of study shall extend over three years.

### **J.295 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b> Biokinetics Thesis 801	BKT801	180
<b>2nd Enrolment Code</b> Biokinetics Thesis 802	BKT802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.296 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.297 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.298 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.299 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.299.1** An oral examination may be required.
- J.299.2** Additional modules in Sport, Recreation and Exercise Science, or related modules may be required.

## **MASTER OF SCIENCE IN NUTRITION (Thesis - 8784)**

### **J.300 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Science in Nutrition Degree - MSc (Nutrition)**:

**J.300.1** A four year integrated Bachelor of Science degree in Dietetics or Nutrition, or

**J.300.2** Bachelor of Science Honours degree in Dietetics or Nutrition, or

**J.300.3** Any other equivalent qualification approved by Senate and the Department of Dietetics and Nutrition.

All the aforementioned degrees must have been passed with a minimum aggregate of 60%.

### **J.301 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.302 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years full-time or three years part-time.

### **J.303 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b> Nutrition Thesis 801	NUT801	180
<b>2nd Enrolment Code</b> Nutrition Thesis 802	NUT802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.304 ASSESSMENT**

The research will be written up as a full thesis. A student shall have to prepare a manuscript of an article for a named peer reviewed journal. The manuscript must meet all the requirements set out in the Instructions for Authors of that journal, including word count and referencing style (the journal must allow at least 3 000 words). The instructions to Authors must be appended. Supervisors will assist a student to identify an appropriate journal. In a multi-author project, a student would be expected to be the first author.

### **J.305 PROGRESSION RULES**

**J.305.1** To complete the qualification, a student must complete the full thesis (180 credits) by the end of their second year (full-time) or third year (part-time).

**J.305.2** A student who does not comply with the requirements for completion of the MSc Nutrition in the maximum time must obtain permission from Senate for extension or readmission to the programme.



**J.305.3** A student must submit and register a thesis title during their first year of registration.

**J.306 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

**J.307 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **MASTER OF PUBLIC HEALTH IN NUTRITION (8789)**

### **J.308 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Public Health in Nutrition Degree – MPH (Nutrition)**:

**J.308.1** A four year integrated Bachelor of Science degree in Dietetics or Nutrition, or

**J.308.2** Bachelor of Science Honours Degree in Dietetics or Nutrition with a Diploma in Hospital Dietetics, or

**J.308.3** Any other equivalent qualification approved by Senate and the Department of Dietetics and Nutrition.

All the aforementioned degrees must have been passed with a minimum aggregate of 60%.

### **J.309 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.310 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over two years full-time or three years part-time.

### **J.311 CURRICULUM**

#### **Module Name**

#### **Group 1 (select all modules)**

<b>Module Code</b>	<b>Credits</b>
Management Strategies 857	15
Population Health and Development 855	15
Measuring of Health and Disease 856	15
Public Health Nutrition: Policy and Programming 870	15
<b>Sub-total</b>	<b>60</b>

#### **Group 2 (select two modules)**

Health Promotion for Public Health 859	SPH859	15
Qualitative Research Methods 860	SPH860	15
Quantitative Research Methods 861	SPH861	15
Micronutrient malnutrition 864	SPH864	15
Monitoring and Evaluation in Health and Development		
Programming 866	SPH866	15
Epidemiology of Non-Community Disease 867	SPH867	15
<b>Sub-total</b>	<b>Sub-total</b>	<b>30</b>

#### **1st Enrolment Code**

Nutrition Mini-Thesis 803	NUT803	
<b>2nd Enrolment Code</b>		90

Nutrition Mini-Thesis 804	NUT804	
<b>Sub-total</b>	<b>Sub-total</b>	<b>90</b>

**FINAL TOTAL 180**

## **J.312 ASSESSMENT**

Formative assessment takes place through self-assessment practice tasks embedded in the modules, as well as through tutoring and continuous assessment tasks. Summative assessment is achieved through a final assignment in each module which integrates core competences. The mini-thesis will be based upon an internship of six months in a particular community or setting during which the student will plan, implement and evaluate a nutrition intervention. The evaluation of the intervention will be written up as the mini-thesis.

## **J.313 PROGRESSION RULES**

**J.313.1** To complete the qualification, a student must complete all prescribed modules and obtain total of 180 credits.

**J.313.2** A student who does not comply with the requirements for completion of MPH in the maximum time must obtain permission from Senate for extension of studies or readmission to the programme.

**J.313.3** In order to progress:

- A student must complete at least 45 credits by the end of Year 1 (3 Modules).
- A student must complete at least 90 credits by the end of Year 2 (6 Modules).
- Registration for the following year of study, Year 3, shall be recommended by the supervisor if in their opinion adequate progress has been made with the mini-thesis during the second year.

**J.313.4** Where the rules governing a curriculum are amended and Senate does not decide otherwise, a student who registered under the old rules, elect to proceed with their studies either in terms of the old rules or in terms of the new rules, provided that:

- (a) they may not elect to proceed partially in terms of the old and partially in terms of the new rules;
- (b) they shall be bound by their choice; and
- (c) their right to proceed in terms of the old rules, should they so have elected, shall lapse should they fail to gain sufficient credits to proceed to the following Level of study (Ref A1.1.3).

## **J.314 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## **J.315 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (Thesis - 8118)**

### **J.316 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Science in Occupational Therapy Degree - MSc (Occupational Therapy)**:

- J.316.1** To be admitted to the course, a four-year Bachelor's degree in Occupational Therapy, or equivalent approved by Senate, is required.
- J.316.2** At the discretion of the department an applicant should have a minimum of three years work experience as an Occupational Therapist.
- J.316.3** An applicant with two years work experience shall be considered on the basis of their research idea(s).
- J.316.4** An applicant without any work experience shall be considered on academic merit.

### **J.317 SELECTION**

Final selection shall be based on applicant meeting the criteria as determined by the Faculty.

### **J.318 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over a minimum of one year full-time or two years part-time subject to Rule A.4.2.

### **J.319 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Occupational Therapy Thesis 801	OCT801	
<b>2nd Enrolment Code</b>		
Occupational Therapy Thesis 802	OCT802	180
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.320 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.321 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.322 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.323 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

## **MASTER OF SCIENCE IN PHYSIOTHERAPY (Thesis - 8218)**

### **J.324 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Science in Physiotherapy Degree - MSc (Physiotherapy)**:

- J.324.1** An applicant in possession of a Bachelor of Science Honours Degree in Physiotherapy may apply for admission to the programme. In certain circumstances, admission is open to applicants who are in possession of a degree in Physiotherapy (or equivalent professional qualification) and who have had suitable clinical experience, see Rule A.2.1.4.
- J.324.2** An applicant should be eligible for registration as a Physiotherapist with the Health Professions Council of South Africa (HPCSA).

### **J.325 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.326 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over a minimum of one year full-time or two years part-time subject to Rule A.4.2.

### **J.327 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Physiotherapy Thesis 801	PTH801	
<b>2nd Enrolment Code</b>		180
Physiotherapy Thesis 802	PTH802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.328 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.329 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.330 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.331 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.331.1** A student may be required to do an oral examination.
- J.331.2** Additional modules in Physiotherapy or a related subject may be prescribed.

## **MASTER OF NURSING (Structured - 8863)**

(not offered from 2021)

### **J.332 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Nursing Degree - MNurs (as indicated in J.335)**:

**J.332.1** Current registration as a professional nurse.

**J.332.2** Current registration with South African Nursing Council (SANC) as a professional nurse.

**J.332.3** Additional basic qualifications are needed for discipline specific qualification in Midwifery, Psychiatry and Community Health is required for the specific electives.

### **J.333 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.334 DURATION**

Unless Senate decides, otherwise the duration of the programme shall extend over one year full-time study and two years part-time study.

### **J.335 CURRICULUM**

The Master of Nursing programme is offered in the following specialisation areas:

- Master of Nursing in Advanced Psychiatry
- Master of Nursing in Family Nurse Practitioner
- Master of Nursing in Midwifery and Neonatology
- Master of Nursing in Nursing Education

#### **J.335.1 Master of Nursing in Advanced Psychiatry**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>1st Enrolment Code</b>		
Nursing Mini-Thesis 803	NUR803	
<b>2nd Enrolment Code</b>		90
Nursing Mini-Thesis 804	NUR804	
	<b>Sub-total</b>	<b>90</b>
Child and Adolescent Mental Health 814	NAP814	10
Community Mental Health Nursing 815	NAP815	20
Advanced Mental Health Management 827	NAP827	20
Advanced Qualitative Research Methods 825	NUR825	20
Advanced Quantitative Research Methods 829	NUR829	20
	<b>Sub-total</b>	<b>90</b>
	<b>FINAL TOTAL</b>	<b>180</b>

**J.335.2 Master of Nursing in Family Nurse Practitioner**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>1st Enrolment Code</b>		
Nursing Mini-Thesis 803	NUR803	
<b>2nd Enrolment Code</b>		<b>90</b>
Nursing Mini-Thesis 804	NUR804	
	<b>Sub-total</b>	<b>90</b>
Advanced Health Assessment and Diagnostic 818	NAP818	20
Advanced Nursing Practice and Client Management 825	NAP825	10
Advanced Pharmacology and Treatment Modalities 826	NAP826	20
Advanced Qualitative Research Methods 825	NUR825	20
Advanced Quantitative Research Methods 829	NUR829	20
	<b>Sub-total</b>	<b>90</b>
	<b>FINAL TOTAL</b>	<b>180</b>

**J.335.3 Master of Nursing in Midwifery and Neonatology**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>1st Enrolment Code</b>		
Nursing Mini-Thesis 803	NUR803	
<b>2nd Enrolment Code</b>		<b>90</b>
Nursing Mini-Thesis 804	NUR804	
	<b>Sub-total</b>	<b>90</b>
Advanced Midwifery 820	NAP820	20
Advanced Neonatal Nursing Science 821	NAP821	20
Advanced Specialisations in Midwifery and Neonatology 830	NAP830	10
Advanced Qualitative Research Methods 825	NUR825	20
Advanced Quantitative Research Methods 829	NUR829	20
	<b>Sub-total</b>	<b>90</b>
	<b>FINAL TOTAL</b>	<b>180</b>

**J.335.4 Master of Nursing in Nursing Education**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>1st Enrolment Code</b>		
Nursing Mini-Thesis 803	NUR803	
<b>2nd Enrolment Code</b>		<b>90</b>
Nursing Mini-Thesis 804	NUR804	
	<b>Sub-total</b>	<b>90</b>
Theoretical Foundations of Nursing Education 820	NUR820	20
Curriculum Development 821	NUR821	20
Teaching and Learning Methods 823	NUR823	10



Advanced Qualitative Research Methods 825	NUR825	20
Advanced Quantitative Research Methods 829	NUR829	20
	<b>Sub-total</b>	<b>90</b>
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.336 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.337 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.338 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.339 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

#### **Please Note:**

Students who registered for the MCur programme prior to 2009 should refer to the 2009/2010 Faculty of Community and Health Sciences Calendar for curriculum and rules pertaining to this programme.

## **MASTER OF NURSING (Thesis - 8868)**

### **J.340 ADMISSION**

Unless Senate decides otherwise, a student shall will be required to meet the following criteria to be enrolled for the **Master of Nursing Degree – MNurs**:

**J.340.1** A four-year Bachelor of Nursing Degree or equivalent.

**J.340.2** Current registration as a professional nurse.

### **J.341 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.342 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over one year subject to Rule A.4.2.

### **J.343 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
Nursing Master's Thesis 801	NUR801	
<b>2nd Enrolment Code</b>		
Nursing Master's Thesis 802	NUR802	180
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.344 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.345 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.346 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.347 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

Students are expected to present to the department regularly for supervision/guidance and to attend the recommended additional modules, skills development and seminars as relevant to the students' needs, or determined by the department.

## **MASTER OF PUBLIC HEALTH (8801)**

### **MODE 1: Coursework and Mini-Thesis**

#### **J.348 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Public Health Degree - M (Public Health)**:

- J.348.1** An applicant must be in possession of an Honours degree, Postgraduate Diploma in Public Health or equivalent in any relevant discipline.
- J.348.2** A minimum of three years working experience in the health or welfare sector is required.
- J.348.3** An applicant who does not have credit for a tertiary level module in disease pathogenesis, disease measurement or disease control must take the module, Introducing Public Health: Its Basis and Scope (SPH730) from the PG Diploma in Public Health, and passes an assessment before or during their first semester.
- J.348.4** With due regard to Rule A.2.1.4, personnel in the health and welfare sector with a minimum of five years relevant experience in implementing health and welfare policy or planning and managing health and welfare services, may be admitted to the course after assessment of prior learning and experience.
- J.348.5** Additional supporting documents may be required by the University from time to time.

#### **J.349 SELECTION**

- J.349.1** Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.
- J.349.2** Preference shall be given to applicants employed in the health and welfare sector with a minimum of three years relevant experience.

#### **J.350 DURATION**

Unless Senate decides otherwise the duration of the programme shall extend over a maximum of three years full-time or part-time. Students must apply to the Senate in order to enrol for a fourth year.

#### **J.351 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>Group 1</b>		
<b>Population Health and Development:</b>		
A Primary Health Care Approach 855	SPH855	15
Measuring Health and Disease – Intermediate Epidemiology 856	SPH856	15
Management Strategies 857	SPH857	15

Health Promotion for Public Health 859	SPH859	15
Public Health Research 862	SPH862	15
<b>Group 2 (select one module)</b>		
Qualitative Research Methods 860	SPH860	15
Quantitative Research Methods 861	SPH861	15
	<b>Sub-total</b>	<b>90</b>

### **Electives (select two modules)**

Students must select two elective modules, either from one of seven groups that affords them a degree of specialisation or any two of the electives listed below. With permission from SoPH, students may take modules up to 30 credits from both departments provided these are deemed of direct relevance to public health and with the approval of the head of department of the service department.

#### **\* Electives**

##### **Group 1: Health Promotion**

Alcohol Problems: A Health Promotion Approach 863 (not offered in 2025)	SPH863	15
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##### **Group 2: Health Research**

Monitoring and Evaluation in Health and Development Programmes 866	SPH866	15
Health Information Systems 878 (not offered in 2025)	SPH878	15
Different types of systematic reviews 879 (not offered in 2025)	SPH879	15

##### **Group 3: Health Information Systems**

Health Information Systems 878 (not offered in 2025)	SPH878	15
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##### **Group 4: Health Management**

Introduction to Health Workforce Development 871 (not offered in 2025)	SPH871	15
Health Information Systems 878 (not offered in 2025)	SPH878	15

##### **Group 5: Human Resources Development**

Introduction to Health Workforce Development 871 (not offered in 2025)	SPH871	15
Evidence-Based Human Resource Planning 850 (not offered in 2025)	SPH850	15

##### **Group 6: Nutrition**

Micronutrient Malnutrition 864	SPH864	15
Public Health Nutritional Policy and Programming 870	SPH870	15
Epidemiology of Non-Communicable Diseases 867	SPH867	15

##### **Group 7: Pharmaceutical Public Health**

Rational Medicines Use 873	SPH873	15
Medicines Supply Management 874 (not offered in 2025)	SPH874	15
Pharmaceutical Policy and Management 875	SPH875	15

##### **Group 8: Health Policy and Systems**

Introduction to Health Policy and Systems Research 876 (not offered in 2025)	SPH876	15
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Introduction to Complex Health Systems 877 (not offered in 2025)	SPH877	15
Health Policy Analysis 851	SPH851	15
Health Economic Evaluation 880	SPH880	15
<b>Group 9: Other Electives</b>		
Globalisation and Health 868	SPH868	15
Health Policy Analysis 851	SPH851	15
	<b>Sub-total</b>	<b>30</b>
Public Health Mini-thesis 803	SPH803	60
Public Health Mini-thesis 804	SPH804	60
	<b>Sub-total</b>	<b>60</b>
	<b>FINAL TOTAL</b>	<b>180</b>

*\*Consult with the SoPH which electives will be offered each year.*

### **J.352 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.353 PROGRESSION RULES**

- J.353.1** A student must complete 45 credits by the end of Year 1 (3 Modules).
- J.353.2** A student must complete 75 credits by the end of Year 2 (5 Modules).
- J.353.3** A student must have successfully completed the Measuring Health and Disease (SPH856) module before commencing with the Public Health Research (SPH862) module.
- J.353.4** A student must have successfully completed the Public Health Research module (SPH862) before commencing the Qualitative Research Methods (SPH860) or Quantitative Research Methods (SPH861) modules.
- J.353.5** Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made with the mini-thesis during the current year.
- J.353.6** A student must have successfully completed all prescribed modules and obtained a total of 180 credits to complete the degree.
- J.353.7** Where the rules governing a curriculum are amended and Senate does not decide otherwise, a student who registered under the old rules, elect to proceed with their studies either in terms of the old rules or in terms of the new rules, provided that:
  - (a) they may not elect to proceed partially in terms of the old and partially in terms of the new rules;
  - (b) they shall be bound by their choice; and

- (c) their right to proceed in terms of the old rules, should they so have elected, shall lapse should they fail to gain sufficient credits to proceed to the following level of study (Rule A.1.1.3).

#### **J.354 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

#### **J.355 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.

#### **MODE 2: Thesis** (not offered in 2025)

#### **J.356 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Public Health Degree: M (Public Health): (as indicated in J.359 below)**

- J.356.1** an Honours degree, Postgraduate Diploma in Public Health or equivalent in any relevant discipline or completion within the preceding five years of Master's level coursework covering the competencies of the core modules of the UWC MPH degree.
- J.356.2** a minimum of three years relevant experience in the health or welfare sector with significant research or monitoring and evaluation experience.
- J.356.3** a tertiary level module in disease pathogenesis, disease measurement or disease control, if the applicant does not have the credit then they have to take the module, Introducing Public Health: Its Basis and Scope (SPH730) from the PG Diploma in Public Health, and passes an assessment before or during their first semester.
- J.356.4** a minimum of five years in the health and welfare sector with relevant experience in implementing health and welfare policy or planning and managing health and welfare services
- J.356.5** Supporting documents as evidence of eligibility.
- J.356.6** An applicant who fits the above criteria may be requested to attend an interview.

#### **J.357 SELECTION**

- J.357.1** Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.
- J.357.2** Preference shall be given to applicants employed in the health and welfare sector with a minimum of three years relevant experience.

### **J.358 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over a minimum of two years and a maximum of three years. Students must apply to the Senate in order to enrol for a fourth year.

### **J.359 CURRICULUM**

A student must select a topic and design and complete a research project that is situated within the scope of topics and approaches covered in the Areas of Specialisation (listed in Table 1) offered at the school. A student may choose to enrol for these modules for non-degree purposes in order to strengthen their own personal development. With permission from SOPH, a student may apply the content and approach of other disciplines to their thesis project, provided these are deemed of direct relevance to Public Health.

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b>		
MPH Full Thesis 805	SPH805	
<b>2nd Enrolment Code</b>		180
MPH Full Thesis 806	SPH806	
	<b>FINAL TOTAL</b>	<b>180</b>

**Table 1:**

#### **Areas of Specialisation within the School of Public Health**

1. Population Health and Development: A Primary Health Care Approach
2. Measuring Health and Disease - Intermediate Epidemiology
3. Management Strategies for the Public Health Services
4. Health Promotion for Public Health
5. Qualitative Research Methods
6. Quantitative Research Methods
7. Public Health Research

#### **Health Promotion**

8. Alcohol Problems: A Health Promotion Approach

#### **Health Research**

9. Monitoring and Evaluation in Health and Development Programmes

#### **Health Information**

10. Using Information for Effective Management I

#### **Nutrition**

11. Public Health Nutrition: Policy and Programming
12. Epidemiology of Non-Communicable Diseases

#### **Pharmaceutical Public Health**

13. Medicine Supply Management
14. Rational Medicine Use

**Other electives**

15. Globalisation and Health

16. Understanding and Analysing Health Policy

**J.360 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

**J.361 PROGRESSION RULES**

**J.361.1** A student must have submitted an approved research proposal to Senate Higher Degrees by the end of Year 1.

**J.361.2** A student must complete data collection by the end of Year 2.

**J.361.3** Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made with the thesis during the current year.

**J.361.4** A student must have successfully completed the thesis to complete the degree.

**J.362 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

**J.363 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

There are no special requirements for this programme.



## **MASTER OF SOCIAL WORK (Thesis – 8828)**

### **J.364 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Social Work Degree - M (Social Work)**:

- J.364.1** The general rule on admission A.2.4.2 shall apply with a minimum of 65% pass mark in the research module or research background with evidence required.
- J.364.2** Additional research modules may be prescribed to the applicant to augment their research knowledge.

### **J.365 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.366 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over three years.

### **J.367 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>1st Enrolment Code</b> Social Work Master Thesis 801	SCW801	180
<b>2nd Enrolment Code</b> Social Work Master Thesis 802	SCW802	
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.368 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.369 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

### **J.370 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.371 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.371.1** A student must be available for lectures or seminars prescribed by the department in support of successfully completing the MA Thesis.

- J.371.2** A student shall be required to present their proposal on a prescribed date determined by the department before handing in the final proposal to the Faculty Higher Degrees and Senate Higher Degrees Committees.
- J.371.3** A student must meet with their supervisor(s) according to the memorandum of understanding dually signed by both parties.

## **MASTER OF PHILOSOPHY IN SPORT FOR DEVELOPMENT (8651)**

### **J.372 ADMISSION**

Unless Senate decides otherwise, a student shall be required to meet the following criteria to be enrolled for the **Master of Philosophy in Sport for Development Degree - MPhil (Sport for Development)**:

**J.372.1** A relevant four year degree, an Honours qualification or equivalent professional qualification in a cognate field of study.

### **J.373 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty. Applicants will be interviewed by a panel and they should demonstrate a basic knowledge of the field of sport, development and conflict transformation. Current work experience in these areas will be an added advantage.

### **J.374 DURATION**

Unless Senate decides otherwise, the duration of the programme shall extend over three years.

### **J.375 CURRICULUM**

<b>Module Name</b>	<b>Module Code</b>	<b>Credits</b>
<b>Compulsory</b>		
<b>1st Enrolment Code</b>		
Mini-Thesis 803	SRD803	
<b>2nd Enrolment Code</b>		
Mini-Thesis 804	SRD804	60
	<b>Sub-total</b>	<b>60</b>
Concepts and Trends in Sports for Development 811	SRD811	20
Applied Research Methods 812	SRD812	20
	<b>Sub-total</b>	<b>40</b>
<b>Electives (select four modules)</b>		
Gender in Sport 820	SRD820	20
Sport, Peace and Social Transformation 823	SRD823	20
Socio-Economic Development 824	SRD824	20
Sport and Community Development 825	SRD825	20
Sport Ethics 826 (not offered in 2025)	SRD826	20
	<b>Sub-total</b>	<b>80</b>
	<b>FINAL TOTAL</b>	<b>180</b>

### **J.376 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

### **J.377 PROGRESSION RULES**

A full-time student must complete 80 credits by the end of year 1 (4 modules) which includes the 40 credits from the two core modules (excluding thesis). A student must complete at least 120 credits by the end of year 2 (6 modules).

Should a student not complete within the minimum prescribed period, registration for the following year is dependent on recommendation by the supervisor and HoD.

### **J.378 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

### **J.379 SPECIAL REQUIREMENTS FOR THE PROGRAMME**

- J.379.1** A student must be available for lectures or seminars prescribed by the department in support of successfully completing the MPhil Thesis.
- J.379.2** A student shall be required to present their proposal on a prescribed date determined by the department before handing in the final proposal to the Faculty Higher Degrees and Senate Higher Degrees Committees.
- J.379.3** A student must meet with their supervisor(s) according to the memorandum of understanding dually signed by both parties.

## **DOCTOR OF PHILOSOPHY (8950)**

### **J.380 ADMISSION**

Unless Senate decides otherwise, a candidate shall be required to meet the following criteria to be enrolled for the **Doctor of Philosophy Degree - PhD (as indicated in J.383)**:

**J.380.1** A candidate shall have obtained a Master's degree or equivalent qualification in the subject they wish to study and submit proof thereof, and

**J.380.2** Satisfied Senate as to their proficiency in the subject.

### **J.381 SELECTION**

Final selection shall be based on an applicant meeting the criteria as determined by the Faculty.

### **J.382 DURATION**

Unless Senate decides otherwise, the duration of the degree is subject to Rule A.4.4 in the University Calendar Part 1.

### **J.383 CURRICULUM**

The PhD programme is offered in the following specialisation areas:

- Child and Family Studies
- Nursing
- Occupational Therapy
- Physiotherapy
- Psychology
- Public Health
- Social Work
- Sport, Recreation and Exercise Science

<b>Module Name (select one discipline)</b>	<b>Module Code</b>	<b>Credits</b>
<b>Child and Family Studies</b>		
<b>1st Enrolment</b>		
Child and Family Studies Doctoral Thesis 901	CFS901	360
<b>2nd Enrolment</b>		
Child and Family Studies Doctoral Thesis 902	CFS902	
<b>Nursing</b>		
<b>1st Enrolment</b>		
Nursing Doctoral Thesis 901	NUR901	360
<b>2nd Enrolment</b>		
Nursing Doctoral Thesis 902	NUR902	
<b>Occupational Therapy</b>		
<b>1st Enrolment</b>		
Occupational Therapy Doctoral Thesis 901	OCT901	360
<b>2nd Enrolment</b>		
Occupational Therapy Doctoral Thesis 902	OCT902	

<b>Physiotherapy</b>		
<b>1st Enrolment</b>		
Physiotherapy Doctoral Thesis 901	PHT901	360
<b>2nd Enrolment</b>		
Physiotherapy Doctoral Thesis 902	PHT902	
<b>Psychology</b>		
<b>1st Enrolment</b>		
Psychology Doctoral Thesis 901	PSY901	360
<b>2nd Enrolment</b>		
Psychology Doctoral Thesis 902	PSY902	
<b>Public Health</b>		
<b>1st Enrolment</b>		
Public Health Doctoral Thesis 901	SPH901	360
<b>2nd Enrolment</b>		
Public Health Doctoral Thesis 902	SPH902	
<b>Social Work</b>		
<b>1st Enrolment</b>		
Social Work Doctoral Thesis 901	SCW901	360
<b>2nd Enrolment</b>		
Social Work Doctoral Thesis 902	SCW902	
<b>Sport, Recreation and Exercise Science</b>		
<b>1st Enrolment</b>		
Sport, Recreation and Exercise Science Doctoral Thesis 901	SRE901	360
<b>2nd Enrolment</b>		
Sport, Recreation and Exercise Science Doctoral Thesis 902	SRE902	
	<b>FINAL TOTAL</b>	<b>360</b>

#### **J.384 ASSESSMENT**

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

#### **J.385 PROGRESSION RULES**

Registration for the following year of study shall be recommended by the supervisor if in their opinion adequate progress has been made during the current year.

#### **J.386 RENEWAL OF REGISTRATION**

Renewal of registration shall be governed by Rule A.4, as stipulated in the University Calendar: General Information Part 1 or as provided for in the faculty rules as contained in this Calendar.

## UNDERGRADUATE MODULE DESCRIPTORS

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	The Science and Practice of Medical Diagnostics, and the Management and Prevention of Disease
<b>Generic Module Name</b>	General Medicine 301
<b>Alpha-numeric Code</b>	<b>BCM301</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (8104) (8106)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define and critically discuss the art, science and principles used in the diagnostic method as applied in clinical medicine.</li> <li>• Analyse and interpret signs, symptoms, biochemical tests and special investigations in the evaluation of patients.</li> <li>• Discuss causes, risk factors, epidemiology, pathology, clinical and laboratory presentations, diagnostic criteria, prognosis and management of specific disease processes using appropriate scientific terminology.</li> <li>• Critically discuss evidence based medicine.</li> <li>• Integrate basic science and pathological terminology and concepts in the diagnostic process.</li> <li>• Demonstrate an understanding that the body can't be separated into individual systems.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the principles of medical diagnostics</li> <li>• The comprehensive health history and general examination</li> <li>• Biochemical, laboratory and special investigations</li> <li>• Evidence based medicine</li> <li>• External features of disease</li> <li>• Dermatology</li> <li>• Haematology</li> <li>• Cardiology and vascular disease</li> <li>• Pulmonology</li> <li>• Urology</li> </ul>
<b>Pre-Requisite Modules</b>	NAT311, MBS231, MBS232, MBS251, MBS252
<b>Co-Requisite Modules</b>	NAT321
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	52	Lectures p.w.	4
Assignments & tasks:	120	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments:	8	Supervision lab p.w.	0
Self-study:	120		
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	The Science and Practice of Medical Diagnostics and the Management and Prevention of Disease.
<b>Generic Module Name</b>	General Medicine 401
<b>Alpha-numeric Code</b>	<b>BCM401</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy, Phytotherapy, Chinese Medicine and Acupuncture, Unani Tibb) (8334) (8324) (8344) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Define and critically discuss the art, science and principles used in the diagnostic method as applied in clinical medicine.</li> <li>• Analyse and interpret signs, symptoms, biochemical tests and special investigations in the evaluation of patients.</li> <li>• Discuss causes, risk factors, epidemiology, pathology, clinical and laboratory presentations, diagnostic criteria, prognosis and management of specific disease processes using appropriate scientific terminology.</li> <li>• Critically discuss evidence based medicine.</li> <li>• Integrate basic science and pathological terminology and concepts in the diagnostic process.</li> <li>• Demonstrate an understanding that the body can't be separated into individual systems.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Musculoskeletal disorders</li> <li>• Rheumatology and connective tissue disorders</li> <li>• Endocrinology</li> <li>• Gynaecology</li> <li>• Andrology</li> <li>• Gastrointestinal disorders</li> </ul>



	<ul style="list-style-type: none"> <li>• Liver, biliary tract and exocrine pancreas</li> <li>• Neurology</li> </ul>		
<b>Pre-Requisite Modules</b>	BCM301, NAT321		
<b>Co-Requisite Modules</b>	BCM402		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	75	<i>Lectures p.w.</i>	2
Assignments & tasks:	110	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	5	<i>Supervision lab p.w.</i>	0
Self-study:	110		
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Techniques of Clinical Data Collection and Interpretation of Presenting Signs, Symptoms and Laboratory Tests
<b>Generic Module Name</b>	Clinical Diagnosis 402
<b>Alpha-numeric Code</b>	<b>BCM402</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy, Phytotherapy, Chinese Medicine and Acupuncture, Unani Tibb) (8334) (8324) (8344) (8354)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the diagnostic process in a clinical context.</li> <li>• Apply various interview techniques to obtain an adequate medical history from a patient.</li> <li>• Demonstrate various clinical examination techniques and manouvers.</li> <li>• Analyse and evaluate clinical signs and symptoms in order to adequately assess a patient based on the principles of medicine.</li> <li>• Apply knowledge and critical thinking in order to obtain a working or differential diagnosis based on clinical information.</li> <li>• Supply appropriate diagnoses based on the classic clinical presentation of disease.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the ability to communicate clinical assessments sensitively and colloquially with patients and professionally with peers.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The health history and interview techniques</li> <li>• Basic principles of the examination</li> <li>• Vital Signs, JACCOLD and external Features of disease</li> <li>• Head and neck examinations</li> <li>• Cardiovascular system (heart and peripheral circulation)</li> <li>• Thorax and lungs (upper and lower respiratory tract)</li> <li>• Abdominal examinations and the alimentary Canal</li> <li>• Anus, rectum and prostate</li> <li>• The male genito-urinary examination</li> <li>• The female genito-urinary examination</li> <li>• Breast examination</li> <li>• The nervous system</li> <li>• The musculoskeletal examination</li> </ul>		
<b>Pre-Requisite Modules</b>	BCM301, NAT311, NAT321		
<b>Co-Requisite Modules</b>	BCM401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	55	<i>Practicals p.w.</i>	1
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	55		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Practice Management for Complementary Health Practitioners
<b>Generic Module Name</b>	Practice Management for Complementary Health Practitioners 403
<b>Alpha-numeric Code</b>	<b>BCM403</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy, Phytotherapy, Chinese Medicine and Acupuncture, Unani Tibb) (8334) (8324) (8344) (8354)
<b>Year Level</b>	2

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the different business registration models in South Africa in light of practice registration requirements relevant to AHPCSA and BHF.</li> <li>• Demonstrate an understanding of basic business proposal writing.</li> <li>• Develop practice policies and procedures relevant to core legal frameworks in the South African context.</li> <li>• Demonstrate basic book-keeping skills and financial record keeping in terms of income statements and balance sheets relevant to SARS submissions and the different business registration models.</li> <li>• Interpret the requirements to implement legal policies for practice management, including Basic Conditions of Employment, Protection of Private Information and Health and Safety regulations.</li> <li>• Apply ICD-10 coding and relevant information on patient invoices within medical aid requirements in South Africa.</li> <li>• Describe the legal requirements relevant to patient and dispensary record keeping and management.</li> <li>• Describe the basic requirements and policies required for employment of staff members within a practice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Getting started as a healthcare professional.</li> <li>• Legal framework of business registration.</li> <li>• Registration of practice: BHF and practice number.</li> <li>• Medical aid submission requirements and ICD-10 coding.</li> <li>• Invoicing, Bookkeeping and budgets.</li> <li>• Financial record keeping (including SARS and tax returns).</li> <li>• Medical records, compounding and dispensing record keeping.</li> <li>• Protection of Private information (POPI).</li> <li>• Staffing and human resources: Labour Relations Act and Employee Relations Act and implementation thereof.</li> <li>• Occupational Health and Safety Acts and implementation thereof personal and professional liability.</li> <li>• Financial Planning, Proposal writing and Feasibility studies.</li> <li>• Practice procedures and policy documents required.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0

Self-study:	26		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Counseling Skills		
<b>Generic Module Name</b>	Counseling Skills 410		
<b>Alpha-numeric Code</b>	<b>BCM410</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy, Phytotherapy, Chinese Medicine and Acupuncture, Unani Tibb) (8334) (8324) (8344) (8354)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the relationship of physical symptoms to mental health.</li> <li>• Apply cognitive counseling skills.</li> <li>• Identify appropriate patients for referral to a mental health professional.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An introduction to prevalent mental health conditions and the psychiatric definitions.</li> <li>• Problem management cognitive counseling skills.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Ethics, Jurisprudence and Practice Management
<b>Generic Module Name</b>	Ethics, Jurisprudence and Practice Management 501
<b>Alpha-numeric Code</b>	<b>BCM501</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy, Phytotherapy, Chinese Medicine and Acupuncture, Unani Tibb) (8334) (8324) (8344) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the health legislations in a broader context and their implication on the practice of a Complementary Health Practitioner.</li> <li>• Be able to apply ethical principles and be empowered in ethical decision-making.</li> <li>• Understand the importance of ethics in the practice of medicine.</li> <li>• Understand the importance of Continuing Professional Development in healthcare.</li> <li>• Be able to make ethical decisions in everyday life,</li> <li>• Understand and be able to refer to relevant regulations governing their professions.</li> </ul> <p>Be able to interpret the articles of the Allied Health Professions Act and it's regulations, such as:</p> <ul style="list-style-type: none"> <li>• Interpret and understand Act 63 of 1982</li> <li>• The Acts proceeding Act 63 of 1982</li> <li>• The constitution of the Council and its powers</li> <li>• The constitution of the Professional Boards and their powers.</li> <li>• The registration of students and practitioners</li> <li>• The influence on Education and Training</li> <li>• Disciplinary matters</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Values in Health care</li> <li>• Informed consent</li> <li>• Confidentiality</li> <li>• Beneficence and Non-maleficence</li> <li>• Patient's rights</li> <li>• Autonomy</li> <li>• Conflicts of interest</li> <li>• Jurisprudence</li> <li>• Relevance Act, 63 of 1982</li> <li>• Broadly statutory and Professional bodies</li> <li>• Registration of students and Practitioners</li> <li>• Guidelines for making Professional Services known</li> <li>• Scopes of Practice of Health Professionals</li> </ul>

	<ul style="list-style-type: none"> <li>Rules of conduct for Healthcare Professionals</li> <li>National Patients' Rights Charter</li> <li>The Primary Health Care package for SA</li> <li>The National Health Act, 61 of 2003</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Computer Science
<b>Module Topic</b>	Computer Literacy
<b>Generic Module Name</b>	Computer Literacy 111/121
<b>Alpha-numeric Code</b>	<b>CCL111/ CCL121</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester: CCL111 Second Semester: CCL121
<b>Programmes in which the module will be offered</b>	BA SW (8411), BSc Occupational Therapy (8111) BSc (Physiotherapy) (8211), BA SRES (8061), BSc SES (8051), BSc (Dietetics) 8231, BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Make use of Windows operating system.</li> <li>Demonstrate keyboard proficiency.</li> <li>Use MS Word to create academic documents.</li> <li>Create professional graphical presentations.</li> <li>Create workbooks and worksheets.</li> <li>Use spreadsheets formulas.</li> <li>Use the internet for academic purposes.</li> <li>Use GroupWise email for communication purposes.</li> <li>Use eTools to enhance online communication.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to Windows</li> <li>Microsoft Word</li> <li>Microsoft PowerPoint</li> </ul>

	<ul style="list-style-type: none"> <li>• Microsoft Excel</li> <li>• Internet and GroupWise</li> <li>• eTools</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	10	<i>Practicals p.w.</i>	0
Practicals:	10	<i>Tutorials p.w.</i>	0
Assessments	6		
Self-study	10		
Other:	0		
<b>Total Learning Time</b>	50		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Community Development in Context
<b>Generic Module Name</b>	Community Development 111
<b>Alpha-numeric Code</b>	<b>CDE111</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Discuss the community development context.</li> <li>• Describe the steps to be followed in the development process.</li> <li>• Discuss the logic of Local Economic Development in a community development context.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The community development context.</li> <li>• The process of community development and the professional identity of the community development practitioner.</li> <li>• Community assessments and portfolios.</li> <li>• Logic of the Local Economic Development (LED) frameworks.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None

<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	10	<i>Practicals p.w.</i>	0
Practical's:	0	<i>Tutorials p.w.</i>	2
Assessment:	7		
Self-study:	5		
Other:	0		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Introduction to Sustainable Community Development
<b>Generic Module Name</b>	Community Development 112
<b>Alpha-numeric Code</b>	<b>CDE112</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Examine the principles and features of community development.</li> <li>• Demonstrate and interpret the global, regional and local development structures.</li> <li>• Define and describe sustainable development.</li> <li>• Identify and discuss the critical pressure areas and interrelationship thereof between human activity and the environment for sustainable development.</li> </ul>
<b>Main Content</b>	The principles of community development <ul style="list-style-type: none"> <li>• Development policy and procedures</li> <li>• Globalization, poverty and social exclusion</li> <li>• Empowerment, Transformation, Democracy and Citizenship</li> <li>• Sustainable community development</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	CDE111
<b>Prohibited Module Combination</b>	None



Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	2	
Assignments & tasks:	35	<i>Practicals p.w.</i>	0	
Practical's:	0	<i>Tutorials p.w.</i>	2	
Assessment:	8			
Self-study:	15			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Social Work			
<b>Module Topic</b>	Community Development Theories and Approaches			
<b>Generic Module Name</b>	Community Development 211			
<b>Alpha-numeric Code</b>	<b>CDE211</b>			
<b>NQF Level</b>	6			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	First Semester			
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)			
<b>Year Level</b>	2			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and describe the community development theories for micro, meso and macro levels.</li> <li>Describe and relate relevant development approaches to applicable theories within contemporary development contexts.</li> <li>Review and relate appropriate community development approaches to a relevant contemporary community development context.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Community development theories micro, meso and macro levels.</li> <li>Community development approaches.</li> <li>Holistic and integrated community development</li> </ul>			
<b>Pre-Requisite Modules</b>	CDE111 and CDE112			
<b>Co-Requisite Modules</b>	CDE212			
<b>Prohibited Module Combination</b>	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3	
Assignments & tasks:	30	<i>Practicals p.w.</i>	0	
Practical's:	0	<i>Tutorials p.w.</i>	1	

Assessment:	12		
Self-study:	16		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Policies for Community Development Dimensions		
<b>Generic Module Name</b>	Community Development 212		
<b>Alpha-numeric Code</b>	<b>CDE212</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Interpret and describe the different development dimensions related to policy.</li> <li>• Assess and explain key policies informing community development practice.</li> <li>• Demonstrate a critical understanding of the key dimension of main policies which informs community development practice from a micro to macro level.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Key policies (micro to macro level) related to development drivers and dimension that informs Community Development practice.</li> <li>• Regional, national, provincial and local community development policies.</li> <li>• The approach to Social policy design, implementation and evaluation.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE111 and CDE112		
<b>Co-Requisite Modules</b>	CDE221 and PUA231		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practical's:	0	<i>Tutorials p.w.</i>	1
Assessment:	12		
Self-study:	16		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Community Development Organisations and Management		
<b>Generic Module Name</b>	Community Development 221		
<b>Alpha-numeric Code</b>	<b>CDE221</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe the principles for institutional and organisational Development.</li> <li>Explain how a development practitioner could facilitate capacity building in state institutions and development agencies.</li> <li>Describe how the development practitioner could promote capacity building processes within self-help organisations.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Determining Intellectual Capital of an organisation.</li> <li>Different ways people organise in society.</li> <li>The roles of state and civil society.</li> <li>The purpose and types of self-help organisations and the internal functioning of organisations.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE111 and CDE112		
<b>Co-Requisite Modules</b>	CDE222		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3
Assignments & tasks:	28	<i>Practicals p.w.</i>	0
Practical's:	0	<i>Tutorials p.w.</i>	1
Assessment:	10		
Self-study:	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Introduction to Community Development Practice		
<b>Generic Module Name</b>	Community Development 222		
<b>Alpha-numeric Code</b>	<b>CDE222</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the preparation before and follow up tasks after a facilitation event.</li> <li>• Demonstrate a model of communication and the facilitator as communicator, inclusive of conflict, intercultural and/or procedural facilitation.</li> <li>• Demonstrate the ability to conceptualize groups and working with groups.</li> <li>• Demonstrate entry level skills in professional event/workshop facilitation.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Workshop preparation and facilitation.</li> <li>• A model for work-based learning.</li> <li>• The internship, practicum, and field placement guidance for helping upcoming professionals.</li> <li>• Successful internship: transformation and empowerment in experiential learning.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE111 and CDE112		
<b>Co-Requisite Modules</b>	CDE221		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	65	<i>Lectures p.w.</i>	2
Assignments & tasks:	50	<i>Practicals p.w.</i>	5
Practical's:	85	<i>Tutorials p.w.</i>	0
Assessment:	5	<i>Supervision</i>	2
Self-study:	5		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Community Development Skills and Methods		
<b>Generic Module Name</b>	Community Development 311		
<b>Alpha-numeric Code</b>	<b>CDE311</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Assess and describe the skills needed for community development.</li> <li>• Describe and motivate the methods needed for community development in a relevant context.</li> <li>• Apply the correct methods and skills within a relevant context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Facilitation for development</li> <li>• Group dynamics</li> <li>• Building of alliances, conflict resolution, mediation and negotiation</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE211, CDE212, CDE221 and CDE222		
<b>Co-Requisite Modules</b>	CDE312		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practical's:	0	<i>Tutorials p.w.</i>	0
Assessment:	12		
Self-study:	16		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Integrated Sustainable Development Programme Management		
<b>Generic Module Name</b>	Community Development 312		
<b>Alpha-numeric Code</b>	<b>CDE312</b>		
<b>NQF Level</b>	7		

<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Define and Describe the aspects, approaches and phases of programmes and projects.</li> <li>• Apply participatory integrated programme management within a relevant context.</li> <li>• Compile programme plan, budgets and reports.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Project Cycle Management (PCM) Guidelines</li> <li>• Participatory PCM approach and tools</li> <li>• Programme/project budgeting</li> <li>• Programme/ project review and reporting</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE211, CDE212, CDE221 and CDE222		
<b>Co-Requisite Modules</b>	CDE311		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practical's:	0	<i>Tutorials p.w.</i>	0
Assessment:	12		
Self-study:	16		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Community Development and Human Settlement
<b>Generic Module Name</b>	Community Development 321
<b>Alpha-numeric Code</b>	<b>CDE321</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	3

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the evolution of human settlements and related issues with regard to housing.</li> <li>• Define and explain the similarities and differences between rural and urban human settlements and related issues with regard to housing.</li> <li>• Critically evaluate the policies, frameworks and approaches within a related delivery environment, which enables human settlements development.</li> <li>• Identify, analyse and discuss the national, provincial and local housing plans and programmes.</li> <li>• Critically analyse the roles and responsibilities of all stakeholders and roleplayers (including Government and communities) in human settlements.</li> <li>• Advocate for democratic and inclusive human settlements partnerships between communities and stakeholders and ensure for capacity building of communities and stakeholders in this regard.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Mico, meso and macro human settlements frameworks and approaches.</li> <li>• Human settlements legislation and policies (national, provincial and local).</li> <li>• Democratic and inclusive human settlements partnership development and capacity building.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE211, CDE212, CDE221, and CDE222		
<b>Co-Requisite Modules</b>	CDE322		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	62	Lectures p.w.	3
Assignments & tasks:	22	Practicals p.w.	0
Practical's:	0	Tutorials p.w.	0
Assessment:	10		
Self-study:	6		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Intermediate Community Development Practice
<b>Generic Module Name</b>	Community Development 322
<b>Alpha-numeric Code</b>	<b>CDE322</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply intervention assessment and design skills from a holistic and integrative perspective.</li> <li>• Utilize models of stakeholder profiling and networking.</li> <li>• Competently write basic professional reports.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Intervention assessment and design.</li> <li>• Stakeholder profiling and coordination.</li> <li>• A model for work-based learning.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE111, CDE112, CDE211, CDE212, CDE221 and CDE222		
<b>Co-Requisite Modules</b>	CDE321		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	45	Lectures p.w.	2
Assignments & tasks:	100	Practicals p.w.	1
Practical's:	100	Tutorials p.w.	0
Assessment:	5	Supervision	2
Self-study:	50		
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Integrated Community Development Practice
<b>Generic Module Name</b>	Community Development 401
<b>Alpha-numeric Code</b>	<b>CDE401</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	40
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critically appraise approaches and methods of initiatives towards sustainable holistic and integrated development at NGO, Provincial and/or Local government levels of development.</li> </ul>



	<ul style="list-style-type: none"> <li>Technically apply an integrative and sustainable development approach within relevant context.</li> <li>Demonstrate competence in applying intervention assessment and design skill from a sustainable, holistic and integrative perspective.</li> <li>Demonstrate competence in professional report writing.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Intervention assessment and design.</li> <li>Stakeholder profiling and coordination.</li> <li>A model for work-based learning.</li> <li>Critical determination and assessment of developmental policies, processes and procedures.</li> <li>Problems/needs analysis and statement formulation</li> <li>Asset-based and pro-poor approaches.</li> <li>Progress and outcome justification.</li> <li>Prediction and recommendation of developmental initiatives.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE111, CDE112, CDE211, CDE212, CDE221, CDE222, CDE311, CDE312, CDE321 and CDE322		
<b>Co-Requisite Modules</b>	CDE402, CDE403, CDE411 and CDE421		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	Lectures p.w.	2
Assignments & tasks:	100	Practicals p.w.	2
Practical's:	270	Tutorials p.w.	0
Assessment:	5	Supervision lab p.w	2
Self-study:	5		
Other:	0		
<b>Total Learning Time</b>	<b>400</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0% <i>(Practice Competency: 60%            Reflective Portfolio: 40%)</i>		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Current Issues in Community Development
<b>Generic Module Name</b>	Community Development 402
<b>Alpha-numeric Code</b>	<b>CDE402</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	4

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Conceptualize and explain holistic and integrative community development.</li> <li>• Analyse and critique regional, national, provincial and local development initiatives.</li> <li>• Formulate and design holistic and integrative development initiatives.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• International and regional development initiatives.</li> <li>• National, provincial and local development programmes.</li> <li>• Holistic community development.</li> <li>• Integrative community development</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE311, CDE312, CDE321 and CDE322		
<b>Co-Requisite Modules</b>	CDE401, CDE403, CDE411 and CDE421		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	62	Lectures p.w.	3
Assignments & tasks:	68	Practicals p.w.	0
Practical's:	10	Tutorials p.w.	0
Assessment:	10		
Self-study:	50		
Other:	0		
<b>Total Learning Time</b>	200		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Research Methodology for Community Development
<b>Generic Module Name</b>	Research Methods 403
<b>Alpha-numeric Code</b>	<b>CDE403</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Identify and interpret the nature of scientific inquiry.</li> <li>• Critically appraise and apply appropriate research designs for application during a research study.</li> <li>• Define and interpret the notion of validity to the entire research process for ensuring reliability of the research study.</li> <li>• Produce a rationale and proposal for a research study.</li> </ul>

	<ul style="list-style-type: none"> <li>Construct, assess and apply research data gathering tools.</li> <li>Measure and infer data findings.</li> <li>Produce a research report.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The nature of scientific knowledge.</li> <li>Design and Types of research design.</li> <li>Problem formulation and Conceptualization.</li> <li>Literature review for research study rational.</li> <li>Research proposal writing.</li> <li>Questionnaire design.</li> <li>Interviewing techniques.</li> <li>Data Analysis and Research report writing.</li> <li>Ethics and politics of Social Research.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE111, CDE112, CDE211, CDE212, CDE221, CDE222, CDE311, CDE312, CDE321 and CDE321		
<b>Co-Requisite Modules</b>	CDE401, CDE402, CDE411 and CDE421		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	72	Lectures p.w.	3
Assignments & tasks:	54	Practicals p.w.	0
Practical's:	36	Tutorials p.w.	0
Assessment:	12	Supervision lab p.w.	1
Self-study:	26		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Community Development for Human Security
<b>Generic Module Name</b>	Community Development 411
<b>Alpha-numeric Code</b>	<b>CDE411</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe concepts in and contexts of human security.</li> <li>Critically analyse situations to identify human (in)security.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe frameworks for addressing issues of human insecurity.</li> <li>Apply the frameworks to specific situations and develop concept responses to address the situation of human (in) security from a community development perspective.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Human Security and development</li> <li>Economic Security</li> <li>Food Security</li> <li>Health Security</li> <li>Environmental Security</li> <li>Political Security</li> <li>Frameworks for improving levels of Human Security: Special focus on sustainable livelihoods.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE311, CDE312, CDE321 and CDE322		
<b>Co-Requisite Modules</b>	CDE401, CDE402 and CDE403		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	28	Practicals p.w.	0
Practical's:	0	Tutorials p.w.	0
Assessment:	10		
Self-study:	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Professional Orientation for Community Development
<b>Generic Module Name</b>	Community Development 421
<b>Alpha-numeric Code</b>	<b>CDE421</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Conceptualize and explain models for leadership, emotional intelligence and self-reflection in a community development supervision context.</li> <li>Analyse and integrate theoretical models for leadership, emotional intelligence and self-reflection to formulate a transformation leadership approach.</li> </ul>

	<ul style="list-style-type: none"> <li>Conceptualise and explain supervision as practice method in community development practice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Key leadership theories, approaches and styles for transformational leadership.</li> <li>Facilitating self-reflective practice and supervision models.</li> <li>Roles and Functions of Community Development Supervision.</li> <li>Key principles and values in community development supervision.</li> <li>Key elements and tools for effective community development supervision.</li> </ul>		
<b>Pre-Requisite Modules</b>	CDE311, CDE312, CDE321 and CDE322		
<b>Co-Requisite Modules</b>	CDE401, CDE402, CDE403 and CDE411		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	Lectures p.w.	3
Assignments & tasks:	28	Practicals p.w.	0
Practical's:	8	Tutorials p.w.	0
Assessment:	12	Supervision lab p.w.	1
Self-study:	10		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Theory of Chinese Medicine and Acupuncture
<b>Generic Module Name</b>	Chinese Medicine Theory 101
<b>Alpha-numeric Code</b>	<b>CMA101</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Understand the philosophies and basic theory of Chinese Medicine and Acupuncture.</li> <li>To identify pathogenic factors and predict the outcomes of its effects on the body.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An introduction into the history and development of Chinese Medicine and Acupuncture.</li> <li>• An introduction into the concepts of Qi, Blood, Body Fluids, Essence, ZangFu, Yin/Yang theories, its functions, production, metabolism and its applications to medicine.</li> <li>• Introduction into ZangFu theory/ paired organs.</li> <li>• The relationships of the ZangFu w.r.t the production of Qi, Blood and Body Fluids.</li> <li>• Different functions and forms of Qi in the human body.</li> <li>• The five elements.</li> <li>• Outline of pathologies of Qi, Blood, Body Fluids and Yin/Yang.</li> <li>• Introduction to Zang Fu theory and paired organs</li> <li>• Introduction to the 6 Extraordinary Fu.</li> <li>• Different types of pathogenic factors and its effects on the body.</li> <li>• Prevention of Disease according to Chinese Medicine</li> <li>• Pathogenesis and treatment principles of disease according to Chinese Medicine</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	14	<i>Supervision lab p.w.</i>	0
Self-study:	135		
Other:	0		
<b>Total Learning Time</b>	<b>250</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Chinese Medicine Theory of Diagnosis
<b>Generic Module Name</b>	Chinese Medicine Theory of Diagnosis 201
<b>Alpha-numeric Code</b>	<b>CMA201</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)

<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate beginner skills in diagnosing using various diagnostic methods including looking, feeling, smelling, asking, facial diagnosis, tongue diagnosis and pulse diagnosis.</li> <li>• Identify Yin and Yang body types and describe their physiological characteristics.</li> <li>• Demonstrate knowledge of theories of pathology in Chinese Medicine.</li> <li>• Demonstrate emerging understanding of the patterns underlying diagnosis</li> <li>• Identify and describe disease patterns underlying diagnosis.</li> <li>• Apply Chinese Medicine diagnosis to case studies.</li> <li>• Make diagnostic conclusions based on differential patterns using the various diagnostic methods.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Differential diagnosis from a Chinese Medicine perspective</li> <li>• Diagnosis based on looking, feeling, smelling, asking, facial diagnosis, tongue diagnosis and pulse diagnosis</li> <li>• Understanding of theories of pathology in Chinese Medicine</li> <li>• Pathology of Full and Empty conditions</li> <li>• Pathology of Yin, Yang imbalance</li> <li>• Pathology of the Qi mechanism</li> <li>• Identification of patterns</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA101		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	87		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Chinese Medicine Materia Medica: Identification, Categorization, Actions and Indication of Single Herbs		
<b>Generic Module Name</b>	Chinese Medicine Materia Medica 202		
<b>Alpha-numeric Code</b>	<b>CMA202</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Know and list the various categories of the Materia Medica.</li> <li>• Explain the general characteristics of the medicinal plant.</li> <li>• Explain the taste, temperature and property of the medicinal plant.</li> <li>• Analyze the attributive meridian of the medicinal plant.</li> <li>• Describe the actions, indications, cautions and contraindications of the medicinal plant.</li> <li>• Apply Materia Medica to relevant case studies.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Laws related to the use of herbal medicine</li> <li>• Categories of herbs</li> <li>• Individual herbal functions</li> <li>• External application for individual herbs</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA101		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	1
Assignments & tasks:	45	<i>Practicals p.w.</i>	1
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	87		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		



<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Acupuncture Theory		
<b>Generic Module Name</b>	Acupuncture Theory 203		
<b>Alpha-numeric Code</b>	<b>CMA203</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Define the concepts of meridians, acupuncture and its related theories.</li> <li>Understand the composition of meridians and acupoints.</li> <li>Describe the distribution of the meridians.</li> <li>Master locations and the actions of the acupoints.</li> <li>Master the theory of the primary, extraordinary and special acupoints.</li> <li>Demonstrate appropriate acupoint location and appropriate needling methods.</li> <li>Describe the contraindications of the acupoints.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Theory of meridians and collaterals in Chinese Medicine.</li> <li>Concepts and characteristics of the five shu points, yuan source points, luo-connecting points, back- shu points, front-mu points, xi-cleft points and hui-meeting points, etc.</li> <li>Point location methods and needling methods.</li> <li>Distribution of the twelve primary meridians.</li> <li>Distribution of the eight extraordinary vessels.</li> <li>Primary, extraordinary and special acupoints.</li> <li>Introduction into main extra-points</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA101		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	45	<i>Practicals p.w.</i>	1
Practicals:	28	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	87		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Theory of Chinese Internal Medicine		
<b>Generic Module Name</b>	Chinese Medicine Theory 303		
<b>Alpha-numeric Code</b>	<b>CMA303</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply the concepts and patterns of internal medicine in diagnosis, treatment principle and treatment plan according to Chinese Medicine theory.</li> <li>• Understand the laws for herbal formulae and acupuncture therapy as formulated according to the patterns and syndrome differentiations of internal medicine diseases.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Laws of Chinese Medicine diagnostic and therapeutic principles.</li> <li>• Organization of herbal and acupuncture formula.</li> <li>• Laws for herbal formulae and acupuncture therapy.</li> <li>• Patterns and syndrome differentiations of internal medicine diseases.</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA201, CMA202, CMA203		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	87		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Chinese Herbal Formulae and Prescription
<b>Generic Module Name</b>	Chinese Herbal Medicine
<b>Alpha-numeric Code</b>	<b>CMA304</b>

<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of Chinese Medicine and Acupuncture to various common illnesses.</li> <li>• Understand the relationship between Chinese Medicine formula and the eight therapeutic methods.</li> <li>• Critically evaluate the statement "the formula is prescribed according to treatment principle, and the treatment principle is designed according to pattern diagnosis".</li> <li>• Understand the classification of formulae in past dynasties.</li> <li>• Describe the hierarchical structure of formulae, including the meaning of the chief herb, deputy herb, assistant herb and guiding herb in formulae.</li> <li>• Apply three modes of modification in composition of a formula.</li> <li>• Understand form, dosage and instruction of formulae preparation.</li> <li>• Display an understanding of the most important formula, of the second category of important formula, and be familiar with the third category of formula used in clinical practice.</li> <li>• To identify forbidden herbal combinations.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Ingredients and preparation of Chinese Medicine formula.</li> <li>• Indications and actions of Chinese Medicine formula.</li> <li>• Dosage of Chinese Medicine formula.</li> <li>• Clinic application of Chinese Medicine formula.</li> <li>• Modification of Chinese Medicine formula.</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA201, CMA202, CMA203		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	87		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Clinical Acupuncture		
<b>Generic Module Name</b>	Acupuncture 313		
<b>Alpha-numeric Code</b>	<b>CMA313</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BSc Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and understand the technique of needle insertion, needle manipulation, retention and withdrawal of the needle, technique of needle reinforcing and reducing methods.</li> <li>Understand the needling method of the three edged needle, electro-puncture, scalp acupuncture and ear acupuncture.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>An introduction about insertion of needles, needle manipulation and Qi arrival, retention and withdrawal of the needle, technique of needle reinforcing and reducing methods.</li> <li>Understand the three edged needle, electro-puncture, scalp acupuncture and ear acupuncture.</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA201; CMA202; CMA203		
<b>Co-Requisite Modules</b>	CMA304 and CMA313 / CMA323		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Clinical Acupuncture		
<b>Generic Module Name</b>	Acupuncture 323		
<b>Alpha-numeric Code</b>	<b>CMA323</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Identify and understand the concepts of clinical acupuncture in diagnosis and treatment.</li> <li>perform needling, cupping, moxibustion, electro-acu techniques.</li> <li>Apply techniques to basic common illnesses.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The laws related to the diagnosis, therapeutic method and organization of the acupuncture prescription.</li> <li>Understand the laws for acupuncture prescription and acupunctural therapy.</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA201 and CMA213 / CMA223		
<b>Co-Requisite Modules</b>	CMA303 and CMA304		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Chinese Medicine Theory of Internal Medicine and Gynecology		
<b>Generic Module Name</b>	Chinese Medicine Theory 401		
<b>Alpha-numeric Code</b>	<b>CMA401</b>		
<b>NQF Level</b>	8		

<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Chinese Medicine and Acupuncture) (8344)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and understand the TCM concepts of internal medicine and Gyn disease with prevention, diagnosis and treatment in clinical practice.</li> <li>Describe special symptoms, and make the correct syndrome differentiation of internal medicine and Gyn disease.</li> <li>Get the correct therapeutic methods formula according to the TCM theory in common internal medicine disease and Gyn disease?</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Concepts of individual disease with 4 diagnostic methods of TCM plus Lab tests and physical examination in internal medicine disease and Gyn disease.</li> <li>The rules related to the diagnosis, therapeutic method and organization of the formula within internal medicine and Gyn disease.</li> <li>Herbal formulae and acupunctural therapy in internal medicine disease and Gyn disease.</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA303, CMA304, CMA313, CMA323		
<b>Co-Requisite Modules</b>	CMA405		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	4
Assignments & tasks:	78	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Chinese Medicine Theory of ENT Disease and Gynecology
<b>Generic Module Name</b>	Chinese Medicine Theory 402
<b>Alpha-numeric Code</b>	<b>CMA402</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20

<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Chinese Medicine and Acupuncture) (8344)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and understand TCM concepts of ENT disease and Gyn disease with prevention, diagnosis and treatment in clinical Practice</li> <li>Describe special symptoms, and make the correct syndrome with differentiation of common ENT disease and Gyn disease</li> <li>Get the correct therapeutic methods formula according to the TCM theory in common ENT disease and Gyn disease</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Concepts of individual disease with 4 diagnostic methods of TCM plus Lab tests and physical examination in ENT disease and Gyn disease</li> <li>The rules related to the diagnosis, therapeutic method and organization of the formula within ENT disease and Gyn disease</li> <li>Herbal formulae and acupunctural therapy in ENT disease and Gyn disease</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA303, CMA304 and CMA313 / CMA323		
<b>Co-Requisite Modules</b>	CMA405 and CMA404		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	4
Assignments & tasks:	74	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Practice based on the theory of Chinese Medicine and Diagnosis; Herbs, Tuina and Acupuncture
<b>Generic Module Name</b>	Clinical Practice 404
<b>Alpha-numeric Code</b>	<b>CMA404</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year

<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Chinese Medicine and Acupuncture) (8344)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>• Examine anybody systems of a patient in a thorough systematical and competent manner to make or confirm a diagnosis.</li> <li>• To be able to formulate and prepare any herbal medicine or medicament required in the treatment of a patient, whether external or internal treatment.</li> <li>• And administer acupuncture, Moxibustion, Cupping, Tuina, Ear and scalp acupuncture.</li> <li>• Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>		
<b>Main Content</b>	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> <li>• Administer clinical practices and treatment of <ul style="list-style-type: none"> <li>– Integumentary System Diseases</li> <li>– Cardiovascular System Diseases</li> <li>– Respiratory System Diseases</li> <li>– Digestive System Diseases</li> <li>– Musculoskeletal System Diseases</li> <li>– Nervous System Diseases</li> <li>Urinary System Diseases</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	BCM301, CMA303; CMA313, CMA323		
<b>Co-Requisite Modules</b>	CMA401, CMA402		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	0
Assignments & tasks:	74	<i>Practicals p.w.</i>	10
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		



<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Chinese Medicine Massage: Paediatric and Adult Massage; Taichi: Chinese Medicine Art of Meditation and Life Force Regulation Movement Sequences
<b>Generic Module Name</b>	Tuina (Taichi) 405
<b>Alpha-numeric Code</b>	<b>CMA405</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Chinese Medicine and Acupuncture) (8344)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the various techniques of Tuina application to adults, children and infants.</li> <li>• Use the commonly used and most effective points, body areas and complex manipulations in terms of TCM therapeutic principles and Tuina methods.</li> <li>• Formulate a treatment plan using pediatric Tuina methods to address common pediatric illnesses.</li> <li>• Effectively teach the parents/guardians simple techniques to do at home for the patient.</li> <li>• Conduct the therapy with confidence and a professional demeanor with regard for the patients comfort while ensuring techniques are done appropriately.</li> <li>• Competency in performing basic Taichi Yang-style movements in an attempt to improve the practitioners' strength and health for better practice.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• This module covers the basic theory of Tuina (Chinese therapeutic massage) therapy. Theory and Hands on Practical sessions with special focus on Pediatrics Tuina. Students learn how to treat common childhood illnesses applying this particular modality as an adjunct to the other modalities used in their professional practice. Classes are predominantly practical in nature with repetition of techniques and methods until proficiency is attained. Thereafter learned techniques are applied to simulated real-life conditions commonly presenting in pediatrics. Students also learn the place of Tuina in pediatric and how and when it is used most appropriately. Reference is made to Internal Medicine and diseases.</li> <li>• Basic training in the theory and practice of Yang-style Taichi, focusing on movement, breathing, strength and execution of the techniques.</li> </ul>
<b>Pre-Requisite Modules</b>	CMA111 / CMA321; CMA 313 / CMA323
<b>Co-Requisite Modules</b>	CMA401 / CMA402

<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	2
Assignments & tasks:	74	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Chinese Medicine Theory of Pediatrics		
<b>Generic Module Name</b>	Chinese Medicine Theory 502		
<b>Alpha-numeric Code</b>	<b>CMA502</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Chinese Medicine and Acupuncture) (8344)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have sound understanding of the theoretical principles, diagnosis, treatment principles, treatment, treatment plan, and prognosis of pediatric diseases in Chinese Medicine.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Pediatric digestion system disease in Chinese Medicine.</li> <li>• Pediatric inspiration system disease in Chinese Medicine.</li> <li>• Infectious disease in Pediatrics.</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA401 / CMA402		
<b>Co-Requisite Modules</b>	CMA504		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	2
Assignments & tasks:	74	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0

Assessments:	6	<i>Supervision lab p.w.</i>	0	
Self-study:	70			
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	School of Natural Medicine (SoNM)			
<b>Module Topic</b>	Chinese Medicine Theory			
<b>Generic Module Name</b>	Chinese Medicine Theory 503			
<b>Alpha-numeric Code</b>	<b>CMA503</b>			
<b>NQF Level</b>	8			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	First Semester			
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Chinese Medicine and Acupuncture) (8344)			
<b>Year Level</b>	2			
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have sound understanding of the theoretical principles, diagnosis, treatment principles, treatment, treatment plan, and prognosis in Chinese Medicine</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Etiology and pathologies of dermal diseases in Chinese Medicine.</li> <li>• Diagnosis and treatment of dermal diseases in Chinese Medicine.</li> <li>• Diagnosis and treatment of common surgical diseases in Chinese Medicine.</li> </ul>			
<b>Pre-Requisite Modules</b>	CMA401 / CMA402			
<b>Co-Requisite Modules</b>	CMA504			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2	
Assignments & tasks:	34	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	6	<i>Supervision lab p.w.</i>	0	
Self-study:	35			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Clinical Practice		
<b>Generic Module Name</b>	Clinical Practice 504		
<b>Alpha-numeric Code</b>	<b>CMA504</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	40		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Complimentary Medicine) (Chinese Medicine and Acupuncture) (8344)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>• Examine anybody systems of a patient in a thorough and competent manner to make or confirm a diagnosis.</li> <li>• Formulate and prepare any herbal medicine or medicament required in the treatment of a patient, whether external or internal treatment.</li> <li>• Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Integumentary system</li> <li>• Cardiovascular system</li> <li>• Respiratory system</li> <li>• Digestive system</li> <li>• Musculoskeletal system</li> <li>• Nervous system</li> <li>• Urinary system</li> <li>• Endocrine system</li> <li>• Immune</li> <li>• Autoimmune</li> <li>• Cancer</li> <li>• HIV</li> </ul>		
<b>Pre-Requisite Modules</b>	CMA404		
<b>Co-Requisite Modules</b>	CMA502, CMA503		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	100	<i>Lectures p.w.</i>	0
Assignments & tasks:	98	<i>Practicals p.w.</i>	10
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	98		
Other:	98		
<b>Total Learning Time</b>	<b>400</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing (SoN)		
<b>Module Topic</b>	Assessment and Communication		
<b>Generic Module Name</b>	Clinical Nursing (Lab) 111		
<b>Alpha-numeric Code</b>	<b>CUR111</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BNurs (8311)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Assess, communicate and take care of basic needs of individuals of all age groups.</li> <li>Apply principles of infection control in the provision of care.</li> <li>Demonstrate competence in communicating effectively with individuals of all age groups during history taking.</li> <li>Provide appropriate emergency care (Level1) to individuals.</li> <li>Demonstrate competence in communicating effectively with.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Assessment, management and communication of basic needs of individuals of all age groups with regard to comfort (physical, psychological, spiritual); hygiene; nutrition; elimination; internal homeostasis and mobility, rest and sleep.</li> <li>Principles of infection control, barrier nursing and wound care.</li> <li>Emergency Care</li> <li>Terminal care, death and dying</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	NUR111 and NUR112, CHM128, PHY118, HUB118 and HUB128		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w. (Skill lab)</i> 21 wks x 2 h	
Assignments & tasks:	32	<i>Practicals p.w.</i> 3 days x 8 h	

		(Emergency Care) IPS	14 wks x 2 h	
Practicals:	52	<i>Tutorials p.w.</i>		
Assessments:	10	<i>Supervision lab p.w.</i>		
Self-study:	14			
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Introduction to Mental Health
<b>Generic Module Name</b>	Introduction to Mental Health 214
<b>Alpha-numeric Code</b>	<b>CUR214</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate adequate understanding of the basic concepts in Mental Health.</li> <li>• Demonstrate understanding of the developments of primary mental care in South Africa.</li> <li>• Demonstrate ability to effectively apply the principles of preventive and promotive care in meeting the mental health needs of individuals of all age groups.</li> <li>• Demonstrate ability to differentiate between mental health and mental ill health in the South African context.</li> <li>• Demonstrate ability to screen clients presenting with symptoms that impact negatively on their mental health, or that of their families, that cannot be managed appropriately at that Level and refer such to relevant members of the multidisciplinary health team.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Basic concepts in mental health</li> <li>• Definitions of mental health vs. mental ill-health</li> <li>• Characteristics of mental health status and promotion of mental health</li> <li>• Causes of mental ill- health</li> <li>• Social problems which influence mental health (substance abuse, violence, etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• Mental health legislation</li> <li>• Common mental ill health conditions, their characteristics (example: dementia; mental retardation; anxiety disorders; affective disorders)</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	21	<i>Lectures p.w.</i>	2
Assignments & tasks:	26	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	3	<i>Supervision lab p.w.</i>	0
Self-study:	20		
Other: Research, consultation, preparation	30		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Nursing Practice in a Community Health Setting
<b>Generic Module Name</b>	Community Health Nursing 311
<b>Alpha-numeric Code</b>	<b>CUR311</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competence in the prevention of the spread of communicable diseases.</li> <li>• Demonstrate competence in carrying out a comprehensive physical assessment of an individual at primary care Level.</li> <li>• Demonstrate competence in application of epidemiological principles in planning and monitoring population-based health.</li> <li>• Demonstrate competence in spirometric screening in an occupational health setting.</li> <li>• Demonstrate competence in audiometric screening in an occupational health setting.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate competence in identification and utilization of trends in the health status of individuals at primary Level of care.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Primary clinical skills assessment, planning, diagnosing, management</li> <li>Communicable and non- communicable diseases</li> <li>Occupational health screening</li> <li>Population based health promotion</li> <li>Epidemiological principles</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	106	<i>Lectures p.w.</i>	8
Assignments & tasks:	21	<i>Practicals p.w.</i>	8
Practicals:	106	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	64		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Primary Care and Clinical Skills
<b>Generic Module Name</b>	Community Health Nursing 312
<b>Alpha-numeric Code</b>	<b>CUR312</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate competence in carrying out physical assessment of an individual at primary care Level.</li> <li>Demonstrate ability to identify trends in health status of individuals at primary Level of care using appropriate demographic health behaviors.</li> <li>Demonstrate competence in diagnosing common conditions presenting at primary Level of care.</li> <li>Demonstrate ability to select the most appropriate, safe, cost effective and suitable treatment for a variety of common conditions presenting at primary Level of care.</li> </ul>



	<ul style="list-style-type: none"> <li>Demonstrate a sound knowledge of Anti Retro Viral Treatment protocols in the provision of care to individuals at primary care Level.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Integrated assessment, diagnostic and management skills with regards to endemic conditions related to all body systems.</li> <li>Provincial Health Plan 2010 and the role of the primary health care nurse in context of the National Health Act.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	21	<i>Practicals p.w.</i>	0
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments:	3	<i>Supervision lab p.w.</i>	0
Self-study:	42		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Nursing Practice in a Community Health Setting
<b>Generic Module Name</b>	Community Health Nursing 324
<b>Alpha-numeric Code</b>	<b>CUR324</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate competence in the prevention of the spread of communicable diseases.</li> <li>Demonstrate competence in application of epidemiological principles in planning and monitoring population-based health.</li> <li>Demonstrate an understanding of spirometric screening in an occupational health setting.</li> <li>Demonstrate competence in identification and utilization of trends in the health status of individuals at primary Level of care.</li> </ul>

	<ul style="list-style-type: none"> <li>Relevant assessment and management of individuals and families in a community setting throughout the lifespan (school-aged child, adult, older adult).</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Communicable and non-communicable disease</li> <li>Occupational health screening</li> <li>Population based health promotion</li> <li>Epidemiological principles</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	CUR325		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	4
Assignments & tasks:	50	<i>Practicals p.w.</i>	24
Practicals:	125	<i>Tutorials p.w.</i>	0
Assessments:	5	<i>Supervision lab p.w.</i>	0
Self-study:	64		
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Primary Care and Clinical Skills
<b>Generic Module Name</b>	Community Health Nursing 325
<b>Alpha-numeric Code</b>	<b>CUR325</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate competence in carrying out physical assessment of an individual at primary care Level.</li> <li>Demonstrate ability to identify trends in health status of individuals at primary Level of care using appropriate demographic health behaviors.</li> <li>Demonstrate competence in diagnosing common conditions presenting at primary Level of care.</li> <li>Demonstrate ability to select the most appropriate, safe, cost effective and suitable treatment for a variety of common conditions presenting at primary Level of care.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate a sound knowledge of Anti Retro Viral Treatment protocols in the provision of care to individuals at primary care Level.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Integrated assessment, diagnostic and management skills with regards to endemic conditions related to all body systems.</li> <li>Provincial Health Plan 2010 and the role of the primary health care nurse in context of the National Health Act.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	21	<i>Practicals p.w.</i>	4
Practicals:	56	<i>Tutorials p.w.</i>	
Assessments:	3	<i>Supervision lab p.w.</i>	
Self-study:	42		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Normal Midwifery
<b>Generic Module Name</b>	Midwifery 326 (equivalent to Midwifery 331)
<b>Alpha-numeric Code</b>	<b>CUR326</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Assess and maintain health status of a pregnant woman and developing fetus.</li> <li>Prepare the mother and family for pregnancy, delivery and family changes.</li> <li>Maintain the health status of the mother during the Intranatal period.</li> <li>Maintain the health status of the fetus/neonate during the Intranatal period.</li> <li>Provide evidence-based care to the mother during the postpartum period including feeding.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide evidence-based care to the neonate including feeding.</li> <li>• Apply knowledge of midwifery and neonatology and become competent in various clinical activities to provide care during pregnancy, labour and puerperium.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Low-risk pregnancy</li> <li>• Low-risk labour</li> <li>• Low-risk puerperium</li> <li>• Low-risk neonatal care</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS211 and NRS212		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	7 x 4 h
Assignments & tasks:	56	<i>Practicals p.w.</i>	7 x 12 h
Practicals:	140	<i>Tutorials p.w.</i>	
Assessments:	8	<i>Supervision lab p.w.</i>	
Self-study:	68		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Obstetric Emergencies
<b>Generic Module Name</b>	Midwifery 327 (equivalent to Midwifery 332)
<b>Alpha-numeric Code</b>	<b>CUR327</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify, and refer complicated pregnancy during Intranatal and postnatal care.</li> <li>• Manage potential and actual emergencies during labour and delivery.</li> <li>• Identify, manage and refer high-risk neonate.</li> <li>• Identify maternity related health problems of women of child bearing age in the community.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• High risk neonate</li> <li>• Safe pregnancy and child birth: global initiatives and South African initiatives</li> <li>• Safe motherhood and human rights in SA. context</li> <li>• Assessment and diagnosis of complicated pregnancy, complicated labour, complicated puerperium</li> <li>• Assessment and diagnosis of uncomplicated pregnancy, labour and puerperium</li> <li>• Common maternal disorders</li> <li>• Common neonatal disorders</li> </ul>			
<b>Pre-Requisite Modules</b>	NRS211, NRS212			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	7 X 4 h	
Assignments & tasks:	0	<i>Practicals p.w.</i>	0	
Practicals:	77	<i>Tutorials p.w.</i>	0	
Assessments:	9	<i>Supervision lab p.w.</i>	0	
Self-study:	36	<i>Clinical Site</i>	7 X 11 h	
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Normal Midwifery
<b>Generic Module Name</b>	Midwifery 331 (equivalent to Midwifery 326)
<b>Alpha-numeric Code</b>	<b>CUR331</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Assess and maintain health status of a pregnant woman and developing fetus.</li> <li>• Prepare the mother and family for pregnancy, delivery and family changes.</li> <li>• Maintain the health status of the mother during the Intranatal period.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain the health status of the fetus/neonate during the Intranatal period.</li> <li>• Provide evidence-based care to the mother during the postpartum period including feeding.</li> <li>• Provide evidence-based care to the neonate including feeding.</li> <li>• Apply knowledge of midwifery and neonatology and become competent in various clinical activities to provide care during pregnancy, labour and puerperium.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Low-risk pregnancy.</li> <li>• Low-risk labour.</li> <li>• Low-risk puerperium.</li> <li>• Low-risk neonatal care.</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS211, NRS212		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	7 X 4 h
Assignments & tasks:	56	<i>Practicals p.w.</i>	7 X 22 h
Practicals:	140	<i>Tutorials p.w.</i>	0
Assessments:	8	<i>Supervision lab p.w.</i>	0
Self-study:	68		
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Obstetric Emergencies
<b>Generic Module Name</b>	Midwifery 332 (equivalent to Midwifery 327)
<b>Alpha-numeric Code</b>	<b>CUR332</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify, and refer complicated pregnancy during intranatal and postnatal care.</li> <li>• Manage potential and actual emergencies during labour and delivery.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify, manage and refer high-risk neonate.</li> <li>Identify maternity related health problems of women of child bearing age in the community.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>High risk neonate</li> <li>Safe pregnancy and child birth: global initiatives and South African initiatives.</li> <li>Safe motherhood and human rights in SA. context</li> <li>Assessment and diagnosis of complicated pregnancy, complicated labour, complicated puerperium.</li> <li>Assessment and diagnosis of uncomplicated pregnancy, labour and puerperium.</li> <li>Common maternal disorders</li> <li>Common neonatal disorders</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS211, NRS212		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	7 X 4 h
Assignments & tasks:	0	<i>Practicals p.w.</i>	7 X 11 h
Practicals:	77	<i>Tutorials p.w.</i>	0
Assessments:	9	<i>Supervision lab p.w.</i>	0
Self-study:	36		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Nursing Leadership and Management At Unit Level
<b>Generic Module Name</b>	Unit Management 334
<b>Alpha-numeric Code</b>	<b>CUR334</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of relevant policies regulations; institutional philosophy, vision, mission and its implementation in a health unit.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate leadership skills in guiding nursing teams to achieve quality patient care.</li> <li>• Demonstrate ability to implement quality improvement strategies.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Health policy development and implementation</li> <li>• Resource management</li> <li>• Quality assurance</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS211, NRS212 and CUR214		
<b>Co-Requisite Modules</b>	NRS313, CUR312, CUR331, CUR332		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2X1 h
Assignments & tasks:	21	<i>Practicals p.w.</i>	0
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments:	3	<i>Supervision lab p.w.</i>	0
Self-study:	42	<i>Clinical p.w.</i>	4
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Nursing Leadership and Management at Unit Level
<b>Generic Module Name</b>	Unit Management 336
<b>Alpha-numeric Code</b>	<b>CUR336</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of relevant policies regulations; institutional philosophy, vision, mission and its implementation in a health unit.</li> <li>• Demonstrate leadership skills in guiding nursing teams to achieve quality patient care.</li> <li>• Demonstrate ability to implement quality improvement strategies.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Health policy development and implementation</li> <li>• Resource management</li> <li>• Quality assurance</li> </ul>



<b>Pre-Requisite Modules</b>	NRS211, NRS212, CUR214		
<b>Co-Requisite Modules</b>	NRS324, CUR326, CUR327, CUR325		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2x1 h
Assignments & tasks:	21	<i>Practicals p.w.</i>	0
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments:	3	<i>Supervision lab p.w.</i>	0
Self-study:	42	<i>Clinical p.w.</i>	4
Other:			
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	This module will cover anthropometric measurements in adults and children as well as computer-based programs used in analysis of anthropometrical data e.g. EPI Info. Nursing Leadership and Management at Unit Level.
<b>Generic Module Name</b>	Dietetics Skills Practice 101
<b>Alpha-numeric Code</b>	<b>DIE101</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Define anthropometry.</li> <li>• Describe the uses for anthropometry in the dietetic practice.</li> <li>• Demonstrate accurately the measurement of weight and stature, waist circumference and hip circumference, wrist circumference and elbow breadth in adults.</li> <li>• Demonstrate the accurate measurements of weight and recumbent length in children.</li> <li>• Record measurements precisely on growth charts.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Anthropometry in adults and children</li> <li>• Epi Info 2002 software package</li> <li>• Growth Charts</li> </ul>
<b>Pre-Requisite Modules</b>	None

<b>Co-Requisite Modules</b>	NUT141		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	0
Assignments & tasks:	18	<i>Practicals p.w.</i>	3
Practicals:	14	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study	6		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Develop Skills for the Practice of Dietetics
<b>Generic Module Name</b>	Dietetics Skills Practice 201
<b>Alpha-numeric Code</b>	<b>DIE201</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Use Nutrition science and technology to collect, analyze and evaluate Nutritional Status.</li> <li>• Design and Develop Tools for Nutrition Education.</li> <li>• Apply Health Promotion Principles to plan Nutrition Education and Promotion programs.</li> <li>• Develop skills to communicate effectively nutrition-related Information.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Food preservation</li> <li>• Sensory evaluation</li> <li>• Nutrition and dietary standards</li> <li>• Communication skills</li> <li>• Nutrition education and promotion</li> </ul>
<b>Pre-Requisite Modules</b>	NUT141, DIE101
<b>Co-Requisite Modules</b>	NUT211, NUT221
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	<i>Lectures p.w.</i>	0	
Assignments & tasks:	18	<i>Practicals p.w.</i>	3	
Practicals:	12	<i>Tutorials p.w.</i>	0	
Assessments:	4			
Self-study	12			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Meal Management
<b>Generic Module Name</b>	Meal Management 244
<b>Alpha-numeric Code</b>	<b>DIE244</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Study and apply principles and methods of planning meals and purchasing food to ensure optimum health of individuals, families and members of institutions.</li> <li>• Study and apply principles of menu planning, preparation and serving of food for various occasions.</li> <li>• Gain awareness of various cultures and their eating habits.</li> <li>• Implement entrepreneurial skills.</li> <li>• Demonstrate the ability to think logically and creatively.</li> <li>• Develop the ability to co-operate and work with fellow students.</li> </ul>
<b>Main Content</b>	<p>Theoretical overview of meal management:</p> <ul style="list-style-type: none"> <li>• Goals of meal management</li> <li>• Meal service styles</li> <li>• Setting tables for various occasions</li> <li>• Setting and planning menus for various occasions</li> <li>• Budgeting and costing</li> <li>• Cultural eating patterns with regard to festivals, foods eaten and presentation of food.</li> <li>• Use of convenience foods</li> <li>• Salads and salad dressings</li> <li>• Herbs &amp; Spices</li> <li>• Food and energy conservation in food preparation</li> </ul>

<b>Pre-Requisite Modules</b>	HEC114		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	14	<i>Practicals p.w.</i>	3
Practicals:	10	<i>Tutorials p.w.</i>	0
Assessments:	2		
Self-study	10		
Other:	0		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 100% Final Assessment: 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Designing of Foodservice Operations and Processes taking place in Foodservice Operations.
<b>Generic Module Name</b>	Dietetics Skills Practice 301
<b>Alpha-numeric Code</b>	<b>DIE301</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate skills in the correct application and use of the tools needed by the dietitian.</li> <li>• Assess client's nutritional status by means of anthropometric, biochemical, clinical and dietary assessment methods.</li> <li>• Determine the dietary needs of clients and plan a diet for the client's disease condition</li> <li>• Consult and counsel a client.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Nutritional status assessment</li> <li>• Dietary consultation</li> <li>• Behavior modification</li> <li>• Nutrition education</li> </ul>
<b>Pre-Requisite Modules</b>	DIE101, DIE201, NUT211 and NUT221
<b>Co-Requisite Modules</b>	DIE316 and DIE326
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	25	Lectures p.w.	0	
Assignments & tasks:	20	Practicals p.w.	6	
Practicals:	50	Tutorials p.w.	0	
Assessments:	5			
Self-study	0			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Community Nutrition (Assessment and Analyses)
<b>Generic Module Name</b>	Community Nutrition 312
<b>Alpha-numeric Code</b>	<b>DIE312</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc Dietetics (8231)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Describe the basic concepts in and context of community nutrition in South Africa and the world, as well as changes over time</li> <li>Plan for, perform, and critically evaluate information from a community nutrition assessment</li> <li>Analyze the data/information from a community nutrition assessment in order to identify the causes of the problem, prioritize multiple causes and set goals and objectives for intervention.</li> </ul>
<b>Main Content</b>	Nutritional epidemiology; Nutrition transition; Assessment, indicators and classifications of health and nutritional status; Detailed analysis of multiple causes of malnutrition (breastfeeding, HIV/AIDS, infectious diseases, TB, environment, parasitic infestation, household food security, care); Programme cycle and systems approach.
<b>Pre-Requisite Modules</b>	NUT211, NUT221
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	5	
Assignments & tasks:	20	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	7			
Self-study	17			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Designing of Food Service Operations and Processes taking place in Food Service Operations.
<b>Generic Module Name</b>	Foodservice Management 313
<b>Alpha-numeric Code</b>	<b>DIE313</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Design layout and equipment placement for a large-scale facility.</li> <li>• Advise on aspects involved in planning layout and design of large-scale food service facility.</li> <li>• Plan and evaluate menus and modify according to specific dietary needs.</li> <li>• Recipe standardization.</li> <li>• Apply quantity food production methods (work schedules, safety and sanitation, etc.).</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The food service industry – history and development</li> <li>• Types of foodservice operations</li> <li>• Foodservice functions - food safety, HACCP</li> <li>• The menu</li> <li>• Purchasing</li> <li>• Receiving, storage and inventory</li> <li>• Production</li> <li>• Service</li> <li>• Cleaning, sanitation and safety</li> <li>• Environmental management</li> <li>• Facilities planning and design</li> <li>• Equipment and furnishing</li> </ul>
<b>Pre-Requisite Modules</b>	HEC114, DIE224

<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	3
Assignments & tasks:	10	<i>Practicals p.w.</i>	2
Practicals:	25	<i>Tutorials p.w.</i>	0
Assessments:	15		
Self-study	15		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Therapeutic Nutrition
<b>Generic Module Name</b>	Therapeutic Nutrition 316
<b>Alpha-numeric Code</b>	<b>DIE316</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Assess nutritional status using anthropometrical, biochemical and clinical investigations as well as dietary intake.</li> <li>Assess the nutrition and health related risks of individuals and groups.</li> <li>Diagnose the type and severity of the nutritional disorder in individuals.</li> <li>Explain the effect of disease on nutritional status.</li> <li>Conceptualize, plan, implement, evaluate, monitor, and document appropriate nutritional care and education for individual patients with specific disease conditions or special nutritional needs in different settings and stages of the life cycle.</li> <li>Integrate related physiological principles, pharmacology, and biochemistry and disease pathology with therapeutic nutrition.</li> <li>Assess, critically review and apply relevant scientific information in nutrition care plans (evidence based practice).</li> </ul>

	<ul style="list-style-type: none"> <li>Communicate effectively within a therapeutic nutrition context (patients/clients/ professionals).</li> <li>Comprehend and apply the principles of ethics, professional conduct and human rights in a therapeutic nutrition context.</li> </ul>		
<b>Main Content</b>	Diseases of lifestyle: obesity, diabetes mellitus, cardiovascular disease, hypertension, nephrology, osteoporosis, anaemia, eating disorders, gastro-intestinal disorders, liver-, pancreas- and gallbladder diseases, stress-related and metabolic responses, HIV, TB.		
<b>Pre-Requisite Modules</b>	NUT211, NUT221		
<b>Co-Requisite Modules</b>	PCL315, PSE319, DIE301		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	70	<i>Lectures p.w.</i>	8
Assignments & tasks:	36	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	8		
Self-study	36		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Participating departments co-own the module and thus have their own code to ensure FTE allocation Dietetics and Nutrition Occupational Therapy Physiotherapy School of Natural Medicine
<b>Module Topic</b>	Introduction to Research Methodology
<b>Generic Module Name</b>	Introduction to Research Methodology
<b>Alpha-numeric Code</b>	<b>DIE317, OCT330, PHT317, RMT502</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231), (Occupational Therapy) (8111), (Physiotherapy) (8211) B (Complementary Health Sciences) (Naturopathy) (8334), (Phytotherapy) (8324), (Unani Tibb) (8354), (CMA) (8344)
<b>Year Level</b>	3



<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Describe the various research approaches and methodologies.</li> <li>• Conduct a literature review related to the research topic of interest.</li> <li>• Demonstrate the ability to review and describe appropriate research methods, techniques and technologies to a research problem.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Sources of knowledge / evidence</li> <li>• Research paradigms</li> <li>• Research process</li> <li>• Research problem identification</li> <li>• Research approaches and methodologies (qualitative and quantitative).</li> <li>• Literature review</li> <li>• Research ethics, principles and procedures</li> <li>• Quality assurance in research (rigor, trustworthiness, bias, reliability, validity).</li> <li>• Population and sampling/participant recruitment and selection.</li> <li>• Data collection methods</li> <li>• Data analyses</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	80	<i>Lectures p.w.</i>	0
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0		
Self-study	0		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Community Nutrition (Action)
<b>Generic Module Name</b>	Community Nutrition 322
<b>Alpha-numeric Code</b>	<b>DIE322</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester

<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Plan relevant and appropriate nutrition programmes/ interventions for specific problems.</li> <li>Discuss the principles and approaches of successful nutrition programming.</li> <li>Monitoring and evaluate nutrition programmes.</li> <li>Apply the principles of health promotion and nutrition education in nutrition interventions.</li> <li>Apply behavior change models for nutrition interventions throughout the life cycle.</li> <li>Discuss the process of policy formation and legislation apply the human rights principles.</li> </ul>		
<b>Main Content</b>	<p>Nutrition relevant actions; Principles for successful nutrition programming; Nutrition education and promotion; Monitoring and evaluation of nutrition Programmes; Millennium development goals; Rights based approach to food and nutrition; the Integrated Nutrition Programme; nutrition related policy and legislation.</p>		
<b>Pre-Requisite Modules</b>	NUT211, NUT221		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	5
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	7		
Self-study	17		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 60% Final Assessment: 40%</p>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Management of Food Service Organizations.
<b>Generic Module Name</b>	Foodservice Management 323
<b>Alpha-numeric Code</b>	<b>DIE323</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)

<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Set up an organization structure.</li> <li>• Select staff for a food service operation.</li> <li>• Manage a food service operation.</li> <li>• Market a food service operation.</li> <li>• Plan, implement and control/manage a food service operation's budget.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Organizational design</li> <li>• Human resource management</li> <li>• Performance improvement</li> <li>• Accounting procedures</li> <li>• Marketing</li> <li>• Leadership</li> <li>• Practical application of theory</li> </ul>		
<b>Pre-Requisite Modules</b>	HEC114, DIE224		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	2
Assignments & tasks:	10	<i>Practicals p.w.</i>	3
Practicals:	25	<i>Tutorials p.w.</i>	0
Assessments:	15		
Self-study	15		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Therapeutic Nutrition
<b>Generic Module Name</b>	Therapeutic Nutrition 326
<b>Alpha-numeric Code</b>	<b>DIE326</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Assess nutritional status using anthropometrical, biochemical and clinical investigations as well as dietary intake.</li> </ul>

	<ul style="list-style-type: none"> <li>Assess the nutrition and health related risks of individuals and groups.</li> <li>Diagnose the type and severity of the nutritional disorder in individuals.</li> <li>Explain the effect of disease on nutritional status.</li> <li>Conceptualize, plan, implement, evaluate, monitor, and document appropriate nutritional care and education for individual patients with specific disease conditions or special nutritional needs in different settings and stages of the life cycle.</li> <li>Integrate related physiological principles, pharmacology, and biochemistry and disease pathology with therapeutic nutrition.</li> <li>Assess, critically review and apply relevant scientific information in nutrition care plans (evidence based practice).</li> <li>Communicate effectively within a therapeutic nutrition context (patients/clients/ professionals).</li> <li>Comprehend and apply the principles of ethics, professional conduct and human rights in a therapeutic nutrition context.</li> </ul>		
<b>Main Content</b>	Burns, lung disease, cancer, rheumatic disease, diseases of the nervous system, sport nutrition, paediatric nutrition, paediatric diseases, inborn errors of metabolism, surgery of the GIT, enteral and parenteral nutrition.		
<b>Pre-Requisite Modules</b>	NUT211, NUT221		
<b>Co-Requisite Modules</b>	DIE316, PSE319, PSE329, DIE301, PCL315		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	70	<i>Lectures p.w.</i>	8
Assignments & tasks:	36	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	8		
Self-study	36		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Application of Therapeutic Nutrition
<b>Generic Module Name</b>	Applied Therapeutic Nutrition 401
<b>Alpha-numeric Code</b>	<b>DIE401</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	35
<b>Duration</b>	Year

<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <p>Demonstrate understanding of and skills in:</p> <ul style="list-style-type: none"> <li>Assessing, planning, implementing, evaluating and documenting appropriate nutritional care and education (nutrition care plan) for individual patients with specific disease conditions or special nutritional needs in different settings and stages of the lifecycle.</li> <li>Integrating related physiological principles, pharmacology and biochemistry with therapeutic nutrition.</li> </ul>		
<b>Main Content</b>	Diabetes, Cardiology, Nephrology, Oncology, Surgery, Burns, Paediatrics		
<b>Pre-Requisite Modules</b>	DIE313, DIE326		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	120	<i>Lectures p.w.</i>	0
Assignments & tasks:	90	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study	60		
Other: Internship	274		
<b>Total Learning Time</b>	<b>550</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Application of Community Nutrition Theory
<b>Generic Module Name</b>	Applied Community Nutrition 402
<b>Alpha-numeric Code</b>	<b>DIE402</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc Dietetics (8231)
<b>Year Level</b>	4

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply the Program Planning Cycle in the development and</li> <li>• Implementation of Community Based Nutrition Programs</li> <li>• Apply principles of Health Promotion, Nutrition education and Behavior Change Model Theory in development of Nutrition Interventions throughout the life cycle.</li> <li>• Function both independently and as part of the Health Care Team at community Level.</li> <li>• Demonstrate knowledge of and implement State Health policies which relate to Nutrition.</li> </ul>		
<b>Main Content</b>	Implementation of appropriate nutrition interventions to address: <ul style="list-style-type: none"> <li>• Childhood Malnutrition and Illnesses</li> <li>• Growth Monitoring and Promotion</li> <li>• Pregnancy</li> <li>• Chronic Diseases of Lifestyle</li> <li>• HIV/AIDS and TB</li> </ul>		
<b>Pre-Requisite Modules</b>	DIE312, DIE322		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	70	<i>Lectures p.w.</i>	0
Assignments & tasks:	40	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study	60		
Other: Internship	324		
<b>Total Learning Time</b>	<b>500</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Application of Foodservice Management Theory
<b>Generic Module Name</b>	Applied Foodservice Management 403
<b>Alpha-numeric Code</b>	<b>DIE403</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	4

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Manage a food service operation</li> <li>• Plan, implement and control a budget</li> <li>• Manage human resources</li> <li>• Plan, implement, adapt and cost menus</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Types of foodservice operations</li> <li>• Foodservice functions - food safety, HACCP</li> <li>• The menu</li> <li>• Purchasing</li> <li>• Receiving, storage and inventory</li> <li>• Production</li> <li>• Service</li> <li>• Cleaning, sanitation and safety</li> <li>• Environmental management</li> <li>• Facilities planning and design</li> <li>• Equipment and furnishing</li> <li>• Organizational Design</li> <li>• Human Resource Management</li> <li>• Performance Improvement</li> <li>• Accounting Procedures</li> </ul>		
<b>Pre-Requisite Modules</b>	DIE313, DIE323		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	Internship 368 hours
Assignments & tasks:	25	<i>Practicals p.w.</i>	
Practicals:	0	<i>Tutorials p.w.</i>	
Assessments:	6		
Self-study	7		
Other:	0		
<b>Total Learning Time</b>	<b>420</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Research Project
<b>Generic Module Name</b>	Dietetics Research Project 404
<b>Alpha-numeric Code</b>	<b>DIE404</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)

Year Level	4		
Main Outcomes	On completion of this module, students should be able to: Demonstrate understanding and skills in: <ul style="list-style-type: none"><li>• the research process</li><li>• data analysis</li><li>• interpretation and discussion of results</li><li>• presentation of research results in oral and written format</li></ul>		
Main Content	Research Project		
Pre-Requisite Modules	DIE317, NUT344		
Co-Requisite Modules	STA501		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	20	Lectures p.w.	0
Assignments & tasks:	100	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments:	30		
Self-study	0		
Other:	0		
Total Learning Time	150		
Methods of Student Assessment	Continuous Assessment: 60% Final Assessment: 40%		
Assessment Module type	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Applied Behavioral Psychology
<b>Generic Module Name</b>	Dietetics 414
<b>Alpha-numeric Code</b>	<b>DIE414</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply the principles of behavioural sciences to the professional practice by dietitians (in assessment, counselling, education, patient management)</li> </ul>



<b>Main Content</b>	Introduction to psychological theories, abnormal psychology, health psychology, and application to the field of practice of dietitians		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	5	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	4		
Self-study	13		
Other:	0		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 100% Final Assessment:		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Ethics and Practice Management for Dietetics
<b>Generic Module Name</b>	Ethics and Practice Management for Dietetics 425
<b>Alpha-numeric Code</b>	<b>DIE425</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the essential elements of ethics and human rights in the conduct of nutrition and dietary research.</li> <li>• Outline the essential elements of ethics and human rights in the conduct of nutrition and dietetics practice.</li> <li>• Write a business plan for an independent practice.</li> <li>• Outline the basic management principles related to an independent practice.</li> <li>• Outline the essential legislative principles related to nutrition and dietary research as well as independent practice.</li> </ul>
<b>Main Content</b>	Ethics in practice and research. Basic principles of starting and managing a private practice. Legislative principles related to the Dietetics and Nutrition professions.

<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	3
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	8		
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 100% Final Assessment: 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interprofessional Education Unit
<b>Module Topic</b>	Primary Health Care
<b>Generic Module Name</b>	Health, Development and Primary Health Care 111
<b>Alpha-numeric Code</b>	<b>HDP111</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	5
<b>Duration</b>	Term
<b>Proposed semester to be offered</b>	Second Term
<b>Programmes in which the module will be offered</b>	B (Oral Health) (5211); BDS (5101)
<b>Year level</b>	1
<b>Main outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Discuss the concepts of health, development and primary health care.</li> <li>• Explain the links between health, development and primary health care.</li> <li>• Describe the origins and main features of comprehensive primary health care.</li> <li>• Discuss the primary health care approach, the value of interdisciplinary and team work and the importance of community service.</li> <li>• Demonstrate the basic rules and customs of academic study, academic language, and academic argument.</li> </ul>
<b>Main content</b>	<ul style="list-style-type: none"> <li>• Definition of Health.</li> <li>• Communication and Multilingualism.</li> <li>• Introduction to 'development'.</li> <li>• Introduction to Primary Health Care.</li> <li>• The link between Health, Development and PHC.</li> </ul>
<b>Pre-requisite modules</b>	None
<b>Co-requisite modules</b>	None

<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer/tutor:	16	<i>Lectures p.w.</i>	0
Assignments & tasks:	16	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	2		
Selfstudy:	16		
Other:	0		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Health, Development and Primary Health Care
<b>Generic Module Name</b>	Health, Development and Primary Health Care (Nursing Foundation) 116
<b>Alpha-numeric Code</b>	<b>HDP116</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the concepts of health and the social determinants of health.</li> <li>• Analyze the impact of social inequality, poverty and underdevelopment in a local community context.</li> <li>• Describe the origins and main features of the Primary Health Care Approach and analyses its implementation in a community context.</li> <li>• Analyze the factors influencing the health of a specific community and make recommendations to improve health using the Primary Health Care Approach.</li> <li>• Reflect and report on the value of working in interdisciplinary teams.</li> <li>• Demonstrate skills and professional conduct such as punctuality, participation and attendance when working in groups.</li> <li>• Academic literacy skills integrated into the above content: academic reading, writing and presenting academic arguments.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the concepts of health and the social determinants of health.</li> <li>• Understanding concepts related to working in communities: community entry, community development.</li> <li>• Community profiling</li> <li>• Analyse the impact of social inequality, poverty and development on health.</li> <li>• Describe the origins and main features of the Primary Health Care Approach and analyse its implementation in a community context.</li> <li>• Analyse the factors influencing the health of a specific community and make recommendations to improve health using the Primary Health Care Approach.</li> <li>• Reflect and report on the value of working in teams.</li> <li>• Academic reading, writing and presenting academic arguments.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	42	<i>Practicals p.w.</i>	0
Practicals:	2	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	28	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Inter-professional Teaching and Learning Unit
<b>Module Topic</b>	Philosophy of Care and Primary Health Care
<b>Generic Module Name</b>	Primary Health Care 122
<b>Alpha-numeric Code</b>	<b>HDP122</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc Occupational Therapy (8111); BSc Dietetics (8231); BSc Physiotherapy (8211); B (Social Work) (8560); BSc (CHS) (8104); BNurs (Extended Curriculum Programme) (8313);

	BA SRES (8013); SoNM Dentistry; BOH (5211); BPharm (3305)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and describe 'care' as a social practice and in the larger social constructs, and the impact of policy on these constructs.</li> <li>• Apply basic moral concepts, ethics and human rights relevant to service providing and an awareness of the ethical responsibilities of health care workers in South Africa.</li> <li>• Identify and apply the skills needed when dealing with moral dilemmas in day to day caring practices.</li> <li>• Apply skills needed for professional conduct such as punctuality, participation and attendance when working in interdisciplinary groups.</li> <li>• Demonstrate an understanding of the concepts of health and the social determinants of health.</li> <li>• Describe the impact of social inequality, poverty and underdevelopment in a local community context.</li> <li>• Describe the origins and main features of the Primary Health Care Approach and analyses its implementation in a community context.</li> <li>• Describe the factors influencing the health of a specific community and make recommendations to improve health using the Primary Health Care Approach.</li> <li>• Reflect and report on the value of working in interdisciplinary teams.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Morality and Ethics: What are they and why do they matter?</li> <li>• Principle ethics and the ethic of care approach</li> <li>• The elements of the ethic of care: attentiveness, responsibility, competence and responsiveness.</li> <li>• Health and human rights and professional codes of ethics</li> <li>• Solving moral dilemmas</li> <li>• Concepts of health and the social determinants of health</li> <li>• Concepts of community development</li> <li>• The impact of social inequality, poverty and development on health</li> <li>• Origins and main features of the Primary Health Care approach</li> <li>• The value of working in interdisciplinary teams within a Primary Health Care approach.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	42	Lectures p.w.	1	
Assignments & tasks:	28	Practicals p.w.	0	
Practical:	0	Tutorials p.w.	2	
Assessments	3			
Self-study	27			
Other: Please specify	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	An Introduction to Food Science and Food Preparation
<b>Generic Module Name</b>	Foods 114
<b>Alpha-numeric Code</b>	<b>HEC114</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand the processing of food and handling techniques of food.</li> <li>Apply the principles and processes of food preparation that result in products with specific characteristics.</li> <li>Have insight into the interaction of various scientific processes during food preparation.</li> <li>Execution and application of functions, use and care of equipment used in food preparation.</li> <li>Evaluate food products according to a set criterion.</li> <li>Communicate and negotiate with their peers and obtain good personal relations.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Learn basic principles of cooking methods and techniques.</li> <li>Learn and apply their knowledge with regard to fats and oils, sugar cookery, frozen desserts, fruit and vegetables, batters and doughs, meat, poultry, cereals, microwave cooking, milk, eggs, cheese, fish, poultry and meat.</li> <li>Evaluate food products according to set criteria.</li> <li>Execute the correct use of various equipment used in food preparation.</li> <li>This module will include life skills pertaining to interpersonal relations, communication and negotiation.</li> </ul>

<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	26	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	3
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	15		
Self-study	45		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 100% Final Assessment: 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interprofessional Education Unit
<b>Module Topic</b>	Interdisciplinary Health Promotion
<b>Generic Module Name</b>	Interdisciplinary Health Promotion 211
<b>Alpha-numeric Code</b>	<b>IHP211</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc Dietetics (8231), BSc OT (8111), BSc PT (8211) B (Social Work) (8411) (8560), BSc (CHS) (8104) (8106) Dentistry: Oral Health – (5211)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand the main approaches to health promotion and that health promotion requires not only individual behaviour change but also social, political and environmental changes that address the underlying causes of ill-health.</li> <li>Apply the principles and approaches of the health promoting school's framework and to use this framework when planning and implementing a health promotion project in the schools.</li> <li>Analyze the impact of the media and research on health promotion strategies.</li> <li>Critically reflect on their community-based learning experience.</li> <li>Demonstrate skills and professional conduct such as punctuality, participation and attendance when working in interdisciplinary groups and at the schools.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Background and history of Health Promotion and Health Promoting Schools.</li> </ul>

	<ul style="list-style-type: none"> <li>The theory and application of health promotion models.</li> <li>Importance of accessing information for health promotion.</li> <li>The role of communication in health promotion.</li> <li>The planning cycles</li> <li>Report Writing</li> </ul>		
<b>Pre-Requisite Modules</b>	HPD122 or HPD111 or PHA116 or HDP124		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	0
Assignments & tasks:	27	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	2
Assessments:	3		
Self-study	28		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Introduction to Philosophy of Care
<b>Generic Module Name</b>	Introduction to Philosophy of Care (Nursing Foundation) 124
<b>Alpha-numeric Code</b>	<b>IPC124</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyze and describe 'care' as a social practice and your position as a future health care professional in the larger social power constructs, e.g. gender, class and race, and the impact of policy on these constructs.</li> <li>Demonstrate knowledge of some basic moral concepts, ethics and human rights relevant to service providing and an awareness of the ethical responsibilities of health care workers in South Africa.</li> <li>Demonstrate the ability to analyses and the skills needed when dealing with moral dilemmas in day to day caring practices.</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrate skills and professional conduct such as punctuality, participation and attendance when working in interdisciplinary groups.</li> <li>• Academic literacy skills integrated into the above content: academic reading, writing and presenting academic arguments.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Morality and Ethics: What are they and why do they matter?</li> <li>• Principle ethics and the ethic of care approach.</li> <li>• The elements of the ethic of care: attentiveness, responsibility, competence and responsiveness.</li> <li>• Health and human rights and professional codes of ethics</li> <li>• Solving moral dilemmas and group assignments.</li> <li>• Visits in groups to projects.</li> <li>• Reading, writing and presenting academic arguments.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	42	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	2	<i>Supervision lab p.w.</i>	0
Self-study:	28	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Kinesiology and Ergonomics
<b>Generic Module Name</b>	Kinesiology/Ergonomics 201
<b>Alpha-numeric Code</b>	<b>KER201</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate detailed knowledge of the Person-Occupation-Environment Relationship and apply kinesiology principles to obtain optimal relationships.</li> <li>• Describe the anatomical position of the human body by using the correct medical terminology.</li> <li>• Describe, evaluate and analyse functional human movement in relation to functional tasks as well as in relation to their work environment.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Mechanics of motion</li> <li>• Cardio-respiratory function and its impact on movement</li> <li>• Normal development and normal posture</li> <li>• Ergonomics, improving work efficiency and movement analysis of both static and dynamic postures</li> <li>• Ergonomics and work study</li> </ul>		
<b>Pre-Requisite Modules</b>	HUB117, HUB127		
<b>Co-Requisite Modules</b>	PHY218		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	39	<i>Lectures p.w.</i>	2
Assignments & tasks:	4	<i>Practicals p.w.</i>	2
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	2		
Self-study	5		
Other:	0		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40% Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Principles of Natural Healing
<b>Generic Module Name</b>	Principles of Natural Healing 111
<b>Alpha-numeric Code</b>	<b>NAT111</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (Chinese Medicine and Acupuncture) (8106)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Understand definitions highlighting health and healing.</li> <li>• Explore the use of Complementary medicine.</li> <li>• Explain how disease occurs and manifests.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how healing occurs.</li> <li>• Describe the Old and New Paradigms of medicine.</li> <li>• Critically evaluate their own health and make recommendations for effective change.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An introduction in to the field of Natural medicine and why the students have chosen it.</li> <li>• Understanding the Old paradigm-Medicine model.</li> <li>• Understanding the New paradigm-Medicine model.</li> <li>• How disease manifests and returning the body to homeostasis.</li> <li>• The 4 Cornerstone of Health</li> <li>• Benefits of exercise to the body</li> <li>• 10 Principles of Health and illness</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	1
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Comparative Complementary Healing Systems
<b>Generic Module Name</b>	Comparative Complementary Healing Systems 201
<b>Alpha-numeric Code</b>	<b>NAT201</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (8104)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Outline and compare the main origin and the history of the 5 modalities of Homeopathy, Chinese Medicine and</li> </ul>

	Acupuncture, Ayurvedic Medicine, Unani Tibb, Naturopathy and Phytotherapy. <ul style="list-style-type: none"> <li>Describe the practical approaches and the basic philosophy of the following modalities: Chinese Medicine and Acupuncture; Ayurvedic Medicine; Unani Tibb Medicine; Herbal Medicine; Homeopathy.</li> <li>Compare and contrast the five modalities in order to select one for further studies.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>History of medicine through the ages</li> <li>Changes within medical application</li> <li>Theory of 5 Elements of Chinese medicine:</li> <li>5-phase Theory:               <ul style="list-style-type: none"> <li>Evolution Stages of Transformation</li> <li>Pulse Diagnosis</li> <li>The discovery of Homeopathy</li> <li>How to administer Homeopathic remedies</li> <li>Herbal medicine basic theory</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	NAT111		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	The Scientific Study of the Basic Mechanisms of Human Disease.
<b>Generic Module Name</b>	Pathology 311
<b>Alpha-numeric Code</b>	<b>NAT311</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Complimentary Health Sciences) (8104) (8106)
<b>Year Level</b>	3

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that pathology is a language on its own via the ability to present and communicate complex information reliably and coherently using academic and professional terminology.</li> <li>• Apply knowledge describing the disease process as a dynamic evolution that progresses with time.</li> <li>• Compare and contrast the mechanisms of disease with mechanisms that regulate homeostasis.</li> <li>• Explain and discuss how the basis of all disease begins and progresses at the biochemical and cellular Level, resulting in morphological changes in tissues, leading to dysfunction, signs and symptoms.</li> <li>• Define, discuss and describe the various principles and mechanisms by which disease may occur in the human body.</li> <li>• Integrate knowledge from anatomy, histology, physiology, biochemistry and microbiology in the understanding of various pathological principles, concepts and disease.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to pathology</li> <li>• Normal cells, injury and cell death</li> <li>• Amyloid, calcification, pigmentation</li> <li>• Jaundice, fluid, oedema</li> <li>• Hyperaemia and congestion</li> <li>• Haemorrhage, shock</li> <li>• Acute, chronic inflammation</li> <li>• Healing and repair</li> <li>• Infection</li> <li>• Disorders of growth, tumours, malignancy</li> </ul>			
<b>Pre-Requisite Modules</b>	MBS231, MBS232, MBS251, MBS252			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	54	<i>Lectures p.w.</i>	4	
Assignments & tasks:	47	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	2	<i>Supervision lab p.w.</i>	0	
Self-study:	47			
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	The Scientific Study of Human Disease Processes with the aim of understanding their Nature and Causes		
<b>Generic Module Name</b>	Pathology 321		
<b>Alpha-numeric Code</b>	<b>NAT321</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BSc (Complimentary Health Sciences) (8104) (8106)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that pathology is a language on its own via the ability to present and communicate complex information reliably and coherently using academic and professional terminology.</li> <li>• Apply knowledge describing the disease process as a dynamic evolution that progresses with time.</li> <li>• Define, classify, describe and discuss the aetiology, pathogenesis, morphological changes and clinical consequences of the specified disease processes within the individual body systems.</li> <li>• Discuss the association between clinical manifestations of symptoms based on the mechanisms associated with the disease process.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Cardiovascular diseases</li> <li>• Hematopoietic and lymphoid diseases</li> <li>• Respiratory disorders</li> <li>• Gastrointestinal disorders</li> <li>• Hepato-biliary disorders</li> <li>• Disorders of the kidney</li> <li>• Endocrine abnormalities</li> <li>• Disorders of bone and joint</li> <li>• Skin disorders</li> <li>• Central nervous system</li> <li>• Peripheral nervous system</li> </ul>		
<b>Pre-Requisite Modules</b>	NAT311		
<b>Co-Requisite Modules</b>	BCM301		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	54	<i>Lectures p.w.</i>	4
Assignments & tasks:	47	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0

Assessments:	2	<i>Supervision lab p.w.</i>	0	
Self-study:	47			
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Herbal Pharmacognosy
<b>Generic Module Name</b>	Herbal Pharmacognosy 323
<b>Alpha-numeric Code</b>	<b>NAT323</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Complementary Health Sciences) (8104)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify plants with medicinal value, visually and with laboratory tests and name their family and botanical name.</li> <li>Explain the basic metabolic pathways and origins of secondary metabolites in plants.</li> <li>Explain the principles related to the commercial production, quality and standardization of natural drugs.</li> <li>Test herbal material for quality by using specified laboratory tests.</li> <li>Explain the pharmacodynamics of the archetypal plant constituents: carbohydrates, glycosides and saponins.</li> <li>Identify plants with medicinal value, visually and with laboratory tests.</li> <li>Explain the biosynthesis of secondary metabolites: alkaloids, essential oils, tannins, fixed oils. Name the common, family and botanical name, uses and symptoms produced in the body.</li> <li>Explain the pharmacodynamics of the archetypal plant constituents: alkaloids, essential oils, tannins, fixed oils mucilages and gums.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>An introduction to botany, including taxonomy and morphology.</li> <li>Principles related to the commercial production, quality and standardization of natural products.</li> <li>Quality control, standards applicable to crude drugs and techniques for detection of contamination.</li> <li>General methods associated with the phytochemical investigation of herbal products.</li> </ul>

	<ul style="list-style-type: none"> <li>• Basic metabolic pathways and the origin of secondary metabolites.</li> <li>• The chemical and physical structure, chemical and physical constants, extraction, identification reactions, properties and functions of the following main classes of secondary plant chemicals: carbohydrates, glycosides, saponins.</li> <li>• Quality control standards applicable to crude drugs</li> <li>• The geographical sources, collection and preparation, chemical tests for identification, adulterants and substitutes and uses for the plants containing alkaloids, tannins, essential oils.</li> <li>• Basic metabolic pathways and the origin of secondary metabolites.</li> <li>• General methods associated with the phytochemical investigation of herbal products</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	1
Assignments & tasks:	70	<i>Practicals p.w.</i>	1
Practicals:	25	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Phytotherapy for Naturopathy
<b>Generic Module Name</b>	Phytotherapy for Naturopathy 402
<b>Alpha-numeric Code</b>	<b>NAT402</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply appropriate Phytotherapy terminology and definitions within the context of Naturopathy.</li> </ul>



	<ul style="list-style-type: none"> <li>• Critically discuss the cultivation, harvesting, viability, environmental impact and sustainability of relevant medicinal plants.</li> <li>• Describe the botanical classification, nomenclature and morphological description of the relevant medicinal plants for Naturopathy.</li> <li>• Critically evaluate the action of relevant medicinal herbs for naturopathic practice: medicinal properties, constituents, preparation, application and contraindications.</li> <li>• Discuss relevant ethics and safety appropriate to Naturopathic application of Phytotherapy.</li> <li>• Contextualise and apply the appropriate principles and application of Phytotherapy within the context of Naturopathic treatment philosophy.</li> <li>• Identify and discuss herb-drug complications and relevant contradictions for medicinal plants.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An introduction to the history, philosophy and botanical terms used in Phytotherapy.</li> <li>• Cultivation, harvesting and sustainability of relevant medicinal plants for Naturopathy.</li> <li>• Botanical classification, nomenclature and morphological description of the relevant medicinal plants for Naturopathy.</li> <li>• The chemical constituents and relevant pharmacology of the relevant medicinal plants for Naturopathy.</li> <li>• Taste and temperament of individual medicinal plants and their impact in healing.</li> <li>• Appropriate Phytotherapy application of relevant medicinal herbs to various body systems.</li> <li>• Dosage and routes of medicinal administration of the relevant medicinal plants for Naturopathy.</li> <li>• Herb-drug interactions and contraindications of the relevant medicinal plants for Naturopathy.</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	Lectures p.w.	1
Assignments & tasks:	33	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments:	6		
Selfstudy	33		
Other: Please specify	0		
<b>Total Learning Time</b>	100		
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Differential Diagnosis for Naturopathy		
<b>Generic Module Name</b>	Differential Diagnosis for Naturopathy 403		
<b>Alpha-numeric Code</b>	<b>NAT403</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:            Demonstrate an understanding that, although the module is based on individual approaches to specific symptoms or signs, that these are often inter-related within the context of a totality.</p> <ul style="list-style-type: none"> <li>• Demonstrate a systematic knowledge of the various etiologies of specific symptoms and signs.</li> <li>• Demonstrate the ability to undertake the diagnostic process in terms of formulating hypotheses, differential diagnoses and how to systematically eliminate the various possibilities in order to obtain a clear diagnosis.</li> <li>• Demonstrate a knowledge of the appropriate laboratory tests and special investigations that may be required to aid in the diagnostic process for a specific symptom or sign.</li> <li>• Demonstrate the ability to integrate basic sciences, pathology, general medicine and clinical diagnostic skills in the interpretation of specific symptoms and signs that commonly present in medical practice.</li> </ul>		
<b>Main Content</b>	Introduction Differential diagnosis Interpretation of various signs and symptoms		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	Lectures p.w.	2
Assignments & tasks:	34	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments:	6	Supervision lab p.w.	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Clinical Practice for Naturopathy		
<b>Generic Module Name</b>	Clinical Practice 404 (Naturopathy)		
<b>Alpha-numeric Code</b>	<b>NAT404</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>Examine anybody systems of a patient in a thorough and competent manner to make or confirm a diagnosis.</li> <li>To be able to formulate and prepare any herbal medicine or medicament required in the treatment of a patient, whether external or internal treatment.</li> <li>Manage the patient's follow up and treatment plans through help of keeping professional records.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Integumentary system</li> <li>Cardiovascular system</li> <li>Respiratory system</li> <li>Digestive system</li> <li>Musculoskeletal system</li> <li>Nervous system</li> <li>Urinary system</li> </ul>		
<b>Pre-Requisite Modules</b>	BCM301		
<b>Co-Requisite Modules</b>	BCM401, BCM402		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	0
Assignments & tasks:	34	<i>Practicals p.w.</i>	10
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Nutritional Therapy and Supplementation for Naturopathy
<b>Generic Module Name</b>	Nutritional Therapy and Supplementation for Naturopathy 412
<b>Alpha-numeric Code</b>	<b>NAT412</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and apply relevant Naturopathic philosophy.</li> <li>• Describe the attributing factors of nutritional deficiencies.</li> <li>• Assess the role of supplementation due to micronutrient deficiency based on naturopathic treatment protocols</li> <li>• Critically discuss the role of detoxification therapy, medical fasting and supplementation in the use of naturopathic practices.</li> <li>• Compare and contrast the various principles and practices, benefits, limitations, safety aspects, prescribing rules and appropriate combinations of supplementation.</li> <li>• Apply the principles and practice for individualized diets in the treatment protocol.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Naturopathic history and philosophy.</li> <li>• Organic, whole and therapeutic foods.</li> <li>• Supplementing micronutrient deficiencies with functional and fortified foods.</li> <li>• Therapeutic dietary models.</li> <li>• Detoxification therapy.</li> <li>• Medicinal fasting.</li> <li>• The 5 R Treatment Protocol</li> <li>• Nutritional and lifestyle consultation for specific conditions and lifestyles.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	4
Assignments & tasks:	65	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	14	<i>Supervision lab p.w.</i>	0
Self-study:	65		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Naturopathic Therapeutics
<b>Generic Module Name</b>	Naturopathic Therapeutics 422
<b>Alpha-numeric Code</b>	<b>NAT422</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically discuss the philosophy and principles underpinning aromatherapy.</li> <li>• Demonstrate the ability to appropriately prescribe essential oils for common conditions seen in practice.</li> <li>• Demonstrate the awareness of the safety aspects of essential oil usage: the interactions, contra-indications and side effects.</li> <li>• Critically discuss the philosophy and principles underpinning the 12 homoeopathic Tissue Salts.</li> <li>• Demonstrate the ability to arrive at a diagnosis and prescription for the appropriate Tissue salt remedy for a specific patient.</li> <li>• Critically discuss the philosophy and principles underpinning the 38 Bach Flower remedies.</li> <li>• Demonstrate the ability to arrive at a diagnosis and prescription for the appropriate Bach Flower remedy for a specific patient.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The philosophy and manufacture of essential oils for Naturopathic practice</li> <li>• The botanical names, constituents and therapeutic actions of specified essential oils for naturopathic practice</li> </ul>

	<ul style="list-style-type: none"> <li>• The philosophy and manufacture of tissue salts for naturopathic practice</li> <li>• The remedy picture and clinical application of the 12 homeopathic tissue salts</li> <li>• The philosophy and manufacture of the Bach Flower remedies for naturopathic practice</li> <li>• The mental-emotional picture and clinical application of the 38 Bach Flower remedies.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	35	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	34		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Physical Therapies for Naturopathy
<b>Generic Module Name</b>	Physical Therapies for Naturopathy 423
<b>Alpha-numeric Code</b>	<b>NAT423</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate the ability to conduct an organs-systems diagnosis.</li> <li>• Critically discuss the principles, practice and application of physical medicine.</li> <li>• Apply the various physical therapies appropriately and competently.</li> <li>• Integrate the physical therapies into an appropriate treatment protocol based on Naturopathic principles.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Organs system diagnosis</li> <li>• Safety aspects: Interactions, contra-indications and</li> </ul>

	side-effects of the various physical therapies. <ul style="list-style-type: none"> <li>• Massage therapy</li> <li>• Hydrotherapy</li> <li>• Vibrational therapy</li> <li>• Light therapy</li> <li>• Thermal therapy</li> <li>• Reflex therapy</li> <li>• Iridology</li> <li>• Electrotherapy</li> </ul>		
<b>Pre-Requisite Modules</b>	NAT412		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	4
Assignments & tasks:	65	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	14	<i>Supervision lab p.w.</i>	0
Self-study:	65		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Practice
<b>Generic Module Name</b>	Clinical Practice 504 (Naturopathy)
<b>Alpha-numeric Code</b>	<b>NAT504</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	40
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>• Examine any body systems of a patient in a thorough and competent manner to make or confirm a diagnosis external or internal treatment.</li> <li>• Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Immune system</li> <li>• Autoimmune diseases</li> </ul>

<b>Pre-Requisite Modules</b>	NAT404		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	100	<i>Lectures p.w.</i>	0
Assignments & tasks:	98	<i>Practicals p.w.</i>	10
Practicals:	98	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	98		
Other:	0		
<b>Total Learning Time</b>	<b>400</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	The Study of Naturopathic Medicine, and Application Thereof
<b>Generic Module Name</b>	Treatment Modalities for Naturopathy 511
<b>Alpha-numeric Code</b>	<b>NAT511</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the pathophysiology of disease, risk factors, diagnostic criteria and prognosis of disease.</li> <li>• Analyze and interpret signs, symptoms, biochemical tests and special investigations in the evaluation of patients.</li> <li>• Apply a Naturopathic philosophy in the diagnosis and treatment of disease.</li> <li>• Apply the understanding of a holistic organs based approach to diagnosis and treatment.</li> <li>• Develop an appropriate treatment protocol for specific diseases and demonstrate use of evidence based medicine in the protocol.</li> <li>• Develop integrated naturopathic treatment protocols.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Demonstrate relevant patient management protocols based on clinical diagnostics, clinical reasoning, special investigations and evidence based medicine in the following diseases:</li> </ul>



	<ul style="list-style-type: none"> <li>• External features of disease</li> <li>• Cardiovascular system</li> <li>• Gastro intestinal system</li> <li>• Hepatobiliary system</li> <li>• Endocrine system</li> <li>• Musculoskeletal system</li> <li>• Integumentary system</li> <li>• Nervous system</li> </ul>		
<b>Pre-Requisite Modules</b>	NAT421		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	24	<i>Lectures p.w.</i>	4
Assignments & tasks:	85	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	0		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	The Study of Naturopathic Medicine, and Application Thereof
<b>Generic Module Name</b>	Treatment Modalities for Naturopathy 521
<b>Alpha-numeric Code</b>	<b>NAT521</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy) (8334)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the pathophysiology of disease, risk factors, diagnostic criteria and prognosis of disease.</li> <li>• Analyze and interpret signs, symptoms, biochemical tests and special investigations in the evaluation of patients.</li> <li>• Apply a Naturopathic philosophy in the diagnosis and treatment of disease.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply the understanding of a holistic organs based approach to diagnosis and treatment.</li> <li>• Develop an appropriate treatment protocol for specific diseases and demonstrate use of evidence based medicine in the protocol.</li> <li>• Develop integrated naturopathic treatment protocols.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Demonstrate relevant patient management protocols based on clinical diagnostics, clinical reasoning, special investigations and evidence based medicine in the following diseases:               <ul style="list-style-type: none"> <li>• Pulmonary system</li> <li>• Neurological system</li> <li>• Reproductive system</li> <li>• Urogenital system</li> <li>• Integumentary</li> <li>• Oncology</li> <li>• Autoimmunity</li> <li>• Environmental medicine</li> <li>• Paediatrics</li> <li>• Aging and cognition</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	NAT511		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	24	<i>Lectures p.w.</i>	4
Assignments & tasks:	85	<i>Practicals p.w.</i>	0
Practicals:		<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	85		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Mental Health Nursing
<b>Generic Module Name</b>	Introduction to Mental Health Nursing
<b>Alpha-numeric Code</b>	<b>NRS122</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)

<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic health concepts.</li> <li>• Demonstrate knowledge of basic mental health concepts.</li> <li>• Demonstrate knowledge of mental health legislation in the care of individuals, families and communities.</li> <li>• Demonstrate knowledge of the developments of primary mental healthcare in South Africa.</li> <li>• Compare/ contrast mental health and mental ill health.</li> <li>• Apply principles of preventive and, promotive care in meeting the mental health needs of individuals, families and communities.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Basic concepts in mental health</li> <li>• Differentiate between mental health and mental ill health</li> <li>• Screening of individuals, families and communities in the prevention of mental ill health and promotion of mental health</li> <li>• Management of social problems which influence mental health</li> <li>• Provide mental health prevention and promotion care</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	29	<i>Lectures p.w.</i>	2
Assignments & tasks:	10	<i>Practicals p.w.</i>	0
Practical: (Skills lab and Clinical placement)	50	<i>Tutorials p.w.</i>	1
Assessments	3	<i>Skills Lab p.w.</i>	1
Self-study	8		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Fundamental Nursing Science
<b>Generic Module Name</b>	Fundamentals of Nursing (ECP) 161
<b>Alpha-numeric Code</b>	<b>NRS161</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters

<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply nursing theories, methods and techniques in the practice of safe clinical nursing care that is responsive to the needs of the individual, the family and the community</li> <li>• Apply nursing care in accordance with national legislative and policy frameworks</li> <li>• Apply knowledge of biological and natural sciences throughout the lifespan, in a variety of health care settings and communities in response to population needs.</li> <li>• Identify and address own professional and personal on-going learning needs in a self-critical manner.</li> <li>• Use basic concepts of pharmacology in nursing care</li> <li>• Apply appropriate learning strategies for the provision of effective health education</li> <li>• Address own professional and personal on-going learning needs in a self-critical manner</li> <li>• Use appropriate communication skills to establish and maintain supportive relationships</li> <li>• Apply numeracy and computer skills in analysis of care and report writing in clinical setting</li> <li>• Assess, plan, implement and evaluate care to meet the basic needs of individuals and families throughout the life stages</li> <li>• Collect and use information gathered from community visits in addressing health care needs of the individual, family and community.</li> <li>• Apply academic literacy skills including reading, writing, language and numeracy skills in the execution of academic and professional tasks</li> <li>• Use information and communication technologies (ICT) to create and communicate information including health literacy to individuals, families and the community; and in academic activities.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Learning needs of nursing students</li> <li>• Communication (including Nurse-Client relationship)</li> <li>• The Health Care Delivery System (multisectoral, Western and Complementary Health)</li> <li>• Concepts of Health and Illness</li> <li>• Developmental and Psychosocial Needs: Lifespan development</li> <li>• Stress and anxiety</li> <li>• Basic care needs across the lifespan</li> <li>• Health Education</li> <li>• Nursing Process and Critical Thinking/Decision making</li> <li>• Hygiene (Personal and Environmental hygiene)</li> <li>• Infection control and safety</li> <li>• Standard Precautions and Isolation</li> </ul>

	<ul style="list-style-type: none"> <li>• Homeostasis (normal)</li> <li>• Elimination (including Fluid and Acid-base balance)</li> <li>• Introduction to pharmacology aspects (definition/storage and cold chain/scheduling/prescriptions/ scope of practice/health literacy)</li> <li>• Introduction to emergency care</li> <li>• End-of-life Care</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	128	<i>Lectures p.w.</i>	6
Assignments & tasks:	6	<i>Practicals p.w.</i>	0
Practicals: (Skills lab & Clinical placement)	50	<i>Tutorials p.w.</i>	2
Assessments:	6	<i>Skills lab p.w.</i>	2
Self-study:	10		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 60%  <i>Theory: Tests and assignment</i>  <i>Clinical: Clinical skills assessment</i>  <i>To qualify for entry to the final assessment the student must obtain a subminimum of at least 40% in EACH component and complete at least 80% of the prescribed clinical hours</i></p> <p>Final Assessment: 40%  <i>Theory: Examination</i>  <i>Clinical: Examination</i>  <i>To pass the module the student must obtain a subminimum of at least 50% in EACH component</i></p>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Fundamental Nursing Science
<b>Generic Module Name</b>	Fundamentals of Nursing (ECP) 162
<b>Alpha-numeric Code</b>	<b>NRS162</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)

<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of theories, methods and techniques in the practice safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks</li> <li>• Apply learning strategies effectively to address own and other's professional and personal ongoing learning needs in a self-critical manner</li> <li>• Apply knowledge of basic concepts of bio-natural sciences, pharmacology and communication skills to establish and maintain supportive relationships in the provision of appropriate safe and ethically sound nursing care in a variety of health care settings and communities</li> <li>• Demonstrate the ability to assess, plan, implement and evaluate care plans to meet the following needs of individuals and families throughout the life stages: activity and stimulation, pain, elimination, emergency and wound care</li> <li>• Demonstrate competence in applying academic literacy skills including reading, writing, language and numeracy skills in the execution of academic and professional tasks</li> <li>• Use information and communication technologies (ICT) to create and communicate information to patients, their families, the multidisciplinary team and in academic activities</li> <li>• Demonstrate cultural sensitivity and empathy in managing death and dying</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Basic care needs (including health education) and development of care plans (culture and religion specific)</li> <li>• Introduction and management of ill health (related to Homeostasis)</li> <li>• Pain Management (pain therapies)</li> <li>• Complementary Health (alternative practices)</li> <li>• Aspects of Pharmacology</li> <li>• Infection control (personal and environmental)</li> <li>• Wound care</li> <li>• Emergency care (First Aid)</li> <li>• Last Offices</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS161		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	128	<i>Lectures p.w.</i>	6
<i>Assignments &amp; tasks:</i>	6	<i>Practicals p.w.</i>	0
<i>Practicals: (Skills lab &amp;</i>	50	<i>Tutorials p.w.</i>	2

<i>Clinical placement)</i>				
<i>Assessments:</i>	6	<i>Skills lab p.w</i>	2	
<i>Self-study:</i>	10			
<i>Other: Please specify</i>				
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% <i>Theory: Test and assignment</i> <i>Clinical: Clinical skills assessments</i> <i>To qualify for entry to the final assessment, the student must obtain a subminimum of at least 40% in EACH of these components and complete at least 80% of the prescribed clinical hours</i> Final Assessment: 40% <i>Theory: Examination</i> <i>Clinical: Examination</i> <i>To pass the module the student must obtain a subminimum of at least 50% in EACH of these components</i>			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Introduction to Research in Nursing
<b>Generic Module Name</b>	Introduction to Research 202
<b>Alpha-numeric Code</b>	<b>NRS202</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Understand the basic steps in the research process and evidence-based practice.</li> <li>Formulate research questions relating to research problems</li> <li>Identify appropriate research findings based on sound epidemiological principles which can be applied in nursing practice</li> <li>Understand research ethics and integrity</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Basic epidemiological principles</li> <li>Introduction to evidence-based practice</li> <li>Steps in the research process</li> <li>Identifying research problems and formulating research questions</li> <li>Review of literature</li> <li>Ethics and integrity in conducting research</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None

Prohibited Module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor	20	Lectures p.w.	2	Integrated clinical placement as per placement plan
Assignments & tasks	20	Practicals p.w.	1	
Practicals (Skills lab & Clinical placement)	20	Tutorials p.w.	0	
Assessment	10			
Self-study	30			
Other: Please specify	0			
Total Learning Time	100			
Methods of Student Assessment	Continuous Assessment: 60% Final Assessment: 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	General Nursing Science
<b>Generic Module Name</b>	General Nursing Science 211
<b>Alpha-numeric Code</b>	<b>NRS211</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Comprehensively manage patients</li> <li>• Apply the scientific principles of nursing in the comprehensive management (including pharmacological management) of patients with illnesses at primary, secondary and tertiary levels.</li> <li>• Integrate the relevant ethical-legal principles in the management of patients with illnesses.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The comprehensive care of patients in health care settings.</li> <li>• The assessment, management and evaluation of health issues regarding the following medico-surgical conditions: <ul style="list-style-type: none"> <li>• Inflammatory process / Immunity / Microbiology</li> <li>• HIV/AIDS</li> <li>• Shock/Burns</li> <li>• Oncology</li> <li>• Neurology and neuro-surgical</li> <li>• Endocrinology</li> <li>• Cardiology</li> </ul> </li> </ul>
<b>Pre-Requisite Modules</b>	NUR111, NUR112, HUB118, HUB128



<b>Co-Requisite Modules</b>	PHA204, HUB218, PSY111, PSY112		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2 X 2 h
Assignments & tasks:	12	<i>Practicals p.w.</i>	7 X 8 h
Practicals:	56	<i>Tutorials p.w.</i>	
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	70	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % <i>Theoretical tasks: 50%</i> <i>Clinical tasks: 50%</i> <i>In order to sit for the Final assessment, the student must obtain a subminimum of 40% in each of the tasks</i> Final Assessment: 50% <i>Theory exam: 50%</i> <i>Clinical exam: 50%</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH of these examinations.</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	General Nursing Science
<b>Generic Module Name</b>	General Nursing Science 212
<b>Alpha-numeric Code</b>	<b>NRS212</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Comprehensively manage patients with illnesses at primary, secondary and tertiary levels, through the application of scientific principles of nursing including pharmacological management.</li> <li>Identify and comprehensively manage patients with physical illnesses taking into consideration the ethico-legal implications applicable.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The comprehensive care of patients in health care settings.</li> </ul>

	<ul style="list-style-type: none"> <li>• The assessment, management and evaluation of health issues regarding the following medico-surgical conditions:</li> <li>• Emergency care</li> <li>• Theatre care</li> <li>• Respiratory</li> <li>• GIT</li> <li>• Renal</li> <li>• Reproductive / Urological</li> <li>• Other (Paediatrics / Orthopaedics / Dermatology / Ear, Nose and Throat / Ophthalmology)</li> </ul>		
<b>Pre-Requisite Modules</b>	NUR111, NUR112, HUB118, HUB128		
<b>Co-Requisite Modules</b>	PHA204, HUB228, CUR214		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2X2
Assignments & tasks:	12	<i>Practicals p.w.</i>	16/22
Practicals:	56	<i>Tutorials p.w.</i>	
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	70	<i>Clinical p.w.</i>	
Other: Please specify	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 50% <i>Theoretical tasks: 50%</i> <i>Clinical tasks: 50%</i> <i>In order to sit for the Final assessment the student must obtain a subminimum of 40% in each of the tasks</i> Final Assessment: 50% <i>Theory exam: 50%</i> <i>Clinical exam: 50%</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH of these examinations.</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Comprehensive Health Care Nursing at Primary, District and Regional Level
<b>Generic Module Name</b>	Communicable Diseases 214
<b>Alpha-numeric Code</b>	<b>NRS214</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester

<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand concepts related to communicable diseases.</li> <li>Understand the pathophysiology and clinical features of specific communicable diseases</li> <li>Provide nursing care relating to specific communicable diseases that promotes the rights of the client, families and communities according to nursing and health care legislation and protocols</li> <li>Apply a team approach to managing communicable diseases based on the required provincial, national and international practice standards</li> <li>Apply appropriate nursing skills in health promotion, disease prevention and comprehensive assessment and management of individuals, groups and/or communities with communicable diseases</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Concepts related to communicable diseases</li> <li>Pathophysiology and clinical features of specific communicable diseases</li> <li>Prevention, assessment, and management of communicable diseases in the adolescent, adult and elderly</li> <li>Ethical-legal issues and professionalism related to management of communicable diseases</li> </ul>		
<b>Pre-Requisite Modules</b>	HUB118, HUB128, MBS130, MBS123		
<b>Co-Requisite Modules</b>	HUB218, PCL210		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	59	<i>Lectures p.w.</i>	5
<i>Assignments &amp; tasks</i>	9	<i>Practicals p.w.</i>	0
<i>Practicals (Skills lab &amp; Clinical placement)</i>	100	<i>Tutorials p.w.</i>	1
<i>Assessments</i>	6	<i>Skills lab p.w.</i>	2
<i>Self-study</i>	26		
<i>Other: Please specify</i>	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 60%</p> <p><i>Theory: Tests and assignments</i></p> <p><i>Clinical: Clinical skills assessments</i></p> <p><i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and at least 80% of the prescribed clinical hours</i></p>		

	Final Assessment: 40% <i>Theory: Examination</i> <i>Clinical: Examination</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing		
<b>Module Topic</b>	Comprehensive Health Care Nursing at Primary, District and Regional Level		
<b>Generic Module Name</b>	Non-communicable Diseases 215		
<b>Alpha-numeric Code</b>	<b>NRS215</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Understand the quadruple burden of disease</li> <li>• Understand the pathophysiology and clinical features of specific non-communicable diseases</li> <li>• Apply comprehensive nursing care to persons with non-communicable diseases which promotes the rights of the client, families and communities within the ethical-legal framework of the nursing and health legislation</li> <li>• Apply a team approach to managing patients with non-communicable diseases based on provincial, national and international practice standards, management programs and policies</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Pathophysiology and clinical features of non-communicable diseases</li> <li>• Comprehensive management of non-communicable diseases in the adolescent and adult</li> <li>• Ethical-legal issues and professionalism related to nursing care of patients with non-communicable diseases</li> </ul>		
<b>Pre-Requisite Modules</b>	HUB118, HUB128		
<b>Co-Requisite Modules</b>	HUB228, PCL210		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	59	<i>Lectures p.w.</i>	5
<i>Assignments &amp; tasks</i>	9	<i>Practicals p.w.</i>	0
<i>Practicals (Skills lab &amp; Clinical placement)</i>	100	<i>Tutorials p.w.</i>	1

Assessments	6	Skills lab p.w	2
Self-study	26		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% <i>Theory: Tests and assignments</i> <i>Clinical: Clinical skills assessments</i> <i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and at least 80% of the prescribed clinical hours</i> Final Assessment: 40% <i>Theory: Examination</i> <i>Clinical: Examination</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Management of Childhood Illness
<b>Generic Module Name</b>	Child Health 216
<b>Alpha-numeric Code</b>	<b>NRS216</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Understand the burden of disease affecting children in South Africa from 0 - 5 years including communicable, non-communicable diseases and injury.</li> <li>• Monitor the growth and development of children</li> <li>• Understand how the disease process affects the development of a child and his/her family.</li> <li>• Promote health and prevent disease in children.</li> <li>• Implement the Extended program of Immunization (EPI).</li> <li>• Apply integrated assessment and management of childhood illness, including communicable and non-communicable diseases.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Growth monitoring and developmental screening of children 0-5 years</li> <li>• Nutrition and the developing child</li> <li>• Pathogenesis and pathophysiology of communicable and non-communicable diseases in children</li> <li>• Integrated Management of Childhood Illnesses: including communicable and non-communicable disease and injury</li> </ul>

	<ul style="list-style-type: none"> <li>Extended Programme of Immunization (EPI)</li> <li>Ethical-legal issues and professionalism related to nursing the infant and child</li> <li>Current and best practices and guidelines (national and local)               <ul style="list-style-type: none"> <li>First 1000 days</li> <li>Integrate Management of Childhood Illnesses</li> <li>Ideal Clinic</li> <li>Road to health booklet</li> <li>Pediatric case record and triage</li> </ul> </li> </ul>			
<b>Pre-Requisite Modules</b>	HUB 118, HUB128, Microbiology and Parasitology (MBS130), MBS123			
<b>Co-Requisite Modules</b>	PCL210, HUB228			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
<i>Contact with lecturer / tutor</i>	20	<i>Lectures p.w.</i>	2	Clinical placement as per placement plan
<i>Assignments &amp; tasks</i>	21	<i>Practicals p.w.</i>	0	
<i>Practicals (Skills lab &amp; Clinical placement)</i>	75	<i>Tutorials p.w.</i>	0	
<i>Assessment</i>	3	<i>Skills lab p.w.</i>	2	
<i>Self-study</i>	31			
<i>Other: Please specify</i>	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 60%</p> <p><i>Theory: Tests and assignments</i></p> <p><i>Clinical: Clinical skills assessment</i></p> <p><i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and complete at least 80% of the prescribed clinical hours</i></p> <p>Final Assessment: 40%</p> <p><i>Theory: Examination</i></p> <p><i>Clinical: Clinical Examination</i></p> <p><i>To pass the module the student must obtain a subminimum of at least 50% in EACH component</i></p>			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Research Methodology for Nursing
<b>Generic Module Name</b>	Research Methodology 302
<b>Alpha-numeric Code</b>	<b>NRS302</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester

<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Identify a research problem</li><li>• Conduct a literature review within the scope of the research problem.</li><li>• Demonstrate an understanding of the steps of the research process in the development of a quantitative and qualitative research proposal to investigate the problem.</li></ul>		
<b>Main Content</b>	<ul style="list-style-type: none"><li>• Defining the research problem, aims and objectives</li><li>• Literature review</li><li>• Research methodologies</li><li>• Proposal development</li></ul>		
<b>Pre-Requisite Modules</b>	NRS202		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	37	<i>Lectures p.w.</i>	7
<i>Assignments &amp; tasks</i>	28	<i>Practicals p.w.</i>	2
<i>Assessment</i>	25	<i>Tutorials p.w.</i>	1
<i>Practical (Skills lab &amp; Clinical placement)</i>	20		
<i>Self-study</i>	40		
<i>Other: Please specify</i>	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 50% Final Assessment: 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Management of Childhood Illness
<b>Generic Module Name</b>	Child Health 313
<b>Alpha-numeric Code</b>	<b>NRS313</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate competence in growth and development monitoring of a child.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate competence in establishing a child- and adolescent friendly environment in a health care setting.</li> <li>• Demonstrate competence in management of childhood illnesses in an integrated manner.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Growth monitoring</li> <li>• Integrate Management of Childhood Illnesses</li> <li>• Extended Programme of Immunization (EPI)</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	21	<i>Practicals p.w.</i>	8
Practicals:	56	<i>Tutorials p.w.</i>	
Assessments:	3	<i>Supervision lab p.w.</i>	
Self-study:	42	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Mental Health Nursing
<b>Generic Module Name</b>	Mental Health Nursing 322
<b>Alpha-numeric Code</b>	<b>NRS322</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge, skills and attitude in the assessment of mentally ill persons.</li> <li>• Manage common mental health conditions.</li> <li>• Manage a psychiatric emergency and trauma of the mentally ill patient and people in crisis.</li> <li>• Assist families in communities to cope with a diagnosis of mental ill-health.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Integrative mental health assessment using therapeutic communication techniques</li> </ul>



	<ul style="list-style-type: none"> <li>Care, support and rehabilitation of clients with common mental health conditions.</li> <li>Crisis management</li> <li>Management of stigma</li> <li>Psychopharmacology</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS122		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	48	<i>Lectures p.w.</i>	8
<i>Assessments</i>	10	<i>Practicals p.w.</i>	0
<i>Practicals (Skills lab &amp; Clinical placement)</i>	80	<i>Tutorials p.w.</i>	0
<i>Assignments &amp; tasks</i>	12	<i>Skills lab p.w.</i>	2
<i>Self-study</i>	50		
<i>Other: Please specify</i>	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 50% <i>Theory: Tests, assignments, case studies and group presentations</i> <i>Clinical: Clinical skills assessments</i> <i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and at least 80% of the prescribed clinical hours</i> Final Assessment: 50% <i>Theory: Examination</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Management of Childhood Illness
<b>Generic Module Name</b>	Child Health 324
<b>Alpha-numeric Code</b>	<b>NRS324</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate competence in growth and development monitoring of a child.</li> <li>Demonstrate competence in establishing a child- and adolescent friendly environment in a health care setting.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate competence in management of childhood illnesses in an integrated manner.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Growth monitoring</li> <li>Integrate Management of Childhood Illnesses</li> <li>Extended Programme of Immunization (EPI)</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	21	<i>Practicals p.w.</i>	8
Practicals:	56	<i>Tutorials p.w.</i>	
Assessments:	3	<i>Supervision lab p.w.</i>	
Self-study:	42	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Maternal and Reproductive Health Care
<b>Generic Module Name</b>	Community Based Maternal and Reproductive Health 331
<b>Alpha-numeric Code</b>	<b>NRS331</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	35
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Assess and counsel clients on reproductive health and family planning.</li> <li>Provide comprehensive care across the reproductive health cycle.</li> <li>Provide information and refer women who have unwanted pregnancies for either choice of termination of pregnancy or adoption.</li> <li>Provide pre- and post-HIV counselling and testing.</li> <li>Demonstrate and understand criteria for antiretroviral treatment initiation including PrEP and PEP.</li> <li>Provide fertility planning in HIV negative and discordant couples.</li> <li>Manage clients presenting with sexually transmitted</li> </ul>

	infections. • Recognise the influence of men's health on reproductive health outcomes. • Apply knowledge of reproductive health and global and South African Health Initiatives in various clinical settings. • Understand contemporary sexual reproductive health challenges.		
<b>Main Content</b>	• Reproductive health and family planning methods • Contraception and fertility planning Termination of Pregnancy and abortion care • HIV prevention and care • Management of sexually transmitted infections • Men's health • Contemporary issues in reproductive health		
<b>Pre-Requisite Modules</b>	NUR101, HUB218 and HUB228, PCL210		
<b>Co-Requisite Modules</b>	NRS331		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block System)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	78	<i>Lectures p.w.</i>	15
<i>Assignments &amp; tasks</i>	12	<i>Practicals p.w.</i>	0
<i>Assessment</i>	10	<i>Tutorials p.w.</i>	0
<i>Practical (Skills lab &amp; Clinical placement)</i>	200	<i>Skills lab p.w.</i>	4
<i>Self-study</i>	50		
<i>Other: Please specify</i>			
<b>Total Learning Time</b>	<b>350</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 50% <i>Theory: Tests and assignments</i> <i>Clinical: Clinical skills assessments</i> <i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and complete at least 80% of the prescribed clinical hours</i>  Final Assessment: 50% <i>Theory: Examination</i> <i>Clinical: Examination</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing		
<b>Module Topic</b>	Maternal and Infant Health Care		
<b>Generic Module Name</b>	Maternal and Infant Health Care: Low Risk 332		
<b>Alpha-numeric Code</b>	<b>NRS332</b>		
<b>NQF Level</b>	7		

<b>NQF Credit Value</b>	35
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Maintain optimal health of a woman, her family and baby, pre-partum, intra-partum and post-partum.</li> <li>• Assess and maintain the health status of a pregnant woman and developing fetus.</li> <li>• Prepare the mother and family for pregnancy, delivery and family changes.</li> <li>• Maintain the health status of the mother during the intra-natal period.</li> <li>• Maintain the health status of the fetus/neonate during the intra-natal period.</li> <li>• Provide evidence-based care to the mother during the postpartum period including feeding.</li> <li>• Provide evidence-based care to the neonate, including feeding.</li> <li>• Apply knowledge of midwifery and neonatology in various clinical activities and provide care during pregnancy, labour and puerperium.</li> <li>• Interpret the application of professional accountability and responsibility and standards within the practice of nursing and midwifery as defined in the Nursing Act No. 33 of 2005.</li> <li>• Understand pharmacokinetics and pharmacodynamics as well as standard treatment protocols/ guidelines evident in prescribing and administering drugs to women peri-natal.</li> <li>• Apply pharmacological principles in the care and control of drugs used for neonates.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Low-risk pregnancy: Obstetric history-taking and physical examination of the mother is conducted in a comprehensive manner.</li> <li>• Low-risk labour: Monitoring and comprehensive management of the mother during labour and delivery.</li> <li>• Low-risk puerperium: Integrated care delivered post-natal provides for the long-term wellbeing of mother and child.</li> <li>• Low-risk infant care: Monitoring of the wellbeing of the foetus is ensured by monitoring foetal movement, heart rates and growth.</li> <li>• Integration of Prevention of Vertical Transmission of HIV throughout pregnancy, intra-natal, postnatal care and neonatal care.</li> </ul>
<b>Pre-Requisite Modules</b>	NUR101, HUB218 and HUB228, PCL210
<b>Co-Requisite Modules</b>	NRS331

<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	78	<i>Lectures p.w.</i>	15
<i>Assignments &amp; tasks:</i>	12	<i>Practicals p.w.</i>	0
<i>Assessment:</i>	10	<i>Tutorials p.w.</i>	0
Practicals: (Skills lab & Clinical placement)	200	<i>Skills lab p.w.</i>	4
<i>Self-study:</i>	50		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>350</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 50% <i>Theory: Tests and assignments</i> <i>Practical: Clinical skills assessments</i> <i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and complete at least 80% of the prescribed clinical hours</i> Final Assessment: 50% <i>Theory: Examination</i> <i>Practical: Examination</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Maternal and Infant Health Care
<b>Generic Module Name</b>	Maternal and Infant Health Care: High Risk 333
<b>Alpha-numeric Code</b>	<b>NRS333</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	35
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Identify, evaluate and refer complicated pregnancy during intra-natal and postnatal care, including the management of an HIV positive client.</li> <li>Evaluate and manage potential and actual emergencies during labour and delivery.</li> <li>Identify, manage and refer high-risk infant.</li> <li>Identify maternity related health problems of women of child bearing age in the community.</li> <li>Maintain optimal health of a high risk woman, her family and baby, pre-partum, intra-partum and post-partum.</li> </ul>

	<ul style="list-style-type: none"> <li>Interpret the application of professional accountability and responsibility and standards within the practice of nursing and midwifery as defined in the Nursing Act No. 33 of 2005.</li> <li>Display a clear understanding of pharmacokinetics and pharmacodynamics as well as standard treatment protocols/ guidelines evident in prescribing and administering drugs to women peri-natal.</li> <li>Explain the pharmacological principles in the care and control of drugs used for neonates.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Assessment and diagnosis of complicated pregnancy, labour, and puerperium</li> <li>Management of common maternal disorders</li> <li>Management of neonatal disorders</li> <li>Identification, management and referral of potential and actual emergencies of the mother and/or foetus during pregnancy</li> <li>Intra-labour care delivered to the mother and baby complies with generally accepted treatment guidelines, manages potential and actual emergencies and promotes the safety of both</li> <li>Integrated postnatal care for wellbeing of mother and child, in line scope of practice for midwives</li> <li>Safe drug classifications and quality use of medicines</li> <li>Integration of Prevention of Mother to Child Transmission of HIV throughout, pregnancy, intra-natal, postnatal care and neonatal care</li> </ul>		
<b>Pre-Requisite Modules</b>	HUB218 and HUB228, PCL210, NRS332		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	78	<i>Lectures p.w.</i>	15
<i>Assessments:</i>	10	<i>Practicals p.w.</i>	0
<i>Assignments &amp; tasks:</i>	120	<i>Tutorials p.w.</i>	0
<i>Practical: (Skills lab &amp; Clinical placement)</i>	200	<i>Skill lab p.w.</i>	4
<i>Self-study:</i>	50		
<i>Other: Please specify</i>	0		
<b>Total Learning Time</b>	<b>350</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 50%</p> <p><i>Theory: Tests and assignments</i></p> <p><i>Practical: Clinical skills assessments</i></p> <p><i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and complete at least 80% of the prescribed clinical hours</i></p>		

	Final Assessment: 50% <i>Theory: Examination</i> <i>Practical: Examination</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i>
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)

Faculty	Community and Health Sciences		
Home Department	School of Nursing (SoN)		
Module Topic	Gender Based Violence as a Public Health Issue		
Generic Module Name	Regional Priority GBV 401		
Alpha-numeric Code	NRS401		
NQF Level	7		
NQF Credit Value	15		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BNurs (8311)		
Year Level	4		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Demonstrate an understanding of the magnitude of gender-based violence as a public health issue.</li><li>• Apply basic theoretical and legal knowledge in addressing gender-based violence as a public health issue.</li><li>• Demonstrate understanding of different intervention strategies on gender-based violence in different health care settings.</li></ul>		
Main Content	<ul style="list-style-type: none"><li>• Different manifestations of gender-based violence as a public health issue.</li><li>• Epidemiology of gender-based violence.</li><li>• Basic theory i.e. social ecological model for understanding and addressing gender-based violence.</li><li>• Constitutional and legal frameworks, policies and protocols guiding health professionals in the management of gender-based violence survivors.</li><li>• Advocacy, empowerment and general interventions in gender-based violence as a public health issue.</li></ul>		
Pre-Requisite Modules	None		
Co-Requisite Modules	None		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2x1
Assignments & tasks:	30	Practicals p.w.	5x2
Practicals:	74	Tutorials p.w.	
Assessments:	3	Supervision lab p.w.	

Self-study:	65	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing		
<b>Module Topic</b>	Conducting a Research Project		
<b>Generic Module Name</b>	Research Project 402		
<b>Alpha-numeric Code</b>	<b>NRS402</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critique a research proposal.</li> <li>• Conduct the research study</li> <li>• Write a research report</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Identify and use appropriate data collection instruments</li> <li>• Data collection and analysis</li> <li>• Research report writing</li> </ul>		
<b>Pre-Requisite Modules</b>	NRS302		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block System)</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	39	<i>Lectures p.w.</i>	2
Assignments & tasks:	26	<i>Practicals p.w.</i>	1
Practicals: Skills lab & clinical placement	100	<i>Tutorials p.w.</i>	2
Assessments:	8		
Self-study:	27		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		



<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing (SoN)		
<b>Module Topic</b>	Therapeutic Management of Mental Illness		
<b>Generic Module Name</b>	Psychiatric Nursing 411		
<b>Alpha-numeric Code</b>	<b>NRS411</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	30		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8311)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Facilitate group work with a group of clients suffering from mental illnesses.</li> <li>Mobilize self-care and support systems for families with mentally ill members.</li> <li>Assist a family with psychological problems.</li> <li>Manage a psychiatric emergency and trauma of the mentally ill patient and people in crises.</li> <li>Implement and evaluate nursing interventions for extreme emotional and behavioural disturbances in mentally ill patients.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Mental Health Act</li> <li>Psychiatric assessment, diagnosis</li> <li>Management of psychosocial rehabilitation for individuals within an ethically and culturally relative context</li> <li>Social versus therapeutic relationship</li> <li>Support groups</li> <li>Family structure and dynamics</li> <li>Communication patterns and developmental tasks</li> <li>Trauma debriefing</li> </ul>		
<b>Pre-Requisite Modules</b>	CUR214		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	4
Assignments & tasks:	30	<i>Practicals p.w.</i>	2
Practicals:	154	<i>Tutorials p.w.</i>	2
Assessments:	5	<i>Supervision lab</i>	
Self-study:	55	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing (SoN)		
<b>Module Topic</b>	Management and Rehabilitation of Psychiatric Patients		
<b>Generic Module Name</b>	Psychiatric Nursing 412		
<b>Alpha-numeric Code</b>	<b>NRS412</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	30		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8311)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Provide a therapeutic and safe environment for hospitalized psychiatric patients and those in legal custody.</li> <li>• Implement and evaluate nursing interventions for extreme emotional and behavioural disturbances in mentally ill patients.</li> <li>• Involve the client and family in setting of rehabilitation goals.</li> <li>• Measure functional ability of clients with disabilities using appropriate instruments.</li> <li>• Assess the barriers to rehabilitation and develop a rehabilitation plan.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Psychopharmacology and Psychopathology</li> <li>• Ethical dilemma in Psychiatric nursing</li> <li>• Mental Health Care and Legislation</li> <li>• Methods and techniques of selection, restraint and seclusion</li> <li>• Physical and psychological intervention</li> <li>• Specific types of disability</li> <li>• Theories and models of rehabilitation</li> <li>• De-institutionalisation and environmental adaptation</li> <li>• Community support system</li> </ul>		
<b>Pre-Requisite Modules</b>	CUR214		
<b>Co-Requisite Modules</b>	NRS411		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	Lectures p.w.	4
Assignments & tasks:	30	Practicals p.w.	2

Practicals:	154	<i>Tutorials p.w.</i>	2
Assessments:	5	<i>Supervision lab p.w.</i>	
Self-study:	55	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment (CA): 50 %  <i>Both continuous assessment and examination will consist of a theory and clinical assessment component (each contributing 50% to relevant assessment). In order to sit for the final examinations, the student must obtain a subminimum of 40% in each of the theory and clinical assessment components.</i></p> <p>Final Assessment: 50%  <i>To pass the module the student must obtain a subminimum of 50% in each of the theory and clinical examinations.</i></p>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Comprehensive Health Care Nursing at Primary Level
<b>Generic Module Name</b>	Comprehensive Primary Health Care 413
<b>Alpha-numeric Code</b>	<b>NRS413</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate the legal and ethical framework of the current legislation pertaining to comprehensive health care.</li> <li>• Review techniques, methods and theories specific to comprehensive health care to ensure safe practice across the life span in accordance with national legislative and policy frameworks.</li> <li>• Implement comprehensive health care for individuals, families and communities.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Perspectives on Ethical Issues in Comprehensive Health Care Nursing</li> <li>• Perspectives on Nursing and Health Care Legislation</li> <li>• Implementation of the Primary Health Care and the Ottawa Charter Principles</li> <li>• Community Participation in Health</li> <li>• Epidemiology</li> <li>• Health Promotion</li> <li>• Non-Communicable diseases</li> <li>• Communicable diseases</li> </ul>

	<ul style="list-style-type: none"> <li>Evidence based practices in Comprehensive Nursing</li> <li>Nursing across the life span, including Palliative Care</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	53	<i>Lectures p.w.</i>	10
<i>Assignments &amp; tasks:</i>	10	<i>Practicals p.w.</i>	0
<i>Assessments:</i>	7	<i>Tutorials p.w.</i>	0
Practicals: (Skills lab & Clinical placement)	200	<i>Skills lab p.w.</i>	4
<i>Self-study:</i>	30		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 50% <i>Theory: Tests and assignments</i>  Final Assessment: 50% <i>Theory: Examination</i> <i>Practical: Portfolio of evidence</i> <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Ethos and Ethics of Nursing and Professional Development
<b>Generic Module Name</b>	Ethos, Ethics and Professional Development 414
<b>Alpha-numeric Code</b>	<b>NRS414</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Analyse and critique different ethics/value systems in relation to the international and South African context.</li> <li>Apply the principles of ethical practice in the context of patient care, multidisciplinary professional relationships, management and leadership, environmental/resource management.</li> <li>Analyse situations and values related to professional practice and implement appropriate changes within the scope of practice.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop a personal/professional development plan for lifelong learning.</li> <li>Interpret and justify and apply nursing practice techniques, methods and theories to ensure safe practice across the life span in accordance with national legislative and policy frameworks</li> <li>Apply knowledge of ethics, professionalism and human rights to current challenges in health care.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Health care provision within the legal framework</li> <li>South African Nursing and Health Care legislation</li> <li>Ethical codes and standards for Nursing practice</li> <li>Ethical perception, reflection, behaviour and influence</li> <li>Self and professional development</li> <li>Contemporary ethical and professional issues in Nursing and health care</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	53	Lectures p.w.	10
Assignments & tasks:	10	Practicals p.w.	0
Assessments:	7	Tutorials p.w.	0
Practicals: (Skills lab & Clinical placement)	120	Skills lab p.w	2
Self-study:	10		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 50%</p> <p><i>Theory: Test and assignment</i></p> <p><i>Practical: Tasks</i></p> <p><i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component.</i></p> <p>Final Assessment: 50%</p> <p><i>Theory: Examination Practical: Portfolio of evidence</i></p> <p><i>To pass the module the student must obtain a subminimum of at least 50% in EACH component.</i></p>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Comprehensive Health Care Nursing at Primary Level
<b>Generic Module Name</b>	Health Assessment, Treatment and Care 415
<b>Alpha-numeric Code</b>	<b>NRS415</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Practice safe clinical nursing that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks and ethical value systems.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Health Assessment of the individual across the life span</li> <li>Diagnosing and Management of common conditions.</li> <li>Integrated Management of Childhood Illnesses</li> <li>Integrated approach to the Health Assessment using treatment guidelines</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block system)</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	53	<i>Lectures p.w.</i>	10
<i>Assignments &amp; tasks:</i>	10	<i>Practicals p.w.</i>	0
<i>Assessment:</i>	7	<i>Tutorials p.w.</i>	0
Practicals: (Skills lab & Clinical placement)	120	<i>Skills lab p.w.</i>	4
<i>Self-study:</i>	10		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 50%  <i>Theory: Tests and assignments</i>  <i>Practical: Clinical skills assessments</i>  <i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and complete at least 80% of the prescribed clinical hours</i></p> <p>Final Assessment: 50%  <i>Theory: Examination</i>  <i>Practical: Examination</i>  <i>To pass the module the student must obtain a subminimum of 50% in EACH component</i></p>		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Health Service Management for Nurses
<b>Generic Module Name</b>	Health Service Management 416
<b>Alpha-numeric Code</b>	<b>NRS416</b>

<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8312) (8313)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Manage a health care unit through the utilization of leadership and management practice.</li> <li>• Apply decision-making and problem-solving strategies in nursing practice.</li> <li>• Evaluate risk and disaster management.</li> <li>• Evaluate nursing practice which is in line with the professional standards of nursing practice as set out in the relevant Health Care legislation.</li> <li>• Understand the roles and relationships within the multidisciplinary team.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Different management levels in health care service</li> <li>• Resource Management</li> <li>• Quality improvement process</li> <li>• Leadership and management in health care</li> <li>• Foundations of financial planning and cost containment</li> <li>• Clinical Governance</li> <li>• Planning and organizing in the commissioning of a health care unit</li> <li>• Public and private health care service delivery</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week (Block System)</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	53	<i>Lectures p.w.</i>	10
Assignments & tasks:	10	<i>Practicals p.w.</i>	0
Practicals (Skills lab & Clinical placement):	120	<i>Tutorials p.w.</i>	0
Assessment:	7	<i>Skills lab p.w.</i>	2
Self-study	10		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	<p>Continuous Assessment 50%</p> <p><i>Theory: Test and assignment</i></p> <p><i>Practical: Tasks</i></p> <p><i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component.</i></p>		

	Final Assessment 50% <i>Theory: Examination</i> <i>Practical: Portfolio of evidence</i> <i>To pass the module the student must obtain a subminimum of at least 50% in EACH component</i>
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing (SoN)		
<b>Module Topic</b>	Theory of the Research Process		
<b>Generic Module Name</b>	Research Methods 421		
<b>Alpha-numeric Code</b>	<b>NRS421</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8311)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a sound understanding of all the steps of the research process.</li> <li>• Demonstrate ability to critically review and consolidate knowledge from all different disciplines of nursing and utilize this knowledge in conducting research.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Sources of knowledge</li> <li>• Steps in the research process</li> <li>• Research problem identification</li> <li>• Approaches and methodologies</li> <li>• Literature review</li> <li>• Ethics in conducting research, principles and procedures</li> <li>• Data collection and analysis and instrument development</li> <li>• Population and sampling</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	3
Assignments & tasks:	30	<i>Practicals p.w.</i>	1
Practicals:	74	<i>Tutorials p.w.</i>	
Assessments:	3	<i>Supervision lab p.w.</i>	
Self-study:	65	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		



<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing (SoN)		
<b>Module Topic</b>	Professional Practice Role		
<b>Generic Module Name</b>	Professional Practice 423		
<b>Alpha-numeric Code</b>	<b>NRS423</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BNurs (8311)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competence in advocating for the right of individuals, families, groups and other health care providers.</li> <li>• Demonstrate professionalism in the provision of health care in a variety of health care settings.</li> <li>• Demonstrate competence in organizing, coordinating and reviewing activities in a health care unit.</li> <li>• Demonstrate competence in taking responsibility for own personal and professional development.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Advocacy role</li> <li>• Professionalism</li> <li>• Continued professional development</li> <li>• Leadership</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	30	<i>Practicals p.w.</i>	10
Practicals:	74	<i>Tutorials p.w.</i>	
Assessments:	3	<i>Supervision lab</i>	
Self-study:	65	<i>Clinical p.w.</i>	
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Fundamental Nursing Science
<b>Generic Module Name</b>	Fundamentals of Nursing 101
<b>Alpha-numeric Code</b>	<b>NUR101</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BNurs (8312)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the philosophy, ethos, ethics and legislative concepts of nursing and apply it in the provision of basic nursing care.</li> <li>• Understand the basic concepts about the nature, character and ethics of nursing, and the laws of the country, appropriate to health care.</li> <li>• Identify their personal philosophy and respond to their own professional and personal on-going learning needs in relation to the professional philosophy, their responsibility and accountability.</li> <li>• Understand and apply knowledge of nursing theories, methods and techniques in the practice of safe clinical nursing care.</li> <li>• Respond to the needs of the individual, the family and the community in accordance with national legislative and policy frameworks.</li> <li>• Apply basic concepts of bio-natural sciences, including physics, chemistry, pharmacology and communication skills to in the provision of safe and ethically sound nursing care.</li> <li>• Provide health education to individuals, families and communities throughout the life span, in response to population needs.</li> <li>• Understand learning strategies for effective delivery of health education.</li> <li>• Apply communication skills to establish and maintain supportive relationships</li> <li>• Assess, plan, implement and evaluate care to meet the needs of individuals and families throughout the life stages.</li> <li>• Apply academic literacy skills including reading, writing, language and numeracy skills in the execution of academic and professional tasks.</li> <li>• Use information and communication technologies (ICT) to create and communicate information including health literacy to individuals, families and the community; and in academic activities.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Multi-sectoral influence and ethical consideration in the provision of nursing care</li> <li>• Interpersonal and communication skills</li> <li>• Acts, regulations, policies and guidelines</li> <li>• Ethical issues related to the management of health issues</li> <li>• Information Technology</li> <li>• Professionalism</li> <li>• Learning needs of nursing students</li> <li>• Concepts of Health</li> <li>• Health Care Delivery System</li> <li>• Nurse-Client relationship</li> <li>• Nursing Process, Critical Thinking/Decision making</li> <li>• Health Promotion and Education</li> <li>• Developmental and Psychosocial needs</li> <li>• Stress and anxiety</li> <li>• End- of -life Care</li> <li>• Hygiene</li> <li>• Infection control, standard precautions and Isolation</li> <li>• Basic care needs</li> <li>• Homeostasis</li> <li>• Fluid and Acid-base balance</li> <li>• Complementary Health</li> <li>• Introduction to emergency care</li> <li>• Introductory pharmacology</li> <li>• Academic literacy skills</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	78	<i>Lectures p.w.</i>	3	Clinical placement as per placement plan
<i>Assignments &amp; tasks:</i>	5	<i>Practicals p.w.</i>	0	
<i>Practicals: (Skills lab &amp; Clinical placement)</i>	100	<i>Tutorials p.w.</i>	1	
<i>Assessments:</i>	5	<i>Skills lab p.w</i>	S1 – 1 S2 - 2	
<i>Self-study:</i>	12			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	<p>Continuous Assessment: 60%</p> <p><i>Theory: Tests and assignments</i></p> <p><i>Clinical: Clinical skills assessment</i></p> <p><i>In order to qualify for entry to the final assessment the student must obtain a subminimum of 40% in EACH component and complete at least 80% of the prescribed clinical hours</i></p>			

	Final Assessment: 40% <i>Theory: Examination</i> <i>Clinical: Clinical Examination</i> <i>To pass the module the student must obtain a subminimum of at least 50% in EACH component</i>
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Fundamentals of nursing deals with the basic needs of an individual and equips the student with the conceptual foundations for sound ethical practice.
<b>Generic Module Name</b>	Fundamentals of Nursing 111
<b>Alpha-numeric Code</b>	<b>NUR111</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Appropriately apply communication skills to ensure quality nursing care.</li> <li>• Analyze and interpret the influence of specific context variables on the health care of individuals of all age groups within the ethno-and socio-cultural background and health belief systems.</li> <li>• Develop an understanding of the basic concepts relevant in the nursing profession in accordance with ethical and legal codes of nursing and the laws of the country.</li> <li>• Assess, plan, implement and evaluate care plans to meet the hygienic, activity and stimulation, elimination, safety and learning needs of individuals throughout the life stages.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Development of interpersonal and communication skills.</li> <li>• Contextual factors which influence the provision of care.</li> <li>• Introduction to the basic concepts on the theory, character and ethics of nursing and the laws of the country.</li> <li>• Hygiene, activity and stimulation, elimination, safety and learning needs.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	CUR111, PHY118, HUB118
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2 x 12	
Assignments & tasks:	14	<i>Practicals p.w.</i>	0	
Practicals:	70	<i>Tutorials p.w.</i>	0	
Assessments:	10	<i>Supervision lab p.w.</i>	0	
Self-study:	0	<i>Clinical p.w.</i>	0	
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Basic Nursing Care to Patients
<b>Generic Module Name</b>	Fundamentals of Nursing 112
<b>Alpha-numeric Code</b>	<b>NUR112</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BNurs (8311)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Practice in accordance with ethical and legal codes of nursing and the laws of the country.</li> <li>Assess, plan, implement and evaluate care plans to meet the following needs of individuals and families throughout the life stages: homeostasis, nutrition, well-being, safety and learning.</li> <li>Provide nursing care to a terminally ill patient and support to the family.</li> <li>Share information to promote effective decision making.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Nursing ethics, scope of practice and legislation.</li> <li>Needs of individuals and families throughout the life stages: homeostasis, nutrition, well-being, safety and learning, terminal care, death and dying.</li> <li>Interaction with members of the multi-disciplinary and multi-sectoral teams.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	CUR111, CHM128, HUB128
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	Lectures p.w.	2 x 2	
Assignments & tasks:	14	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments:	10	Supervision lab p.w.	0	
Self-study:	70	Clinical p.w.	0	
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Assessment and Communication. Elements of Academic Development will be embedded in this module
<b>Generic Module Name</b>	Clinical Nursing (Lab) 141
<b>Alpha-numeric Code</b>	<b>NUR141</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate the ability to assess, communicate and take care of activities of daily living of individuals of all age groups including personal hygiene, elimination, activity and stimulation, and death and dying.</li> <li>• Demonstrate ability to apply the ethical codes of conduct of nursing in the provision of care.</li> <li>• Demonstrate ability to apply principles of infection control in the prevention of nosocomial infection.</li> <li>• Demonstrate ability to apply academic, numeracy and computer skills in report writing and critical analysis in the clinical setting.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Assessment, management and communication of basic needs of individuals of all age groups within the context of the individuals' own ethno-and socio-cultural background, including the physical, psychological, spiritual); hygiene; elimination and mobility.</li> <li>• Principles of infection control, barrier nursing.</li> <li>• Terminal care, death and dying</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	NUR151, HUB114, PHY115, CCL121

<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	S1 4h/wk	Students visits a Primary health care Facility to complete A Level of health care Assignment (Sem1)
Assignments & tasks:	12	<i>Practicals p.w.</i>	X2 Clinical tasks	
Practicals:	0	<i>Tutorials p.w.</i>	S2 2h/wk	
Assessments:	4	<i>Supervision lab p.w.</i>	X2 h/ yearly	
Self-study:	28	<i>Clinical p.w.</i>	S1 4h/wk S2 12h/wk	
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Assessment and communication. Elements of academic development will be embedded in this module
<b>Generic Module Name</b>	Clinical Nursing (Lab) 142
<b>Alpha-numeric Code</b>	<b>NUR142</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to assess, communicate and take care of basic needs of individuals of all age groups.</li> <li>• Demonstrate ability to apply principles of infection control in the provision of care.</li> <li>• Demonstrate competence in communicating effectively with individuals of all age groups during history taking.</li> <li>• Demonstrate competence in provision of emergency care to individuals.</li> <li>• Demonstrate ability to apply academic, numeracy and computer skills in report writing and critical analysis in the clinical setting.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>Assessment, management and communication of basic needs of individuals of all age groups within the context of individual's own ethno- and socio-cultural background including the physical, psychological, spiritual; nutrition; internal homeostasis and rest and sleep.</li> <li>Application of principles of infection control and provision of wound care.</li> <li>Emergency Care</li> </ul>		
<b>Pre-Requisite Modules</b>	NUR151, NUR141		
<b>Co-Requisite Modules</b>	NUR152, HUB124, CHM114, HDP116, IPC124		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2 x 2
Assignments & tasks:	12	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	4	<i>Supervision lab p.w.</i>	2 x 28 wk
Self-study:	28	<i>Clinical p.w.</i>	12 h/p/wk/ p/yr
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Fundamentals of nursing deals with the basic needs of an individual and equips the student with the conceptual fundamentals for sound ethical practice. Elements of academic development will be embedded in this module
<b>Generic Module Name</b>	Fundamentals of Nursing Science 151
<b>Alpha-numeric Code</b>	<b>NUR151</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate communication skills to establish and maintain supportive relationships to ensure quality nursing care, and introduction to death and dying.</li> </ul>



	<ul style="list-style-type: none"> <li>Analyze and interpret the influence of specific context variables on the health care of individuals including the ethno-and socio-cultural background and health belief systems, and specific needs of individuals of all age groups considering their specific life context.</li> <li>Develop an understanding of the basic concepts relevant in the nursing profession in accordance with ethical and legal codes of nursing and the laws of the country.</li> <li>Demonstrate the ability to assess, plan, implement and evaluate care plans to meet activity of daily living needs including: hygienic, activity and stimulation, infection control, elimination, and health education of individuals throughout the life stages.</li> <li>Demonstrate ability to apply academic, numeracy and computer skills in own learning as well as ability to work in group and critical analysis of clinical cases.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Development of interpersonal and communication skills.</li> <li>Contextual factors which influence the provision of care: illness and health, levels of care; interdisciplinary care; influences of health; health promotion; Maslow's hierarchy of needs.</li> <li>Introduction to the basic concepts on the theory, character and ethics of nursing and the laws of the country: constitution, patients' right; nursing act; health act; Batho Pele.</li> <li>Hygiene, activity and stimulation, elimination, infection control and health education.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	NUR141, HUB114, PHY115, CCL121			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require timetable</b>
Contact with lecturer / tutor:	112	<i>Lectures p.w.</i>	4 p/wk	Assignment at health care facility
Assignments & tasks:	5	<i>Practicals p.w.</i>	1	
Practicals:	0	<i>Tutorials p.w.</i>	1	
Assessments:	7	<i>Supervision lab p.w.</i>	0	
Self-study:	26	<i>Clinical p.w.</i>	0	
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Nursing (SoN)		
<b>Module Topic</b>	Fundamentals of nursing deals with the basic needs of an individual and equips the student with the conceptual fundamentals for sound ethical practice. Elements of academic development will be embedded in this module		
<b>Generic Module Name</b>	Fundamentals of Nursing Science 152		
<b>Alpha-numeric Code</b>	<b>NUR152</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BNurs (Extended Curriculum Programme) (8313)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Practice in accordance with ethical and legal codes of nursing and the laws of the country.</li> <li>• Demonstrate the ability to assess, plan, implement and evaluate care plans to meet activities of daily living needs of individuals and families throughout the life stages including homeostasis, nutrition, well being, safety and learning.</li> <li>• Provide nursing care to a terminally ill patient and support to the family.</li> <li>• Share information to promote effective decision making.</li> <li>• Demonstrate ability to apply academic, numeracy and computer skills in own learning as well as ability to work in group and critical analysis of clinical cases.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Nursing ethics, scope of practice and legislation.</li> <li>• Needs of individuals and families throughout the life stages.</li> <li>• Homeostasis, nutrition, well being, safety and learning.</li> <li>• Terminal care.</li> <li>• Interaction with members of the multi-disciplinary and multi-sectoral teams.</li> </ul>		
<b>Pre-Requisite Modules</b>	NUR151, NUR141		
<b>Co-Requisite Modules</b>	NUR142, HUB124, CHM114, HDP116, IPC124		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	112	<i>Lectures p.w.</i>	4
Assignments & tasks:	5	<i>Practicals p.w.</i>	2
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments:	7	<i>Supervision lab p.w.</i>	0
First Aid completion During September vacation 3 days/ 8hrs per day			

Self-study:	26	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50 % Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Dietetics and Nutrition		
<b>Module Topic</b>	This module will cover the history and development of nutrition as a science; development of dietetics and nutrition as a profession; global nutrition and eating habits.		
<b>Generic Module Name</b>	Nutrition 141		
<b>Alpha-numeric Code</b>	<b>NUT141</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define each field of dietetic practice according to its philosophy, mission, goals and practice.</li> <li>• Display an understanding of the pre-requisites and procedures of registration as a student and as a dietitian after completion of course.</li> <li>• Define terms in nutrition.</li> <li>• Discuss the development of nutrition as a science or scientific discipline.</li> <li>• Demonstrate an understanding of the internal and environmental factors and processes that influence nutritional status.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Dietetics as a profession</li> <li>• Definitions and concepts in Nutrition</li> <li>• Nutrition as a Science</li> <li>• Ecology of Food and Nutrition</li> <li>• Eating Habits</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	45	<i>Lectures p.w.</i>	3
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0

Assessments:	8		
Self-study	22		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Dietetics and Nutrition		
<b>Module Topic</b>	Nutrition: Macro-and Micronutrients		
<b>Generic Module Name</b>	Nutrition 211		
<b>Alpha-numeric Code</b>	<b>NUT211</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231) BSc (Complementary Health Sciences) (8104)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Digestion, absorption, transport, and absorption of food and nutrients.</li> <li>• Macronutrients: Carbohydrates, Protein, Lipids.</li> <li>• Energy and Energy Balance and Energy needs.</li> <li>• Micronutrients: Vitamins and Minerals.</li> <li>• Metabolism of the macro and micronutrients.</li> <li>• Interactions between nutrients.</li> <li>• Food sources of the macro and micro nutrients.</li> <li>• Phytochemicals, Anti-oxidants and Pre- and probiotics.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The digestion, absorption, transport, metabolism of the macro- and micro-nutrients in the human body.</li> <li>• The determination and calculation of energy, macro and micronutrient requirements and the translation of these requirements into food sources and dietary planning.</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	BTN216, BTN214, MBS231		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	56	<i>Lectures p.w.</i>	4
<i>Assignments &amp; tasks:</i>	11	<i>Practicals p.w.</i>	0
<i>Self-study</i>	24	<i>Supervision lab</i>	0
<i>Test &amp; examination</i>	8		
<i>Other:</i>	0		
<b>Total Learning Time</b>	<b>100</b>		

<b>Method of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Introduction to Health and Nutrition within a Community Development Context
<b>Generic Module Name</b>	Introduction to Community Development Health and Nutrition 214
<b>Alpha-numeric Code</b>	<b>NUT214</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define and evaluate the concept of health within various contexts.</li> <li>• Explain and apply general concepts in the field of nutrition to real-world scenarios.</li> <li>• Examine and critique the role of nutrition in human health and development.</li> <li>• Assess the concept of nutritional status and its determinants.</li> <li>• Analyze and evaluate the internal and environmental factors and processes that influence nutritional status.</li> <li>• Evaluate nutritional status as an indicator of community development.</li> <li>• Analyze and evaluate the concept of food and food security.</li> <li>• Analyze and interpret the concepts of food behaviour and culture.</li> <li>• Synthesize and evaluate the interrelationships between nutrition, food, food security and community development.</li> </ul>
<b>Main Content</b>	<p>At the end of this module, the student should be able to discuss the importance of:</p> <ul style="list-style-type: none"> <li>• Health and Nutrition within human development</li> <li>• Nutritional status and malnutrition in a community development context</li> <li>• Food, food behaviour, and food culture in community development.</li> </ul>
<b>Pre-requisite modules</b>	CDE111
<b>Co-requisite modules</b>	NUT224, CDE211, CDE212
<b>Prohibited module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	Lectures p.w.	4	
Assignments & tasks:	44	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	1	
Assessments	8			
Selfstudy	42			
Other: Please specify	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Method of Student Assessment</b>	Continues assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continues and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Dietetics and Nutrition			
<b>Module Topic</b>	Nutrition during the Life Cycle			
<b>Generic Module Name</b>	Nutrition 221			
<b>Alpha-numeric Code</b>	<b>NUT221</b>			
<b>NQF Level</b>	6			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	BSc Dietetics (8231) BSc (Complementary Health Sciences) (8104)			
<b>Year Level</b>	2			
<b>Main Outcomes</b>	On completion of this module, students should be able to: Demonstrate understanding of the following aspects during the different stages of the life cycle: <ul style="list-style-type: none"> <li>• Physiological development,</li> <li>• Nutritional requirements,</li> <li>• Dietary planning,</li> <li>• Nutritional related complications and</li> <li>• Preventative and curative nutritional approaches</li> </ul>			
<b>Main Content</b>	Nutrition during the Life Cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood and late adulthood			
<b>Pre-requisite modules</b>	None			
<b>Co-requisite modules</b>	BTN216, BTN214, MBS231, MBS232			
<b>Prohibited module Combination</b>	None			
A. Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	Lectures p.w	4	
Assignments & tasks:	10	Practicals p.w.	0	
Self-study	25	Supervision lab	0	

<i>Test &amp; examination</i>	9			
<i>Other:</i>	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Dietetics and Nutrition			
<b>Module Topic</b>	Nutrition			
<b>Generic Module Name</b>	Nutrition 223			
<b>Alpha-numeric Code</b>	<b>NUT223</b>			
<b>NQF Level</b>	6			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	University (may be taken as an elective by any student)			
<b>Year Level</b>	2			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Genetics interactions between genetics and nutrition in health and disease</li> <li>• Phytochemicals,</li> <li>• Anti-oxidants</li> <li>• Pre- and Probiotics</li> <li>• Food processing for the purpose of providing selected nutritional benefits (functional foods + genetic modification)</li> <li>• Ethical principles involved in nutrigenomics, genetic modification and functional foods</li> <li>• Relevant new developments in nutrition science</li> </ul>			
<b>Main Content</b>	<p>Developments in nutrition science:</p> <ul style="list-style-type: none"> <li>• Probiotics, phytochemicals, functional foods, nutrigenomics, genetic modification of foodstuff</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	BTN216, MBS231, MBS232			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	3	
Assignments & tasks:	16	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Test & examination	8			
Self-study	20			
<b>Total Learning Time</b>	<b>100</b>			

<b>Methods of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences (CHS)		
<b>Home Department</b>	Dietetics and Nutrition		
<b>Module Topic</b>	Macro- and Micronutrients and Nutrition through the life Cycle Stages		
<b>Generic Module Name</b>	Nutrition 224		
<b>Alpha-numeric Code</b>	<b>NUT224</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)		
<b>Year level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to demonstrate an understanding of, and be able to, discuss:</p> <ul style="list-style-type: none"> <li>Analyze and evaluate the process of digestion, absorption, transport, and absorption of food and nutrients.</li> <li>Examine and critique the roles and functions of macronutrients: Carbohydrates, Proteins, Fats.</li> <li>Assess and synthesize concepts related energy and Energy Balance as well as Energy needs.</li> <li>Evaluate the importance and functions of micronutrients: Vitamins and Minerals.</li> <li>Analyze and interpret various food sources of the macro- and micro-nutrients.</li> <li>Examine and critique physiological development during the different stages of the life cycle.</li> <li>Assess and evaluate nutritional requirements during the different stages of the life cycle.</li> <li>Critique and apply dietary guides and dietary recommendations.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to the basic concepts in nutrition, macro-nutrients and micronutrients,</li> <li>Nutrition through the different stages of the life cycle</li> <li>The types and use of dietary guides and dietary recommendations.</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	Lectures p.w.	4
Assignments & tasks:	44	Practicals p.w.	0



Practicals:	0	Tutorials p.w.	2	
Assessments	8			
Self-study	42			
Other: Please specify	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Method of Student Assessment</b>	Continues Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continues and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Sustainable Food Security in Community Development Practice.
<b>Generic Module Name</b>	Community Development Nutrition 311
<b>Alpha-numeric Code</b>	<b>NUT311</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of concepts relating to nutritional epidemiology; Food security; nutrition transition; urbanization, the food environment, food sustainability and climate change and the social determinants of health in the context of community/public health nutrition.</li> <li>• Explain the influence of nutrition transition; urbanization, the food environment, food sustainability, household food security and climate change on the nutritional status of communities.</li> <li>• Define and describe the classification of health and nutritional status of communities.</li> <li>• To analyse and interpret the multiple causes of malnutrition in a community.</li> <li>• Apply community/public health nutrition program planning by means of the Triple A approach (assessment, analysis and action).</li> <li>• Appraise the role of nutrition intervention programmes in malnutrition (under- and over- nutrition), communicable diseases and non-communicable diseases</li> <li>• Explain the Nutrition programme cycle and a systems approach in communities.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Community assessment: Triple A approach</li> <li>• Causes and analyses of multiple Community Development problems</li> <li>• in sustainable food security,</li> </ul>

	<ul style="list-style-type: none"> <li>Nutrition intervention design and implementation for sustainable food security in communities.</li> </ul>		
<b>Pre-requisite modules</b>	NUT214; NUT224		
<b>Co-requisite modules</b>	CDE312		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	56	<i>Lectures p.w.</i>	4
<i>Assignments &amp; tasks:</i>	44	<i>Practicals p.w.</i>	0
<i>Self-study</i>	43	<i>Tutorials p.w.</i>	1
<i>Assessments</i>	7		
<i>Other:</i>	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Nutritional Medicine
<b>Generic Module Name</b>	Nutritional Medicine 315
<b>Alpha-numeric Code</b>	<b>NUT315</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Complementary and Health Sciences)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Assess the nutrition and health related risks of individuals</li> <li>Plan, implement, evaluate, and document appropriate nutritional care and education for individual patients with specific disease conditions or special nutritional needs in different settings and stages of the life cycle</li> <li>Integrate related physiological principles, pharmacology and biochemistry with nutrition in the management of disease</li> </ul>
<b>Main Content</b>	Western medical approach to nutritional therapy relevant to diseases of lifestyle: obesity, diabetes mellitus, cardiovascular disease, hypertension, osteoporosis, anemia, stress-related and metabolic responses infectious diseases, HIV/AIDS, cancer, and gastro-intestinal disorders.
<b>Pre-requisite modules</b>	NUT211, NUT221
<b>Co-requisite modules</b>	PHA204

<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lecture p.w.</i>	5
Assignments & tasks:	14	<i>Practicals p.w.</i>	0
Practicals	0	<i>Tutorials p.w.</i>	0
Self-study	25		
Test & examination	5		
Other: Please specify			
<b>Total Learning Time</b>	<b>100</b>		
<b>Method of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Community Nutrition Programming in a Community Development Context
<b>Generic Module Name</b>	Community Development Nutrition 322
<b>Alpha-numeric Code</b>	<b>NUT322</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply assessment and analyses (Triple A approach) of the nutrition situation and the food environment in a given area/community/country; used in the planning and formulation of nutrition intervention programmes and policies</li> <li>• Explain the principles and role of health promotion and nutrition education in nutrition intervention programmes.</li> <li>• Appraise the role of behavior change models in nutrition intervention programmes.</li> <li>• Discuss the application of human rights principles in nutrition intervention programmes and nutrition policies.</li> <li>• Identify and discuss relevant and appropriate national and international nutrition programmes/ interventions and policies for specific public health nutrition problems.</li> <li>• Explain the principles and approaches of successful nutrition programming and policies in the context of community development.</li> <li>• Evaluate the success of nutrition intervention programmes and policies with-in the context of</li> </ul>

	community development, using the principles of programme monitoring and evaluation.		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Evaluation of relevant and appropriate nutrition interventions/programmes and policies based on the assessment and analyses of the nutrition situation and the food environment in a given area/community/the country with specific referral to sustainable food systems and climate change</li> <li>The monitoring and evaluation of nutrition interventions (input, process, output and outcome)</li> <li>South African and international nutrition related policies and legislation.</li> </ul>		
<b>Pre-requisite modules</b>	NUT214; NUT224		
<b>Co-requisite modules</b>	CDE321		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	56	<i>Lectures p.w.</i>	4
<i>Assignments &amp; tasks:</i>	44	<i>Practicals p.w.</i>	0
<i>Self-study</i>	43	<i>Tutorials p.w.</i>	1
<i>Assessments</i>	7		
<i>Other:</i>	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Nutrition Epidemiology
<b>Generic Module Name</b>	Nutrition Epidemiology 344
<b>Alpha-numeric Code</b>	<b>NUT344</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Dietetics) (8231)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Use appropriate indicators to measure nutritional status and dietary intake.</li> <li>Use appropriate methodology to collect data on nutritional status and dietary intake.</li> <li>Describe nutritional and dietary data using simple bio-statistics.</li> <li>Apply descriptive epidemiology concepts and principles to nutritional status and dietary intake.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand evidence-based policy and practice, and engage in systematic review of the literature.</li> <li>Outline the essential elements of ethics and human rights in the conduct of nutrition research.</li> </ul>		
<b>Main Content</b>	Dietary research methodology, study design and research methodology relevant to nutrition and dietetics, evidence based principles.		
<b>Pre-Requisite Modules</b>	NUT211, NUT221		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	5
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	8		
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 100% Final Assessment: 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Integrated Community Development Practice in Nutrition
<b>Generic Module Name</b>	Community Development Practice in Nutrition 403
<b>Alpha-numeric Code</b>	<b>NUT403</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Community Development) (8415)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically appraise approaches and methods of initiatives towards sustainable holistic and integrated nutrition programmes at NGO, Provincial and/or Local government levels of development.</li> <li>Apply an integrative and sustainable nutrition programme within relevant community development contexts.</li> <li>Demonstrate competence in applying nutrition intervention programme assessment and evaluation from a sustainable, holistic and integrative community development perspective.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate competence in professional report writing, relevant to integrative and sustainable community nutrition interventions.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Nutrition Intervention assessment and evaluation.</li> <li>Stakeholder profiling and coordination in nutrition programmes.</li> <li>Critical determination and assessment of nutrition policies, processes and programmes in a community development context.</li> <li>Problems/needs analysis regarding nutrition in a community.</li> <li>Prediction and recommendation of nutrition initiatives, interventions and programmes within community developmental initiatives.</li> </ul>		
<b>Pre-Requisite Modules</b>	NUT214; NUT224; NUT311; NUT322; CDE111; CDE112; CDE211; CDE212; CDE221; CDE312 and CDE321		
<b>Co-Requisite Modules</b>	CDE401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	10	<i>Lectures p.w.</i>	1
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	90	<i>Tutorials p.w.</i>	1
Assessments:	20		
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Clinical Sciences 1: Psychiatry, Trauma and Disease
<b>Generic Module Name</b>	Clinical Sciences 213
<b>Alpha-numeric Code</b>	<b>OCS213</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge supporting an understanding of specified diseases, disorders and trauma.</li> </ul>

	<ul style="list-style-type: none"> <li>Relate the aetiology/pathology of specified disease and illness processes in terms of human structure, function and behaviour using medical and social explanatory models.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Definition, aetiology, clinical signs and symptoms, assessment and management, cause and prognosis of:</li> <li>Trauma and disease including HIV/AIDS, TB, Diabetes, Amputations and Rheumatoid Arthritis</li> <li>Psychiatric disorders classified in the DSM IV classification of psychiatric illness including depression, dementia, substance related disorders, attention – deficit and disruptive behaviour disorders, pervasive developmental disorders, autism, mental retardation, adjustment disorders and abuse</li> </ul>		
<b>Pre-Requisite Modules</b>	HUB117, HUB127		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	4
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	28		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Clinical Sciences 2: Psychiatry, Trauma and Disease
<b>Generic Module Name</b>	Clinical Sciences 314
<b>Alpha-numeric Code</b>	<b>OCS314</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Discuss detailed knowledge of specified psychiatric diseases, disorders and trauma.</li> <li>Apply the aetiology/pathology of specified psychiatric diseases and illness processes in terms of human</li> </ul>

	structure, function and behaviour using medical and social explanatory models.		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Definition, aetiology, clinical signs and symptoms, assessment and management, cause and prognosis of:               <ul style="list-style-type: none"> <li>Upper limb conditions, hands, surgery, orthopedics, burns, cancer and cardiac conditions.</li> <li>Psychiatric disorders classified in the DSM classification of psychiatric illness including mood disorders, anxiety disorders, psychotic disorders, and personality disorders</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Assessment:	3		
Self-study	37		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Clinical Sciences 3: Neurology and Paediatrics
<b>Generic Module Name</b>	Clinical Sciences 315
<b>Alpha-numeric Code</b>	<b>OCS315</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Discuss specified neurological diseases, disorders and trauma.</li> <li>Apply the aetiology/pathology of specified neurological diseases and illness processes in terms of human structure, function and behaviour using medical and social explanatory models.</li> </ul>



<b>Main Content</b>	<ul style="list-style-type: none"> <li>Definition, aetiology, clinical signs and symptoms, assessment and management, cause and prognosis of:               <ul style="list-style-type: none"> <li>Brain and central nervous system diseases and injuries, degenerative disorders, muscular dystrophy</li> <li>Foetal alcohol syndrome, congenital disorders, visual and hearing impairments, malnutrition, and diarrhoea</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessment:	3		
Test & examination	0		
Self-study	37		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Human Occupation
<b>Generic Module Name</b>	Introduction to Human Occupation 105
<b>Alpha-numeric Code</b>	<b>OCT105</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Describe the concept of occupation.</li> <li>Describe and discuss the impact of performance context, area and components on occupation.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Define the concept of occupational justice and identify various forms of occupation risk factors</li> <li>Describe their understanding of the occupational experience of a person</li> <li>Use a media tool to demonstrate their understanding of human occupation</li> <li>Basic theoretical concepts of human occupation</li> </ul>

	<ul style="list-style-type: none"> <li>• Human development</li> <li>• Enablers and Barriers to human development</li> <li>• International Classification of Function</li> <li>• Domain of Occupational Performance</li> <li>• Occupational perspective of health</li> <li>• Occupational science</li> <li>• Social and Occupational Justice</li> <li>• Occupational risk factors</li> <li>• Reflection as a method of self-directed learning</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	104	<i>Lectures p.w.</i>	8
Assignments & tasks:	8	<i>Practicals p.w.</i>	2
Practicals:	26	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	12		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy
<b>Generic Module Name</b>	Introduction to Occupational Therapy 118
<b>Alpha-numeric Code</b>	<b>OCT118</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	25
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the definition, scope and philosophy of occupational therapy</li> <li>• Explain the occupational therapy process for individuals, groups and communities</li> <li>• Explain the use of activities in occupational therapy and discuss various forms of activity analysis</li> <li>• Discuss ethical principles in occupational therapy practice</li> <li>• Identify theoretical models used in occupational therapy practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Define the concept of enabling occupational performance</li> <li>• Develop a strategy to raise occupational therapy awareness</li> <li>• Demonstrate basic computer literacy and digital media skills</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Activity and occupational analysis</li> <li>• Philosophy of occupational therapy practice</li> <li>• Core and purpose of occupational therapy</li> <li>• Professionalism and ethics</li> <li>• Models of occupation</li> <li>• Enabling occupational performance</li> <li>• Reflection as a method of self-directed learning</li> <li>• Computer literacy and digital media</li> </ul>			
<b>Pre-requisite modules</b>	None			
<b>Co-requisite modules</b>	None			
<b>Prohibited module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	143	Lectures p.w.	11	
Assignments & tasks:	20	Practicals p.w.	3	
Practicals:	39	Tutorials p.w.	0	
Test & examination	20			
Selfstudy	28			
Other: Please specify	0			
<b>Total Learning Time</b>	<b>250</b>			
<b>Method of Student Assessment</b>	Continuous Assessment (CA) 60% Final Assessment (FA) 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupation Focused Health Promotion and Youth Wellness in Community settings
<b>Generic Module Name</b>	OT, Health Promotion and Youth Wellness 211
<b>Alpha-numeric Code</b>	<b>OCT211</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply the Fieldwork Community Process in an existing community project in a specific community to address youth wellness of adolescents</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the occupational risk factors impacting on the occupational engagement of adolescents in a specific community</li> <li>Demonstrate the use of Health Promotion Principles in addressing youth wellness in an existing community project</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The Fieldwork Community Process</li> <li>The Ottawa Charter for Health Promotion</li> <li>Community Development Principles</li> <li>Social and Occupational Justice</li> <li>Occupational Risk Factors</li> <li>Person Environment</li> <li>Occupation Model</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT105, OCT118, HDP122		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	4
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	26	<i>Tutorials p.w.</i>	0
Test & examination	4		
Self-study	18		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy: Child and Adolescent Psychiatry
<b>Generic Module Name</b>	Occupational therapy: Child and Adolescent Psychiatry 212
<b>Alpha-numeric Code</b>	<b>OCT212</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Apply detailed knowledge and skills to assess, intervene, evaluate and make recommendations.               <ul style="list-style-type: none"> <li>within remedial programmes at all levels of service,</li> <li>using appropriate frameworks, models and methods</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- pertaining to occupational performance of individuals, groups and communities affected by child and adolescent psychiatric conditions</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Occupational therapy principles and techniques for children and adolescents with psychiatric conditions               <ul style="list-style-type: none"> <li>- Substance related disorders</li> <li>- Adjustment Disorders</li> <li>- Mental Retardation</li> <li>- Pervasive developmental disorders</li> <li>- Attention deficit and disruptive behaviour disorders</li> <li>- Anxiety disorders</li> </ul> </li> <li>• Abuse</li> <li>• Assessment</li> <li>• Theoretical models in occupational therapy</li> <li>• Cognitive Behavioural Therapy</li> <li>• Group occupational therapy Process</li> <li>• Groups Theory</li> <li>• Introduction to Early Childhood Intervention and play therapy</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT118, PSY111, PSY112, PSY121		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	4
Assignments & tasks:	4	<i>Practicals p.w.</i>	2
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	18		
Self-study	26		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy and Chronic Diseases
<b>Generic Module Name</b>	Occupational Therapy and Chronic Diseases 213
<b>Alpha-numeric Code</b>	<b>OCT213</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply detailed knowledge and skills to assess, intervene, evaluate and make recommendations.               <ol style="list-style-type: none"> <li>i) within remedial programmes at all levels of service,</li> <li>ii) using appropriate frameworks, models and methods,</li> <li>iii) pertaining to occupational performance of individuals, groups and communities affected by chronic diseases of lifestyle.</li> </ol> </li> <li>• Establish an interpersonal relationship with a client.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Chronic diseases: Rheumatoid arthritis, diabetes, cardiovascular and amputations.</li> <li>• Individual occupational therapy process.</li> <li>• Person-Environment-Occupation Frame of Reference.</li> <li>• Community Based Rehabilitation.</li> <li>• Occupational adaptation and environmental analysis.</li> <li>• Energy conservation, work-simplification, joint protection, assistive devices, splinting, stump bandaging and prosthetics.</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT118, HUB117, HUB127		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	65	<i>Lectures p.w.</i>	5
Assignments & tasks:	6	<i>Practicals p.w.</i>	1
Practicals:	13	<i>Tutorials p.w.</i>	0
Assessments	2		
Self-study	14		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy and Psychogeriatrics
<b>Generic Module Name</b>	Occupational Therapy and Psychogeriatrics 214
<b>Alpha-numeric Code</b>	<b>OCT214</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply detailed knowledge and skills to assess, intervene, evaluate and make recommendations             <ol style="list-style-type: none"> <li>i) within remedial programmes at all levels of service,</li> <li>ii) using appropriate frameworks, models and methods</li> <li>iii) pertaining to occupational performance of individuals, groups and communities affected by psychogeriatric conditions</li> </ol> </li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Occupational therapy principles and techniques</li> <li>• Assessment and intervention</li> <li>• Reality-orientation, reminiscence- and validation therapy</li> <li>• Cognitive and Humanistic Frames of Reference</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT118, PSY111, PSY112, PSY121, HDP122, IHP211		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	65	<i>Lectures p.w.</i>	0
Assignments & tasks:	6	<i>Practicals p.w.</i>	5
Practicals:	13	<i>Tutorials p.w.</i>	1
Test & examination	2		
Self-study	14		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Adolescents and Older Adults as Occupational Beings
<b>Generic Module Name</b>	Human Occupation 215
<b>Alpha-numeric Code</b>	<b>OCT215</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Identify the psycho-social stage of adolescence and older adults according to developmental theory.</li> <li>• Select and apply models of occupational therapy to analyze occupational performance of adolescents and older adults.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify areas of occupational performance deficits in adolescence and older adults.</li> <li>Discuss the impact of contextual factors on adolescents and older adults.</li> <li>Identify when occupational imbalance, injustice, deprivation and alienation, resulting from environmental factors, compromises the health and wellbeing of individuals, groups or communities.</li> <li>Demonstrate detailed knowledge of meaningful and purposeful engagement in occupations to promote health and prevent illness as applicable to adolescence and older adults.</li> <li>Establish an interpersonal relationship with a client.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Human development stages of adolescence and older adults</li> <li>Leisure as an occupation in adolescents and older adults</li> <li>Environmental factors that influence occupational choice and performance of adolescents and older adults which contribute to the meaningful and appropriate selection of activities/occupation</li> <li>Theoretical models in occupational therapy (Model of Creative</li> <li>Ability and the Person-Environment-Occupation model)</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT105, PSY111, PSY112, PSY121		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	26	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	2
Practicals:	28	<i>Tutorials p.w.</i>	0
Test & examination	14		
Self-study	12		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	OT applied to –Neurological Conditions
<b>Generic Module Name</b>	OT and Neurology 315
<b>Alpha-numeric Code</b>	<b>OCT315</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester



<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply various skills to assess, intervene, evaluate and make recommendations within remedial programmes at all levels of service.</li> <li>• Apply appropriate current and emerging theoretical frameworks, models and methods of intervention.</li> <li>• Evaluate occupational performance of individuals, groups and communities affected by neurological conditions.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Neurodevelopmental (NDT) frame of reference</li> <li>• NDT principles, intervention strategies &amp; techniques</li> <li>• Occupational therapy programmes for clients with neurological conditions related to brain and central nervous system diseases and injuries</li> </ul>		
<b>Pre-Requisite Modules</b>	KER201, MBS214, MBS218, PHY218		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	84	<i>Lectures p.w.</i>	0
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	12	<i>Tutorials p.w.</i>	0
Assessment:	3		
Test & examination	0		
Self-study	26		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy: Adult Psychiatry
<b>Generic Module Name</b>	OT and Mental Health 316
<b>Alpha-numeric Code</b>	<b>OCT316</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)

<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply various skills to assess, intervene, evaluate and make recommendations within remedial programmes at all levels of service.</li> <li>• Apply appropriate current and emerging theoretical frameworks, models and methods of intervention.</li> <li>• Evaluate occupational performance of individuals, groups and communities affected by psychiatric conditions.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Occupational therapy principles and techniques for adults with psychiatric conditions including psychotic disorders, mood disorders, personality disorders, anxiety disorders and eating disorders</li> <li>• Diagnostic Statistical Manual Classification system</li> <li>• Mental Health Act</li> <li>• Frames of reference (Model of Creative Ability, Psycho-social</li> <li>• Rehabilitation, Cognitive Behavioural Therapy)</li> <li>• Group Theory</li> </ul>		
<b>Pre-Requisite Modules</b>	PSY211, PSY214		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	84	<i>Lectures p.w.</i>	0
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	12	<i>Tutorials p.w.</i>	0
Assessment	3		
Test & examination	0		
Self-study	26		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy and Paediatrics
<b>Generic Module Name</b>	OT and Development 317
<b>Alpha-numeric Code</b>	<b>OCT317</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)

<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply various skills to assess, intervene, evaluate and make recommendations within remedial programmes at all levels of service.</li> <li>• Apply appropriate current and emerging theoretical frameworks, models and methods of intervention.</li> <li>• Evaluate occupational performance of individuals, groups and communities affected by congenital conditions.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Developmental norms</li> <li>• Application of occupational therapy principles and techniques for infants and children with developmental and selected congenital conditions</li> <li>• Use and interpretation of specialised tests for child assessment</li> <li>• Frames of references (Developmental Neurodevelopmental, Biomechanical and Sensory)</li> </ul>		
<b>Pre-Requisite Modules</b>	MBS214, MBS218, KER201		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	84	<i>Lectures p.w.</i>	0
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	12	<i>Tutorials p.w.</i>	0
Assessment	3		
Test & examination	0		
Self-study	26		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Occupational Therapy: Trauma and Disease
<b>Generic Module Name</b>	Occupational Therapy: Trauma and Disease 319
<b>Alpha-numeric Code</b>	<b>OCT319</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)

<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply various skills to assess, intervene, evaluate and make recommendations within remedial programmes at all levels of service.</li> <li>• Apply appropriate current and emerging theoretical frameworks, models and methods of intervention.</li> <li>• Evaluate occupational performance of individuals, groups and communities affected by trauma and disease.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Occupational therapy principles and techniques applied to trauma and disease including cardiac conditions, HIV and AIDS, cancer, abuse, tuberculosis, hand injuries and burns.</li> <li>• Occupational therapy frames of reference (Biomechanical, Model of Human Occupation, Person Environment Occupation model).</li> <li>• Palliative care, death and dying.</li> <li>• Health promotion</li> <li>• Occupational perspective on community development.</li> <li>• International Classification of Function in Occupational therapy.</li> <li>• Occupational therapy modalities including splinting and therapeutic apparatus.</li> </ul>		
<b>Pre-Requisite Modules</b>	MBS214, MBS218		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	84	<i>Lectures p.w.</i>	0
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	12	<i>Tutorials p.w.</i>	0
Test & examination	0		
Assessment	3		
Self-study	26		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Children and Adults as Occupational Beings
<b>Generic Module Name</b>	Human Occupation 320
<b>Alpha-numeric Code</b>	<b>OCT320</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an integrated knowledge of human development and the different occupational skills and needs for children and adults.</li> <li>• Select and apply models of occupational therapy to analyze occupational performance of children and adults.</li> <li>• Evaluate areas of occupational performance deficits in children and adults.</li> <li>• Analyse the impact of contextual factors on children and adults.</li> <li>• Reflect on occupational imbalance, injustice, deprivation and alienation, resulting from environmental factors, compromises the health and wellbeing of individuals, groups or communities.</li> <li>• Discuss the value of meaningful and purposeful engagement in occupations to promote health and prevent illness as applicable to children and adults.</li> <li>• Develop interpersonal relationship with children and adults.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Work as occupation</li> <li>• Employment equity act,</li> <li>• Work assessment, vocational preparation, training and rehabilitation.</li> <li>• Supported employment,</li> <li>• Entrepreneurship</li> <li>• Model of Human Occupation</li> <li>• Person-Environment-Occupation model</li> <li>• Occupational behaviour of children,</li> <li>• Developmental Assessment</li> <li>• Play as occupation (types)</li> <li>• The importance of play and play vs. playfulness,</li> <li>• Children's rights,</li> <li>• Disability, Play and work – adaptations,</li> <li>• Interview skills with parents and children,</li> <li>• Child handling skills.</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT215, PSY211		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	66	<i>Lectures p.w.</i>	2 ½ week block teaching
Assignments & tasks:	10	<i>Practicals p.w.</i>	
Practicals:	6	<i>Tutorials p.w.</i>	

Assesment	3			
Test & examination	0			
Self-study	15			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Occupational Therapy		
<b>Module Topic</b>	Fieldwork Process		
<b>Generic Module Name</b>	Fieldwork		
<b>Alpha-numeric Code</b>	<b>OCT322</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply integrated knowledge and skills to assess, intervene, evaluate and make recommendations using appropriate frameworks, models and methods pertaining to occupational performance of individuals, groups and/or communities in a specific fieldwork setting.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Fieldwork process (individual or group)</li> <li>• Occupational therapy tools of practice</li> <li>• Occupational therapy models, theories and frames of reference</li> <li>• Assessment of context, areas and components</li> <li>• Planning, implementation and evaluation of occupational therapy intervention</li> </ul>		
<b>Pre-Requisite Modules</b>	KER201, OCT215, OCT211, OCT212, OCT213, OCT214, OCS213, IHP211, PSY211, PSY214, MBS214, MBS218, PHY218		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	0
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	2
Test & examination	0		
196 fieldwork hours			

Self-study	26		
Other: Fieldwork	196		
<b>Total Learning Time</b>	<b>250</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Occupational Therapy		
<b>Module Topic</b>	Fieldwork Process		
<b>Generic Module Name</b>	Fieldwork I		
<b>Alpha-numeric Code</b>	<b>OCT324</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply integrated knowledge and skills to assess, intervene, evaluate and make recommendations using appropriate frameworks, models and methods pertaining to occupational performance of individuals, groups and/or communities in a specific fieldwork setting</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Fieldwork process (individual or group)</li> <li>• Occupational therapy tools of practice</li> <li>• Occupational therapy models, theories and frames of reference</li> <li>• Assessment of context, areas and components</li> <li>• Planning, implementation and evaluation of occupational therapy intervention</li> </ul>		
<b>Pre-Requisite Modules</b>	KER201, OCT215, OCT211, OCT212, OCT213, OCT214, OCS213, IHP211, PSY211, PSY214, MBS214, MBS218, PHY218		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	0
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	2
Test & examination	0		
Self-study	26		
Other: Fieldwork	196		
<b>Total Learning Time</b>	<b>250</b>		196 fieldwork hours

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Occupational Therapy		
<b>Module Topic</b>	Contemporary Issues in Human Occupation		
<b>Generic Module Name</b>	Human Occupation 407		
<b>Alpha-numeric Code</b>	<b>OCT407</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Justify theoretical grounding for the basis of occupation in occupational therapy.</li> <li>Formulate core constructs associated with human occupation.</li> <li>Analyse how diverse contexts influence occupational choice and engagement.</li> <li>Justify the underlying philosophies of occupational enablement.</li> <li>Analyse the relationship between context, disability and occupational performance.</li> <li>Hypothesise how occupational science and the philosophy of enabling occupation may be advanced in South Africa.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Philosophy of the occupational therapy profession</li> <li>Scope of occupational science</li> <li>Occupation as form, process, function</li> <li>Development of theoretical construct of occupational justice</li> <li>Political nature of occupation</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	24	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	24		
Other: Fieldwork	0		
<b>Total Learning Time</b>	<b>100</b>		



<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Practice, Ethics and Management in Occupational Therapy
<b>Generic Module Name</b>	Occupational Therapy 418
<b>Alpha-numeric Code</b>	<b>OCT418</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critique historical and current state of occupational therapy practice in South Africa.</li> <li>• Construct the role of occupation-based practice in restoring health and enhancing well-being.</li> <li>• Apply principles and approaches to occupation-based community development.</li> <li>• Justify a critical/political practice of occupational therapy.</li> <li>• Apply appropriate occupational justice practice frameworks in various practice contexts.</li> <li>• Demonstrate a well-rounded and systematic knowledge base of management functions and skills.</li> <li>• Demonstrate critical awareness to act professionally, ethically and reflectively and be responsible for own competence and actions within the professional and legislative framework of South Africa.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Policy frameworks guiding occupational therapy services.</li> <li>• Occupational Justice practice frameworks.</li> <li>• Socio-political perspectives of OT.</li> <li>• The role and scope of occupational therapy in occupation-based community development practice.</li> <li>• Managerial responsibilities, skills, functions, roles and levels.</li> <li>• Environment (Internal and External).</li> <li>• Management cycle.</li> <li>• Problem-solving and decision making</li> <li>• Disciplinary actions</li> <li>• Organising and delegating work</li> <li>• Policies and procedures</li> <li>• Planning an OT department/practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of ethical issues and principles in occupational therapy practice</li> <li>• Ethics and morals</li> <li>• Ethics and legal, social, cultural and human rights policies and procedures</li> <li>• Ethical rules of the Health Professions council of South Africa and the Occupational Therapy Association of South Africa</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT320, OCT315, OCT319, OCT317, OCT316, OCS314, OCS315, OCT330, OCT324, OCT322		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	24	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	24		
Other: Fieldwork	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Individual fieldwork process
<b>Generic Module Name</b>	Fieldwork – Individual Process 429
<b>Alpha-numeric Code</b>	<b>OCT429</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate critical analysis in applying knowledge and skills to assess, intervene, evaluate and make recommendations using appropriate frameworks, models and methods pertaining to occupational performance of individuals in a specific fieldwork setting</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Occupational Therapy tools of practice specific to individuals</li> <li>• Occupational Therapy Models, Theories and Frames of Reference specific to individual practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of context, areas and components assessments</li> <li>• Planning of Occupational Therapy individual intervention</li> <li>• Application of the implementation of Occupational Therapy individual intervention</li> <li>• Evaluation of individual intervention and critical self-evaluation</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT324, OCT322		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	20		
Other: Fieldwork	174		
<b>Total Learning Time</b>	<b>250</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Qualitative Research Paradigm and Process
<b>Generic Module Name</b>	Research (OT) 439
<b>Alpha-numeric Code</b>	<b>OCT439</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to critically review and apply appropriate qualitative research methods, techniques and technologies appropriate to occupational therapy research problems.</li> <li>• Demonstrate the ability to take full responsibility for undertaking research to maintain and sustain the ability to function effectively as an occupational therapist.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Research paradigms</li> <li>• Qualitative research methodology</li> <li>• Research process</li> <li>• Research proposal and report writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Literature review</li> <li>• Trustworthiness and rigor</li> <li>• Research ethics and procedures</li> <li>• Conduct research and data collection</li> <li>• Data analysis and interpretation</li> <li>• Research presentation skills</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT330		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	104	<i>Lectures p.w.</i>	2
Assignments & tasks:	23	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	23		
Other: Fieldwork	100		
<b>Total Learning Time</b>	<b>250</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Group Fieldwork Process
<b>Generic Module Name</b>	Fieldwork – Group Process 459
<b>Alpha-numeric Code</b>	<b>OCT459</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	4
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical analysis in applying knowledge and skills to assess, intervene, evaluate and make recommendations using appropriate frameworks, models and methods pertaining to occupational performance of individuals and groups in a specific fieldwork setting</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Occupational Therapy tools of practice specific to groups</li> <li>• Occupational Therapy Models, Theories and Frames of Reference specific to groups practice</li> <li>• Application of group history and individual members assessments</li> <li>• Planning of Occupational Therapy groups intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of the implementation of Occupational Therapy groups intervention</li> <li>• Evaluation of groups intervention and critical self-evaluation</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT324, OCT322		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	20		
Other: Fieldwork	174		
<b>Total Learning Time</b>	<b>250</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment 60% Final Assessment 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Occupational Therapy
<b>Module Topic</b>	Community Fieldwork Process
<b>Generic Module Name</b>	Fieldwork – Community Process 469
<b>Alpha-numeric Code</b>	<b>OCT469</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Occupational Therapy) (8111)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate critical analysis in applying knowledge and skills to assess, intervene, evaluate and make recommendations using appropriate frameworks, models and methods pertaining to occupational performance of individuals and communities in a specific fieldwork setting.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Intervention based on Health Promotion and supported through additional theory i.e. Community Development.</li> <li>• Occupational Therapy tools of practice specific to community.</li> <li>• Occupational Therapy Models, Theories and Frames of Reference specific to community practice.</li> <li>• Application of Community Entry Skills.</li> <li>• Application of Community Assessment.</li> <li>• Planning of occupation based community intervention.</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of the implementation of occupation based community intervention.</li> <li>• Evaluation of occupation based community practice and critical self-evaluation.</li> </ul>		
<b>Pre-Requisite Modules</b>	OCT324, OCT322		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	0		
Self-study	20		
Other: Fieldwork	174		
<b>Total Learning Time</b>	<b>250</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment 60% Final Assessment 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Differential Diagnosis for Phytotherapy
<b>Generic Module Name</b>	Differential Diagnosis for Phytotherapy 403
<b>Alpha-numeric Code</b>	<b>PHH403</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that, although the module is based on individual approaches to specific symptoms or signs, that these are often inter-related within the context of a totality.</li> <li>• Demonstrate a systematic knowledge of the various etiologies of specific symptoms and signs.</li> <li>• Demonstrate the ability to undertake the diagnostic process in terms of formulating hypotheses, differential diagnoses and how to systematically eliminate the various possibilities in order to obtain a clear diagnosis.</li> <li>• Demonstrate a knowledge of the appropriate laboratory tests and special investigations that may be required to aid in the diagnostic process for a specific symptom or sign.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate the ability to integrate basic sciences, pathology, general medicine and clinical diagnostic skills in the interpretation of specific symptoms and signs that commonly present in medical practice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to systematic methods to identify manifestation of disease</li> <li>Differential diagnosis</li> <li>Interpretation of various signs and symptoms</li> </ul>		
<b>Pre-Requisite Modules</b>	BCM301		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Practice
<b>Generic Module Name</b>	Clinical Practice 404 (Phytotherapy)
<b>Alpha-numeric Code</b>	<b>PHH404</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>Examine any body systems of a patient in a thorough and competent manner to make or confirm a diagnosis.</li> <li>Formulate and prepare any herbal medicine or medicament required in the treatment of a patient, whether external or internal treatment.</li> <li>Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Integumentary system</li> <li>• Cardiovascular system</li> <li>• Respiratory system</li> <li>• Digestive system</li> <li>• Musculoskeletal system</li> <li>• Nervous system</li> <li>• Urinary system</li> <li>• Endocrine system</li> </ul>		
<b>Pre-Requisite Modules</b>	NAT311, NAT321, BCM301		
<b>Co-Requisite Modules</b>	PHH406, BCM401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	0
Assignments & tasks:	34	<i>Practicals p.w.</i>	10
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Materia Medica
<b>Generic Module Name</b>	Materia Medica 405
<b>Alpha-numeric Code</b>	<b>PHH405</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the main botanical aspects of the medicinal plants in the Materia Medica provided, as well as their medicinal properties, application and contraindications.</li> <li>• Create a 40 plant herbarium, with descriptions of the plants, habitat and medicinal use.</li> <li>• Describe the principles for nurturing, maintaining and healing of a particular system with herbal medicine, formulating a prescription.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Integumentary system</li> <li>• Cardiovascular system</li> </ul>



	<ul style="list-style-type: none"> <li>• Respiratory system</li> <li>• Digestive system</li> <li>• Musculoskeletal system</li> <li>• Nervous system</li> <li>• Urinary system</li> <li>• Endocrine system</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PHH407		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	2
Assignments & tasks:	74	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Phytotherapy
<b>Generic Module Name</b>	Clinical Phytotherapy 406
<b>Alpha-numeric Code</b>	<b>PHH406</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Take a complete case history. Questioning about all body systems, past medical history, family history, emotional state, diet and lifestyle, as well as present health problems, all in accordance with the philosophy of Phytotherapy.</li> <li>• Make decisions regarding pathology tasks, other tests or examinations required to establish a diagnosis, or when to refer the patient to / or liaise with another practitioner or specialist.</li> <li>• Treat the patient in a holistic and safe manner using herbal medicine, diet, nutrition and lifestyle, all in the promotion of health.</li> </ul>

	<ul style="list-style-type: none"> <li>• Manage an herbal dispensary in accordance with current regulations regarding medicines and rules of AHPCSA.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Integumentary system</li> <li>• Cardiovascular system</li> <li>• Respiratory system</li> <li>• Digestive system</li> <li>• Musculoskeletal system</li> <li>• Nervous system</li> <li>• Urinary system</li> <li>• Endocrine system</li> </ul>		
<b>Pre-Requisite Modules</b>	NAT311, NAT321, BCM301		
<b>Co-Requisite Modules</b>	PHH405, BCM402, BCM401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Herbal Pharmacology
<b>Generic Module Name</b>	Herbal Pharmacology 407
<b>Alpha-numeric Code</b>	<b>PHH407</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic principles of pharmacokinetics and pharmacodynamics; portray pharmaceutical dosage forms, the routes of administration of medicines and the factors that might influence these.</li> <li>• Explain the chemistry, therapeutic properties of actions of secondary plant metabolites.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain pharmacology of herbs for the different body systems.</li> <li>• Explain the toxicity, contraindications and safety of herbal medicine.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Pharmacology,</li> <li>• Phytochemistry,</li> <li>• digestive,</li> <li>• urinary,</li> <li>• reproductive,</li> <li>• endocrine,</li> <li>• nervous,</li> <li>• Cardiovascular and respiratory system.</li> </ul>		
<b>Pre-Requisite Modules</b>	NAT312, NAT322		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Practice
<b>Generic Module Name</b>	Clinical Practice 504 (Phytotherapy)
<b>Alpha-numeric Code</b>	<b>PHH504</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	40
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>• Examine any body systems of a patient in a thorough and competent manner to make or confirm a diagnosis.</li> </ul>

	<ul style="list-style-type: none"> <li>Formulate and prepare any herbal medicine or medicament required in the treatment of a patient, whether external or internal treatment.</li> <li>Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Integumentary system</li> <li>Cardiovascular system</li> <li>Respiratory system</li> <li>Digestive system</li> <li>Musculoskeletal system</li> <li>Nervous system</li> <li>Urinary system</li> <li>Endocrine system</li> <li>Immune</li> <li>Autoimmune</li> <li>Cancer</li> <li>HIV</li> </ul>		
<b>Pre-Requisite Modules</b>	PHH404		
<b>Co-Requisite Modules</b>	PHH506, PHH505, PHH507		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	100	<i>Lectures p.w.</i>	0
Assignments & tasks:	98	<i>Practicals p.w.</i>	10
Practicals:	98	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	98		
Other:	0		
<b>Total Learning Time</b>	<b>400</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Materia Medica
<b>Generic Module Name</b>	Materia Medica 505
<b>Alpha-numeric Code</b>	<b>PHH505</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	2

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Explain the main botanical aspects of the medicinal plants in the materia medica provided, as well as their medicinal properties, application and contraindications.</li> <li>• Create a 40 plant herbarium, with descriptions of the plants, habitat and medicinal use.</li> <li>• Describe the principles for naturing, maintaining and healing of a particular system with herbal medicine, formulating a prescription.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Immune system,</li> <li>• Autoimmune diseases,</li> <li>• Understanding disease and:</li> <li>• Treatment for the various systems done in PHH405.</li> </ul>		
<b>Pre-Requisite Modules</b>	PHH405		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	2
Assignments & tasks:	74	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Phytotherapy
<b>Generic Module Name</b>	Clinical Phytotherapy 506
<b>Alpha-numeric Code</b>	<b>PHH506</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Take a complete case history. Questioning about all body systems, past medical history, family history, emotional state, diet and lifestyle, as well as present health problems, all in accordance with the philosophy of Phytotherapy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make decisions regarding pathology tasks, other tests or examinations required to establish a diagnosis, or when to refer the patient to / or liaise with another practitioner or specialist.</li> <li>• Treat the patient in a holistic and safe manner using herbal medicine, diet, nutrition and lifestyle, all in the promotion of health.</li> <li>• Manage an herbal dispensary in accordance with current regulations regarding medicines and rules of AHPCSA.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Immune system</li> <li>• Autoimmune diseases</li> <li>• Understanding disease and treatments for the various systems.</li> </ul>		
<b>Pre-Requisite Modules</b>	PHH406		
<b>Co-Requisite Modules</b>	PHH405		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	The Preparation and Dispensing of Herbal Medicine
<b>Generic Module Name</b>	Herbal Pharmacy 507
<b>Alpha-numeric Code</b>	<b>PHH507</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Phytotherapy) (8324)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain quality and control, storage and labelling methods of herbal medicine, according to good manufacturing practice.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain the principle modes of extraction of herbal medicine.</li> <li>Explain the compounding of different dosage forms for external and internal use.</li> <li>Explain incompatibilities and methods for overcoming possible incompatibilities when dispensing herbal medicine.</li> <li>Write a prescription, explain the posology and demonstrate dispensing techniques.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to herbal pharmacy, liquids and dry preparations, preparations for external use, solids and semisolids compounding and prescriptions.</li> </ul>		
<b>Pre-Requisite Modules</b>	PHH407		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Physiotherapy Techniques I
<b>Generic Module Name</b>	Physiotherapy Techniques 100
<b>Alpha-numeric Code</b>	<b>PHT100</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Define concepts relating to massage and electrotherapeutic modalities.</li> <li>Demonstrate the application of massage and relaxation techniques and the ability to use electrotherapeutic modalities effectively and safely.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the physiological and therapeutic effects of massage and each modality.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Definitions of concepts relating to massage and electrotherapeutic modalities.</li> <li>The physiological and therapeutic effects of massage and each modality</li> <li>Application of massage techniques.</li> <li>The rationale, therapeutic effects, dosage, application, precautions, contraindications and management of each of the electrotherapeutic modalities.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	10	<i>Practicals p.w.</i>	2
Practicals:	28	<i>Tutorials p.w.</i>	0
Assessment:	20		
Self-study	18		
Other:	10		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Clinical Practice I
<b>Generic Module Name</b>	Clinical Practice I 110
<b>Alpha-numeric Code</b>	<b>PHT110</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both semesters
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Retrieve relevant information from a variety of sources to plan and conduct a subjective patient interview.</li> <li>Select relevant objective assessment techniques / tests and perform these tests effectively.</li> <li>Identify at least one functional problem and the underlying reason for that problem.</li> <li>Determine the SMART goal and the treatment plan for the functional problem identified.</li> </ul>



<b>Main Content</b>	<ul style="list-style-type: none"> <li>Retrieving relevant information from a clinical folder.</li> <li>Communication and interviewing skills.</li> <li>Introduction to clinical reasoning.</li> <li>Documentation of the patient evaluation.</li> <li>Designing an appropriate treatment plan to address a functional problem.</li> </ul>			
<b>Pre-Requisite Modules</b>	PHT111, PHT200, PHT100, HUB117, HUB127, HDP122			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	35	<i>Lectures p.w. term one only</i>	5	Clinical visits: (2 hours per week in the 2,3 and 4 terms)
Assignments & tasks:	20	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessment:	12			
Self-study	20			
Other: Clinical visits under supervision	63			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Analysis of Posture and Movement and Kinetic Handling
<b>Generic Module Name</b>	Analysis of Posture and Movement and Kinetic Handling 111
<b>Alpha-numeric Code</b>	<b>PHT111</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Define scientific concepts, terminology and kinematic description of movement.</li> <li>Describe normal development of the spinal curves in relation to posture and identify anatomical structures and landmarks on the human body.</li> <li>Assess and describe normal and abnormal posture and derived positions.</li> <li>Analyse selected normal functional activities.</li> <li>Perform techniques related to transfers and adaptive mobility.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to scientific concepts, terminology and kinematic description of movement used in physiotherapy.</li> <li>• Introduction to the normal development of the spinal curves in relation to posture.</li> <li>• Identification of anatomical structures and landmarks on the human body.</li> <li>• Optimal standing posture of the young adult, analysis of and biomechanical factors relating to standing, identification of fundamental and derived positions used in physiotherapy.</li> <li>• Analysis of selected functional activities.</li> <li>• Ergonomics of working postures and seating, kinetic handling.</li> <li>• Techniques of transferring and adaptive mobility.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	63	<i>Lectures p.w.</i>	3
Assignments & tasks:	20	<i>Practicals p.w.</i>	3
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessment:	15		
Self-study	15		
Other: Readings	7		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Exercise to Promote Health
<b>Generic Module Name</b>	Exercise to Promote Health 200
<b>Alpha-numeric Code</b>	<b>PHT200</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to perform muscle strength testing.</li> <li>• Identify, set goals and implement health promotive exercise programmes for all age groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the ability to screen for functional activities, risk factors and disease in the healthy population.</li> <li>• Demonstrate the ability to prescribe various types of exercise training programmes.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Basic concepts relating to muscle action.</li> <li>• Pre-exercise screening.</li> <li>• Manual muscle strength testing techniques.</li> <li>• Health promotion exercises and play activities across the lifespan.</li> <li>• Evaluation of a health promotion exercise programme.</li> <li>• Use of various apparatuses and techniques to improve muscle strength, muscle length and cardiorespiratory endurance.</li> <li>• Designing various exercise programmes.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	42	Lectures p.w.	4	Clinical visits 2 hours per week. Lecturing occurs during this time
Assignments & tasks:	10	Practicals p.w.	0	
Practicals:	20	Tutorials p.w.	0	
Assessment:	10			
Self-study	10			
Other: Readings	8			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Applied Physiotherapy
<b>Generic Module Name</b>	Applied Physiotherapy A 212 (Respiratory, Orthopaedics and Communicable Diseases)
<b>Alpha-numeric Code</b>	<b>PHT212</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Discuss relevant pathologies related to Respiratory, Orthopaedics and Communicable diseases that result in disease, impairment and disability in South Africa.</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss the holistic multi- and interdisciplinary management of the pathologies identified above.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Definitions, terminology, pathology and concepts related to Respiratory, Orthopaedics and Communicable diseases appropriate to the South African context and burden of disease.</li> <li>Principles of assessment and management of communicable and non-communicable diseases / conditions affecting the respiratory and orthopaedic systems of adults and children in the South African context.</li> </ul>		
<b>Pre-Requisite Modules</b>	PHT111, PHT200, PHT100, HUB117, HUB127		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	Lectures p.w. Term 1 = 6 Term 2 = 4	
Assignments & tasks:	17	Practicals p.w.	1
Practicals:	10	Tutorials p.w.	0
Assessment:	8		
Self-study	17		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Applied Physiotherapy
<b>Generic Module Name</b>	Applied Physiotherapy B 221 (Neurology and Paediatrics)
<b>Alpha-numeric Code</b>	<b>PHT221</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Discuss relevant pathologies related to Neurology and Paediatrics that result in disease, impairment and disability in South Africa.</li> <li>Discuss the holistic multi- and interdisciplinary management of the pathologies identified above.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>Definitions, terminology, pathology and concepts related to Neurologic and Paediatric diseases appropriate to the South African context and burden of disease.</li> <li>Principles of assessment and management of conditions affecting the neurological system of adults and children in the South African context.</li> </ul>			
<b>Pre-Requisite Modules</b>	PHT111, PHT200, PHT100, HUB117, HUB127			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	48	Lectures p.w. Term 3 = 4 Term 4 = 4		
Assignments & tasks:	17	Practicals p.w.	1	
Practicals:	10	Tutorials p.w.	0	
Assessment:	8			
Self-study	17			
Other: Group work	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Movement Science
<b>Generic Module Name</b>	Movement Science 245
<b>Alpha-numeric Code</b>	<b>PHT245</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Define scientific concepts and terminology related to biomechanics (joint kinematics) and exercise physiology.</li> <li>Analyse normal and abnormal joint and muscle function with respect to the upper and lower limb.</li> <li>Evaluate functional activities, risk factors and disease in special population groups.</li> <li>Design, prescribe and implement appropriate exercise programmes.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Concepts and terminology related to biomechanics and exercise physiology.</li> </ul>

	<ul style="list-style-type: none"> <li>• Different methods and equipment used to evaluate, design, prescribe and implement exercise programmes with respect to special population groups.</li> <li>• Functional anatomy, arthrokinematics and exercises of the vertebral column and peripheral joints.</li> <li>• Individual exercise prescription.</li> <li>• Introduction of principles and execution of normal and abnormal group classes relating to special population groups.</li> </ul>		
<b>Pre-Requisite Modules</b>	PHT111, PHT200, PHT100, HUB117, HUB127		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	63	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessment:	20		
Self-study	10		
Other: Readings	7		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Community-based Rehabilitation
<b>Generic Module Name</b>	Community-based Rehabilitation 310
<b>Alpha-numeric Code</b>	<b>PHT310</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse and interpret the CBR needs of a chosen community towards an effective CBR intervention.</li> <li>• Apply the principles of CBR in a reflective way to inform the development of a CBR intervention.</li> <li>• Develop an appropriate CBR intervention.</li> <li>• Implement and evaluate a CBR intervention in the chosen community.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Definitions of main concepts and models used in disability and rehabilitation.</li> <li>• National and international rehabilitation policies.</li> </ul>

	<ul style="list-style-type: none"> <li>Community entry and needs analysis.</li> <li>Developing a CBR project.</li> <li>Implementation and evaluation of a CBR project.</li> </ul>		
<b>Pre-Requisite Modules</b>	HDP122		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	12	<i>Lectures p.w.</i>	2
Assignments & tasks:	63	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessment:	10		
Self-study	15		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Physiotherapy Techniques
<b>Generic Module Name</b>	Physiotherapy Techniques 311
<b>Alpha-numeric Code</b>	<b>PHT311</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Apply physiotherapy assessment and treatment techniques to patients with a variety of vertebral and peripheral joint and neuromuscular disorders of the lower quadrant.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to passive joint mobilisation techniques.</li> <li>Introduction to soft tissue mobilization.</li> <li>Discuss patient management under the five pillars of management.</li> </ul>
<b>Pre-Requisite Modules</b>	MBS 217 and MBS218, PHT314, PHT245, PHT204, PHT110
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	61	Lectures p.w. 3 (s1), 3 (s2)	6
Assignments & tasks:	51	Practicals p.w. 3 (s1), 6 (s2)	9
Practicals: (included in contact time)	0	Tutorials p.w.	0
Assessment:	18		
Self-study	60		
Other: Group work	10		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Physiotherapy		
<b>Module Topic</b>	Physiotherapy Techniques		
<b>Generic Module Name</b>	Physiotherapy Techniques 314		
<b>Alpha-numeric Code</b>	<b>PHT314</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Use electrotherapeutic modalities and select appropriate treatment dosages for specific conditions, safely and effectively.</li> <li>• Demonstrate knowledge of the principles of- and rationale behind the assessment and treatment of peripheral joint disorders of the upper quadrant and neural disorders.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Electrophysical agents used in physiotherapy.</li> <li>• Neuromusculoskeletal techniques used to assess and treat the upper quadrant of the body.</li> </ul>		
<b>Pre-Requisite Modules</b>	PHT111, PHT200, PHT100, HUB117, HUB127, PHY106		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	Lectures p.w.	3
Assignments & tasks:	40	Practicals p.w.	3



Practicals: included in contact time:	0	<i>Tutorials p.w.</i>	0	
Assessment:	14			
Self-study	56			
Other: Group work	10			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Clinical Practice
<b>Generic Module Name</b>	Clinical Practice 316
<b>Alpha-numeric Code</b>	<b>PHT316</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	40
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to effectively conduct a subjective and objective (physical) assessment on individual clients or groups with various pathological conditions.</li> <li>• Be able to conduct a needs assessment of specific communities (e.g. geographical, sports, schools, etc.)</li> <li>• Be able to identify and analyse problems in the context of the International Classification of Functioning Disability and Health (ICF).</li> <li>• Apply basic treatment techniques and manage clients at the Primary and Secondary levels of care.</li> </ul>
<b>Main Content</b>	<p>Subjective and objective assessment of patients with:</p> <ul style="list-style-type: none"> <li>• Respiratory conditions e.g haemopneumothorax, COAD / COPD.</li> <li>• Orthopaedic conditions e.g. fractures, dislocations, joint replacements.</li> <li>• Neurological conditions e.g. stroke, head injuries.</li> <li>• Pediatric conditions e.g. cerebral palsy, muscular dystrophy, pneumonia.</li> <li>• Neuromusculoskeletal conditions (vertebral and peripheral).</li> </ul> <p>Management of the various conditions mentioned above using the following techniques:</p> <ul style="list-style-type: none"> <li>• Basic mobilisations</li> <li>• Soft Tissue massage</li> <li>• Shaking, vibration and percussion</li> <li>• Strengthening and maintenance exercise</li> </ul>

	<ul style="list-style-type: none"><li>• Motor relearning</li><li>• Rehabilitation</li></ul>			
Pre-Requisite Modules	PHT110			
Co-Requisite Modules	PHT311, PHT313			
Prohibited Module Combination	MBS214, MBS216			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor: (Clinical working hours)	368	Lectures p.w.	0	Clinical hours per week = 7 x14 = 98 hours
Assignments & tasks:	8	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessment:	4			
Self-study	20			
Other:	0			2 hours per week of supervision
Total Learning Time	400			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Applied Physiotherapy
<b>Generic Module Name</b>	Applied Physiotherapy 318
<b>Alpha-numeric Code</b>	<b>PHT318</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	30
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Discuss selected complex pathologies that result in disease, impairment and disability in South Africa.</li> <li>• Evaluate and plan the holistic multi- and interdisciplinary management of a complex patient with multiple pathologies.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Pathology, and clinical presentation of complex neurological, cardiothoracic, orthopaedic and paediatric diseases and pathologies that result in disability in the South African context.</li> <li>• Women's health and oncology.</li> <li>• Multidisciplinary management of patients with complex pathologies.</li> </ul>

<b>Pre-Requisite Modules</b>	MBS217, MBS218, PHT314, PHT245, PHT211, PHT203, PHT110		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor: (14 weeks of 18 lectures per week; 3 per section)	252	Lectures p.w (3 x lectures for each of the 6 sub sections).	18
Assignments & tasks:	10	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessment:	15		
Self-study	13		
Other: Group work	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Movement Science
<b>Generic Module Name</b>	Movement Science 319
<b>Alpha-numeric Code</b>	<b>PHT319</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Analyse abnormal postural control and mobility.</li> <li>Discuss and apply the theories of motor control and motor learning.</li> <li>Apply motor learning principles to re-education of function of patients with various complex pathologies and disease.</li> </ul>
<b>Main Content</b>	Revision of: <ul style="list-style-type: none"> <li>Normal movement patterns</li> <li>Assessment and treatment techniques:</li> <li>Theoretical Concepts underlying:</li> <li>Control of posture and balance.</li> <li>Abnormal postural control</li> <li>Control of normal mobility.</li> <li>Abnormal mobility.</li> </ul>

	<ul style="list-style-type: none"> <li>Theories of motor control.</li> <li>Definition and stages of motor learning.</li> <li>Strategies used to improve motor learning.</li> <li>Motor Re-learning.</li> </ul>		
<b>Pre-Requisite Modules</b>	MBS217, MBS218, PHT314, PHT245, PHT204, PHT110		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	3
Assignments & tasks:	10	<i>Practicals p.w.</i>	2
Practicals:	15	<i>Tutorials p.w.</i>	0
Assessment:	10		
Self-study	15		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Management Physiotherapy
<b>Generic Module Name</b>	Management Physiotherapy 401
<b>Alpha-numeric Code</b>	<b>PHT401</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Independently manage an effective and efficient physiotherapy service in the public and private sector.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Human resource management and different management styles.</li> <li>Developing a business plan for a private practice.</li> <li>Policies relating to basic conditions of service, labour relations.</li> <li>Ethics of practice management.</li> </ul>
<b>Pre-Requisite Modules</b>	PHT303, PHT310, PHT311, PHT313, PHT316, PHT317
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1	Clinical Site Visits determined by the Department
Assignments & tasks:	12	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	1	
Assessment:	10			
Self-study	40			
Other: Group work	10			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Physiotherapy			
<b>Module Topic</b>	Professional Ethics in Physiotherapy			
<b>Generic Module Name</b>	Professional Ethics in Physiotherapy 402			
<b>Alpha-numeric Code</b>	<b>PHT402</b>			
<b>NQF Level</b>	8			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Year			
<b>Proposed semester to be offered</b>	Both Semesters			
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)			
<b>Year Level</b>	4			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically reflect on concepts related to ethics and morality.</li> <li>• Evaluate and discuss/debate different approaches to the management of ethical dilemmas in physiotherapy practice.</li> <li>• Utilize Charters, Acts, empirical research, and professional guidelines to support ethical decision-making in clinical practice.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Complex concepts relating to ethics and morality.</li> <li>• Evaluation and critical reflection on ethical dilemmas affecting clinical practice and the broader society.</li> <li>• Relevant patient charters and acts.</li> <li>• Research ethics.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1	Alternating lectures as needed determined
Assignments & tasks:	15	<i>Practicals p.w.</i>	0	

Practicals:	0	<i>Tutorials p.w.</i>	0	by the Department
Assessment:	10			
Self-study	42			
Other: Group work	5			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Applied Physiotherapy
<b>Generic Module Name</b>	Applied Physiotherapy 403
<b>Alpha-numeric Code</b>	<b>PHT403</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Discuss relevant complex pathologies that result in disease, impairment and disability of special groups such as the critically ill patient or athlete.</li> <li>• Apply the principles of multi- and/or interdisciplinary management of the patient with various complex pathologies identified.</li> </ul>
<b>Main Content</b>	<p>Adult and paediatric ICU</p> <ul style="list-style-type: none"> <li>• Basic principles of mechanical ventilation and assessment of arterial blood gases and hemodynamic stability.</li> <li>• Principles of assessment and treatment of the critically ill adult patient with various pathologies.</li> <li>• Use of evidence based physiotherapeutic management algorithms and outcome measures related to ICU patients.</li> <li>• Principles of assessment and treatment of the critically ill paediatric patient with various pathologies.</li> </ul> <p>Sports Rehabilitation</p> <ul style="list-style-type: none"> <li>• Principles of sports rehabilitation.</li> <li>• The management of common sporting injuries.</li> <li>• Traveling with a team.</li> <li>• The role of physiotherapy in the medical sports team.</li> </ul> <p>Pharmacology</p> <ul style="list-style-type: none"> <li>• Indications for medication relating to conditions commonly treated by physiotherapists.</li> <li>• Dosage and contra-indications of medication relating to conditions treated by physiotherapists.</li> <li>• Understanding drug prescription.</li> </ul>

Pre-Requisite Modules	PHT303, PHT310, PHT311, PHT313, PHT316, PHT317			
Co-Requisite Modules	None			
Prohibited Module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table  Block Teaching as needed determined by the Department
Contact with lecturer / tutor:	160	Lectures p.w.	5	
Assignments & tasks:	40	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessment:	20			
Self-study	80			
Other:	0			
Total Learning Time	300			
Methods of Student Assessment	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Physiotherapy
<b>Module Topic</b>	Research Project
<b>Generic Module Name</b>	Research Project (PT) 404
<b>Alpha-numeric Code</b>	<b>PHT404</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)
<b>Year Level</b>	4
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Write a research proposal.</li> <li>• Complete a research project by applying principles of research.</li> <li>• Critically appraise a journal article.</li> <li>• Prepare a research report.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Research methodology</li> <li>• Critical appraisal of a journal article.</li> <li>• Proposal writing.</li> <li>• Data collection using quantitative and qualitative methods.</li> <li>• Report writing / Journal article.</li> <li>• Poster/ Oral presentation.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	Lectures p.w. Term 1 = 3 Term 2-4 = 4	7	Block Teaching as needed determined by the Department
Assignments & tasks:	60	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessment:	5			
Self-study	5			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Physiotherapy			
<b>Module Topic</b>	Physiotherapy Clinical Practice			
<b>Generic Module Name</b>	Physiotherapy Clinical Practice 405			
<b>Alpha-numeric Code</b>	<b>PHT405</b>			
<b>NQF Level</b>	8			
<b>NQF Credit Value</b>	60			
<b>Duration</b>	Year			
<b>Proposed semester to be offered</b>	Both Semesters			
<b>Programmes in which the module will be offered</b>	BSc (Physiotherapy) (8211)			
<b>Year Level</b>	4			
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Independently assess, diagnose and treat a patient with complex pathologies.</li> <li>Select and apply relevant treatment techniques to effectively treat patients with pathological conditions.</li> <li>Critically reflect on the effectiveness of their treatment of patients with complex pathologies.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Evaluation and diagnosis of patients with various complex conditions.</li> <li>Evidence based practice.</li> <li>Reflective practice to identify areas for improvement.</li> <li>Develop and implementation of an effective treatment plan.</li> </ul>			
<b>Pre-Requisite Modules</b>	PHT303, PHT310, PHT311, PHT313, PHT316, PHT317			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	0	Lectures p.w.	0	Block Teaching as needed determined
Assignments & tasks:	30	Practicals p.w.	0	



Practicals:	0	<i>Tutorials p.w.</i>	0	by the Department
Assessment:	20			
Self-study: (clinical fieldwork)	500			
Other:	50			
<b>Total Learning Time</b>	<b>600</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Introduction to Psychology		
<b>Generic Module Name</b>	Introduction to Psychology 111		
<b>Alpha-numeric Code</b>	<b>PSY111</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	7.5		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Understand the role of psychology in contemporary South Africa.</li> <li>• Identify areas of professional work.</li> <li>• Demonstrate a basic understanding of various areas of psychology (such as emotion and motivation, personality and social psychology).</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The evolution of psychology</li> <li>• Schools of thought in psychology</li> <li>• The various types of psychology and registration categories</li> <li>• Human Emotion and motivation</li> <li>• Personality theory</li> <li>• Social Psychology</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	1
Assignments & tasks:	15	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1

Test & examination	10		
Self-study	30		
Other: Group work	0		
<b>Total Learning Time</b>	<b>75</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Brain and Behavior		
<b>Generic Module Name</b>	Brain and Behavior 112		
<b>Alpha-numeric Code</b>	<b>PSY112</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	7.5		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate basic understanding of brain circuits and the nervous system.</li> <li>• Demonstrate basic understanding of sensation and perception.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Brain circuits and the nervous system</li> <li>• Sensation and perception</li> <li>• Learning and Memory</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor</i>	20	<i>Lectures p.w.</i>	1
<i>Assignments &amp; tasks</i>	15	<i>Practicals p.w.</i>	0
<i>Practicals</i>	0	<i>Tutorials p.w.</i>	1
<i>Assessments:</i>	10		
<i>Self-study:</i>	30		
<b>Total Learning Time</b>	<b>75</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

Faculty	Community and Health Sciences		
Home Department	Psychology		
Module Topic	Psychology and Child Development		
Generic Module Name	Psychology and Child Development 121		
Alpha-numeric Code	PSY121		
NQF Level	5		
NQF Credit Value	7.5		
Duration	Semester		
Proposed semester to be offered	Second Semester		
Programmes in which the module will be offered	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)		
Year Level	1		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Demonstrate basic understanding of the field of development psychology.</li><li>• Demonstrate basic understanding of the various theories of developmental psychology.</li><li>• Demonstrate basic understanding of the prenatal infancy, early childhood and middle childhood stages of development.</li></ul>		
Main Content	<ul style="list-style-type: none"><li>• Basic concepts of developmental psychology</li><li>• Theories of developmental psychology</li><li>• Prenatal development and the birth process</li><li>• Infancy</li><li>• Early childhood</li><li>• Middle childhood</li></ul>		
Pre-Requisite Modules	None		
Co-Requisite Modules	None		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor	20	Lectures p.w.	1
Assignments & tasks	15	Practicals p.w.	0
Practicals	0	Tutorials p.w.	1
Assessments:	10		
Self-study	30		
Total Learning Time	75		
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
Assessment Module type	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Introduction to Research Methods		
<b>Generic Module Name</b>	Introduction to Research Methods 123		
<b>Alpha-numeric Code</b>	<b>PSY123</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	7.5		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: Demonstrate an understanding of: <ul style="list-style-type: none"> <li>• The field of research psychology.</li> <li>• The process involved in conducting research.</li> <li>• Some methods of analysis in social sciences.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the field of research</li> <li>• Scientific approach to behavior</li> <li>• Experimental research</li> <li>• Descriptive/correlation research</li> <li>• Grouped and ungrouped frequency distributions</li> <li>• Measures of central tendency</li> <li>• Measures of variability</li> <li>• Measure of position</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	1
Assignments & tasks:	15	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Test & examination	10		
Self-study	30		
Other: Group work	0		
<b>Total Learning Time</b>	<b>75</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	The Study of Human Development		
<b>Generic Module Name</b>	The Study of Human Development 211		
<b>Alpha-numeric Code</b>	<b>PSY211</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and solve problems.</li> <li>Work in a team.</li> <li>Organize and manage themselves.</li> <li>Collect, analyses and evaluate information.</li> <li>Communicate effectively.</li> <li>Use science and technology.</li> <li>Recognize problem solving contexts.</li> <li>Reflect on and explore effective learning strategies.</li> <li>Participate as a responsible citizen.</li> <li>Be culturally and aesthetically sensitive.</li> <li>Explore education and career opportunities.</li> <li>Develop entrepreneurial opportunities.</li> </ul> <p>Specific Outcomes</p> <ul style="list-style-type: none"> <li>Ability to theories and explain human development.</li> <li>The ability to evaluate the appropriateness of certain theories of human development.</li> <li>The ability to offer a critique of the various theories of human development.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Physical, cognitive, personality and social development of humans from adolescence to late adulthood.</li> <li>Relevant developmental theories.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	32	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Test & examination	4		

Self-study	50		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Introduction to Psychopathology
<b>Generic Module Name</b>	Introduction to Psychopathology 213
<b>Alpha-numeric Code</b>	<b>PSY213</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Introduce students to the field of psychopathology.</li> <li>• Examine the socio-context in which psychopathology occurs.</li> <li>• Provide a historical overview of abnormal psychology.</li> <li>• Demonstrate an awareness of the different theoretical approaches to explain abnormal behaviour.</li> <li>• Introduction to the DSM classification system.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Critically discuss:</li> <li>• Human behavior in the South African context – normal versus abnormal behaviour.</li> <li>• Understand various theoretical approaches in abnormal psychology.</li> <li>• Identify possible causal factors in the development of abnormal behaviour.</li> <li>• Demonstrate an awareness of contextual issues that impacts on our understanding of abnormal behaviour.</li> <li>• Identify and discuss the classification systems in abnormal psychology.</li> <li>• Introduction to specific syndromes.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	21	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Test & examination	15		
Self-study	50		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Psychological Interventions
<b>Generic Module Name</b>	Psychological Interventions 214
<b>Alpha-numeric Code</b>	<b>PSY214</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BNurs (8312) (8313), BSc (Occupational Therapy) (8111), BSc (Physiotherapy) (8211), LLB (7162) (7172), BA (Law) (7221)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: Demonstrate: <ul style="list-style-type: none"> <li>An overview of the theoretical foundations of the various approaches to intervention</li> <li>An understanding of the process of intervention and the nature of helping relationships</li> <li>Knowledge of theories and techniques of counseling</li> <li>Knowledge of ethical decision making in counseling</li> </ul> Specific Outcomes Demonstrate basic understanding of: <ul style="list-style-type: none"> <li>The field of counseling and psychological intervention</li> <li>The theoretical underpinnings of counseling</li> <li>Some methods of intervention in psychological practice</li> <li>Ethical decision making in counseling</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to the field of counseling psychology</li> <li>Ethical issues in counseling practice</li> <li>Psychoanalytic therapy</li> <li>Person centered therapy</li> </ul>

	<ul style="list-style-type: none"> <li>Cognitive behavior therapy</li> <li>Family systems therapy</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	32	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	4		
Self-study	50		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Research Methods and Statistics
<b>Generic Module Name</b>	Research Methods 221
<b>Alpha-numeric Code</b>	<b>PSY221</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BA (Law) (7221)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Articulate essential differences between specific basic level qualitative and quantitative research designs and methods</li> <li>Utilize suitable basic level qualitative and quantitative research methods, for the collection and analysis of data, in accordance with research inquiries</li> <li>Propose findings from particular basic level qualitative and quantitative analyses utilizing acquired skills</li> </ul>
<b>Main Content</b>	Qualitative methods <ul style="list-style-type: none"> <li>Introduction to qualitative research</li> <li>The three paradigms in social sciences research</li> <li>The process of conducting qualitative research</li> </ul> Quantitative methods <ul style="list-style-type: none"> <li>Introduction to quantitative research methodology.</li> </ul>



	<ul style="list-style-type: none"> <li>Basic quantitative concepts and their use in research studies – normality, variance, standard error of measurement, probability</li> <li>Correlational designs – Pearson correlation and regression</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	PSY123		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	13	<i>Lectures p.w.</i>	1
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Test & examination	6		
Self-study	31		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Community Psychology
<b>Generic Module Name</b>	Community Psychology 223
<b>Alpha-numeric Code</b>	<b>PSY223</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560), BSc (Physiotherapy) (8211)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and solve problems.</li> <li>Work in a team.</li> <li>Organize and manage themselves.</li> <li>Collect, analyses and evaluate information.</li> <li>Communicate effectively.</li> <li>Use science and technology.</li> <li>Recognize problem solving contexts</li> <li>Reflect on and explore effective learning strategies.</li> <li>Participate as a responsible citizen.</li> <li>Be culturally and aesthetically sensitive.</li> <li>Explore education and career opportunity.</li> </ul> <p>Specific Outcomes</p> <ul style="list-style-type: none"> <li>To introduce students to the field of community psychology.</li> </ul>

	<ul style="list-style-type: none"> <li>To facilitate critical thinking about traditional/ mainstream ways of working in psychology.</li> <li>To understand contextual ways of working.</li> <li>To introduce students to the values and assumptions that underpin community psychology.</li> <li>To understand the theoretical perspectives that are the core of community psychology.</li> <li>To explore the application of community psychology in the South African context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to and definition of community psychology.</li> <li>Origins and historical context of community psychology nationally and abroad.</li> <li>Comparing traditional psychology with community psychology approaches.</li> <li>Core principles and values: an ecological perspective, prevention, empowerment, a psychological sense of community.</li> <li>Community psychology models or perspectives.</li> <li>Application: the roles of community psychologists in South Africa.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	7	<i>Lectures p.w.</i>	1
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Test & examination	20		
Self-study	36		
Other: Group work	0		
<b>Total Learning Time</b>	<b>93</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Health Psychology
<b>Generic Module Name</b>	Health Psychology 224
<b>Alpha-numeric Code</b>	<b>PSY224</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061), BSc (Physiotherapy) (8211), BSc (Complementary Health Sciences) (8104)

<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <p>Reflect on and explore effective learning strategies</p> <ul style="list-style-type: none"> <li>• Be culturally and aesthetically sensitive to issues implicated in the illness-behaviour link</li> <li>• Identify links between behavior and health problems</li> <li>• Understand and identify the health risks connected to particular diseases</li> <li>• Critically discuss research done to identify health risks and research to test the effectiveness of intervention strategies</li> <li>• Explore some of the aspects that impact on the effectiveness of intervention strategies</li> <li>• Identify the most pressing health concerns in SA, the behaviors and contextual issues that contribute to these problems</li> <li>• Explore career opportunities within Health Psychology</li> <li>• Engage in further study and research related to Health Psychology</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the Health Psychology</li> <li>• The link between stress and disease</li> <li>• Stress management</li> <li>• Lifestyle diseases</li> <li>• Smoking</li> <li>• Alcohol dependence</li> <li>• Drugs abuse</li> <li>• Obesity</li> <li>• Study of Pain</li> </ul>		
<b>Pre-Requisite Modules</b>	PSY124 and PSY223		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	16	<i>Lectures p.w.</i>	1
Assignments & tasks:	33	<i>Practicals p.w.</i>	0
Practicals:		<i>Tutorials p.w.</i>	0
Test & examination	6		
Self-study	45		
Other: Group work			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Psychopathology		
<b>Generic Module Name</b>	Psychopathology 311		
<b>Alpha-numeric Code</b>	<b>PSY311</b>		

<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), BA (Sport, Recreation and Exercise Science) (8061), BA (Law) (7221)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically interrogate mainstream approaches</li> <li>• Collect, analyses and evaluate information</li> <li>• Communicate effectively</li> <li>• Develop problem solving skills</li> <li>• Reflect on and explore effective learning strategies</li> <li>• Be culturally and aesthetically sensitive</li> <li>• Develop a social justice perspective</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Revision of diagnostic classification system</li> <li>• Aetiology of mental disorders</li> <li>• Anxiety disorders</li> <li>• Mood disorders and suicide</li> <li>• Eating disorders</li> <li>• Personality disorders</li> <li>• Substance-related disorders</li> <li>• Sexual variants, abuse and dysfunctions</li> <li>• Schizophrenia</li> </ul>		
<b>Pre-Requisite Modules</b>	PSY213		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	28	<i>Tutorials p.w.</i>	1
Test & examination	18		
Self-study	0		
Other: Group work	8		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Introduction to Personality Psychology
<b>Generic Module Name</b>	Introduction to Personality Psychology 312
<b>Alpha-numeric Code</b>	<b>PSY312</b>
<b>NQF Level</b>	7

<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061 BA (Law) (7221) BEd (4513)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Provide an overview of mainstream theories of personality.</li> <li>• Demonstrate the ability to critically evaluate personality theories within the South African Context.</li> <li>• Understand the implications of each of these theories regarding psychopathology formation, psychotherapy and psychometry.</li> </ul>		
<b>Main Content</b>	<p>Introduction to the following theories:</p> <ul style="list-style-type: none"> <li>• Freud, Jung, Horney, Erikson, Fromm, Rogers, Bandura, Skinner, Allport and South African perspectives on the study of Self.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	14	<i>Tutorials p.w.</i>	1
Test & examination	14		
Self-study	28		
Other: Group work	10		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Research Methods and Statistics
<b>Generic Module Name</b>	Research Methods 321
<b>Alpha-numeric Code</b>	<b>PSY321</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10

<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061) BA (Law) (7221)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Propose research designs for different types of qualitative and quantitative studies</li> <li>Articulate the differences between specific intermediate level qualitative or quantitative research methods, and the possible ethical considerations of the different methods</li> <li>Utilise suitable intermediate level qualitative and quantitative research methods, for the collection and analysis of data, in accordance with research inquiries</li> <li>Propose findings from particular intermediate level qualitative and quantitative analyses utilising acquired skills</li> </ul>		
<b>Main Content</b>	<p>Qualitative methods</p> <ul style="list-style-type: none"> <li>Qualitative Research Designs</li> <li>Methods and methodologies in qualitative research</li> <li>Data collection and Analysis in qualitative research</li> <li>Rigour and ethics in qualitative research</li> </ul> <p>Quantitative methods</p> <ul style="list-style-type: none"> <li>Correlational designs – Pearson correlation, Regression and Chi square analysis</li> <li>Differential designs - Independent samples t-test and Mann Whitney U-test</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	13	<i>Lectures p.w.</i>	1
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	40.5	<i>Tutorials p.w.</i>	1
Test & examination	5.5		
Self-study	41		
Other: Group work	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Psychology			
<b>Module Topic</b>	Psychology of Social Identity and Oppression			
<b>Generic Module Name</b>	Psychology of Social Identity and Oppression 322			
<b>Alpha-numeric Code</b>	<b>PSY322</b>			
<b>NQF Level</b>	7			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	BA (2101) (2612), BTH (2013), B (Library and Information Studies) (2201), B (Social Work) (8411) (8560), BA (Sport, Recreation and Exercise Science) (8061) BA (Law) (7221)			
<b>Year Level</b>	3			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Show understanding of identity in South Africa and across the world.</li> <li>• Demonstrate insight into power in South Africa and across the world.</li> <li>• Demonstrate knowledge of difference forms of oppression in South Africa and across the world.</li> <li>• Distinguish between traditional and mainstream verses recent and critical social psychological accounts of identity, power, and oppression in South Africa and across the world.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to social psychology.</li> <li>• A psychology of society.</li> <li>• Racism: a social psychological perspective.</li> <li>• Frantz Fanon and racial identity in (post)colonial contexts.</li> <li>• Black adolescent identity development during and after apartheid.</li> <li>• Identity dynamics and the politics of self-definitions.</li> <li>• Women abuse: a critical review.</li> <li>• Heterosexuality.</li> <li>• Political leadership in the context of reconciliation.</li> <li>• Understanding and preventing violence: from description and analysis to social action</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1	
Assignments & tasks:	27	<i>Practicals p.w.</i>	0	
Practicals:	14	<i>Tutorials p.w.</i>	1	
Test & examination	5			

Self-study	30		
Other: Group work	10		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Research Project for Complementary Health Sciences
<b>Generic Module Name</b>	Research Project for Complementary Health Sciences 401
<b>Alpha-numeric Code</b>	<b>RPC401</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Naturopathy (8334) , Phytotherapy (8324), Chinese Medicine and Acupuncture (8344), Unani Tibb) (8354)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyse published work and identify gaps in current knowledge.</li> <li>• Demonstrate the ability to critically review and apply appropriate and realistic research methods, techniques and technologies to a research question.</li> <li>• Demonstrate the ability to take full responsibility for all the steps in developing a research proposal and executing an academically appropriate project for an identified research question.</li> <li>• Generate, synthesise, evaluate and apply appropriate methodological approaches to an identified research question.</li> <li>• Submission of a realistic research proposal relevant to the discipline with consideration of ethical implications.</li> <li>• Apply research project management techniques to a specific research proposal.</li> <li>• Compile an appropriate research written report.</li> <li>• Disseminate research question and its findings in the form of oral and/or poster presentations to an audience.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Steps in the research process and the research proposal.</li> <li>• Research problem and question identification: Literature review.</li> <li>• Research methodologies relevant to the research question.</li> <li>• Proposal development relevant to project registration and ethical clearance.</li> <li>• Project and resource management</li> <li>• Data collection</li> </ul>



	<ul style="list-style-type: none"> <li>• Data analyses and relevant statistics</li> <li>• Academic research report writing</li> <li>• Research presentation skills</li> <li>• Computer skills and software for data collection, data analysis and presenting research</li> </ul>		
<b>Pre-Requisite Modules</b>	RMT502		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	67	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	10	<i>Supervision lab p.w.</i>	0
Self-study:	67		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Contextualizing the Field of Social Work
<b>Generic Module Name</b>	Contextualizing the Field of Social Work 010
<b>Alpha-numeric Code</b>	<b>SCW010</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Social Work) (Foundation Programme) (8560)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Contextualize the role of the social worker in relation to pertinent social issues.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Defining social work and its role in society</li> <li>• Basic concepts in social issues</li> <li>• Defining human needs in SA context</li> <li>• Defining social issues in SA context</li> <li>• Defining volunteerism and its role in the field of social work in SA.</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	SCW113
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	36	<i>Lectures p.w.</i>	2	
Assignments & tasks:	30	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments	4			
Self-study:	30			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Social Work			
<b>Module Topic</b>	Contextualizing Social Welfare Policy			
<b>Generic Module Name</b>	Contextualizing Social Welfare Policy 011			
<b>Alpha-numeric Code</b>	<b>SCW011</b>			
<b>NQF Level</b>	5			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	B (Social Work) (Foundation Programme) (8560)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Contextualize how 'social welfare' serves to inform Social Policy and Social Work practice.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Concepts of, social development, and social welfare as introduction to the history and overview of social policies, social work practice and social welfare services in a development context.</li> <li>Contemporary 'developmental' social services and policies including structures for implementing service delivery.</li> <li>Factors and processes impacting on financing social policies (social welfare legislation), and implications for implementing Social Work services in a developmental context.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	SCW124			
<b>Prohibited Module Combination</b>	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	36	<i>Lectures p.w.</i>	2	
Assignments & tasks:	30	<i>Practicals p.w.</i>	0	

Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	4		
Self-study:	30		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Contextualizing Social Work Processes		
<b>Generic Module Name</b>	Contextualizing Social Work Processes 012		
<b>Alpha-numeric Code</b>	<b>SCW012</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (Foundation Programme) (8560)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>To understand the assessment, intervention and communication processes in social work.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Micro, mezzo and macro levels of assessment and intervention</li> <li>Basic concepts in communication</li> <li>Different levels of communication</li> <li>Context of and barriers to communication</li> <li>Relationship building skills</li> <li>Attending skills</li> <li>Exploring and action skills</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	36	<i>Lectures p.w.</i>	2
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	4	<i>Supervision lab p.w.</i>	1
Self-study:	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Contextualizing the Philosophy of Professional Social Work Values and Ethics		
<b>Generic Module Name</b>	Contextualizing the Philosophy of Professional Social Work Values and Ethics 013		
<b>Alpha-numeric Code</b>	<b>SCW013</b>		
<b>NQF Level</b>	5		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (Foundation Programme) (8560)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Contextualize Social Work values, the professional relationship and personal beliefs</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Personal values, traditions and belief systems</li> <li>Difference and diversity</li> <li>Professional values, attitudes and conduct</li> <li>Time management</li> <li>Conflict resolution</li> <li>Managing interpersonal relationships</li> <li>Self-awareness</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	36	<i>Lectures p.w.</i>	2
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments	4	<i>Supervision lab p.w.</i>	0
Self-study:	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Introduction to Fieldwork Education		
<b>Generic Module Name</b>	Introduction to Fieldwork Education 101		
<b>Alpha-numeric Code</b>	<b>SCW101</b>		
<b>NQF Level</b>	5		

<b>NQF Credit Value</b>	15		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competence in understanding the different phases in the development of the professional relationship in social work.</li> <li>• Demonstrate competence in communication skills.</li> <li>• Demonstrate beginning skills in professional report writing.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Preparation for the practice environment.</li> <li>• Overview and orientation to the meaning of Social Work practice.</li> <li>• Developing communication and listening skills.</li> <li>• A volunteer placement during the June vacation observing and shadowing of Social Work-in-action.</li> <li>• Beginning skills in report writing.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	8411 - SCW124, SCW113, SCW125 8560 – SCW125, SCW012, SCW013		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	54	<i>Lectures p.w.</i>	2
Assignments & tasks:	0	<i>Practicals p.w.</i>	2
Practicals:	40	<i>Tutorials p.w.</i>	0
Assessments:	36	<i>Supervision Lab p.w.</i>	1
Self-study:	0		
Other:	20		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment: 100% Final Assessment: 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Introduction to the Field of Social Work
<b>Generic Module Name</b>	Introduction to the Field of Social Work 113
<b>Alpha-numeric Code</b>	<b>SCW113</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Describe the role of the Social Worker in relation to pertinent social issues.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Overview of major issues and needs affecting human security in contemporary South Africa, such as inclusion, the impact of HIV/AIDS, child, youth and family wellbeing.</li> <li>Social Work's response to identified social issues and needs.</li> <li>Overview of fields of practice and multi-disciplinarity.</li> <li>The role and function of the Social Worker.</li> <li>Human diversity and knowledge of Social Work strategies to alleviate oppression and exclusion.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	SCW101		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28/7	<i>Lectures p.w.</i>	2
Assignments & tasks:	31	<i>Practicals p.w.</i>	
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments	4		
Self-study:	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Introduction to Social Policy and Social Welfare
<b>Generic Module Name</b>	Introduction to Social Policy and Social Welfare 124
<b>Alpha-numeric Code</b>	<b>SCW124</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)
<b>Year Level</b>	1

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Illustrate how social policy serves to inform Social Work practice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introductory and historical overview of social welfare services and social policies as related to the development and practice of Social Work.</li> <li>• Contemporary social services and income maintenance policies including structures for service delivery.</li> <li>• Factors and processes impacting on social welfare legislation, financing and implementation affecting Social Work services.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	SCW101		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28/7	<i>Lectures p.w.</i>	2
Assignments & tasks:	32	<i>Practicals p.w.</i>	
Practicals:	1	<i>Tutorials p.w.</i>	1
Assessments	2		
Self-study:	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Social Work Process, Values, Ethics
<b>Generic Module Name</b>	Social Work Process, Values, Ethics 125
<b>Alpha-numeric Code</b>	<b>SCW125</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Explain professional social work values and ethics.</li> <li>• Describe the phases of the professional social work process.</li> <li>• Link professional values to the social work process.</li> </ul>
<b>Main Content</b>	The main content is introduction to <ul style="list-style-type: none"> <li>• The values and principles of social work.</li> </ul>

	<ul style="list-style-type: none"> <li>The philosophy and knowledge base of social work practice.</li> <li>Processes of the professional Social Work relationship.</li> <li>Communication and professional relationship building skills and techniques.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	SCW101		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	2
Assignments & tasks:	32	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments	3		
Self-study	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Basic Fieldwork Education
<b>Generic Module Name</b>	Basic Fieldwork Education 201
<b>Alpha-numeric Code</b>	<b>SCW201</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate competence in applying appropriate assessment tools, intervention skills and techniques from a strengths-based and anti-discriminatory perspective to pertinent social issues encountered within the context of a supervised, field work placement.</li> <li>Demonstrate competence in basic professional report writing.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Beginner Level Social Work practice in community work laboratory</li> <li>Social group work – a weekly placement in the community</li> <li>Beginner Level practice in social work at a micro Level</li> </ul>



	<ul style="list-style-type: none"> <li>• Macro Social Work Project</li> <li>• Basic skills in professional report writing</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW113, SCW124, SCW101		
<b>Co-Requisite Modules</b>	SCW214, SCW213, SCW212		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	54	<i>Lectures p.w.</i>	2
Assignments & tasks:	0	<i>Practicals p.w.</i>	2
Assessments:	95	<i>Tutorials p.w.</i>	0
Practicals:	54	<i>Supervision lab p.w</i>	1
Selfstudy	70		
Other: Please specify	27		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	The Social Work Process at Micro Level
<b>Generic Module Name</b>	The Social Work Process at Micro Level 212
<b>Alpha-numeric Code</b>	<b>SCW212</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate competence in the application of skills and techniques when working with individuals from strengths and anti-discriminatory perspective within the context of the Social Work Process.</li> </ul>
<b>Main Content</b>	Develop competence in appropriate intervention for a strengths and anti-discriminatory Social Work perspective on a micro Level.
<b>Pre-Requisite Modules</b>	SCW113, SCW124, SCW101
<b>Co-Requisite Modules</b>	SCW201
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	12	Supervision lab p.w.	1	
Self-study	30			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Social Work			
<b>Module Topic</b>	The Social Work Process at Mezzo Level			
<b>Generic Module Name</b>	The Social Work Process at Mezzo Level 213			
<b>Alpha-numeric Code</b>	<b>SCW213</b>			
<b>NQF Level</b>	6			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	First Semester			
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)			
<b>Year Level</b>	2			
<b>Main Outcomes</b>	On completion of this module, students should be able to: Within the context of the Social Work process, demonstrate competence in the application of group work skills and techniques from a strengths-and anti-discriminatory perspective.			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Overview of group work as a method of Social Work intervention.</li> <li>• Theory and practice skills for social group work practice.</li> <li>• Roles and skills of a social group worker.</li> <li>• Qualities of a competent group leader.</li> <li>• Overview of the different types of groups and their functions in society.</li> <li>• Group formation and phases.</li> </ul>			
<b>Pre-Requisite Modules</b>	SCW113, SCW124, SCW101			
<b>Co-Requisite Modules</b>	SCW201			
<b>Prohibited Module Combination</b>	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2	
Assignments & tasks:	30	Practicals p.w.	0	

Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	12		
Self-study	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	The Social Work Process at Macro Level		
<b>Generic Module Name</b>	The Social Work Process at Macro Level 214		
<b>Alpha-numeric Code</b>	<b>SCW214</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate competence in the application of community work and community development skills and techniques from a people-centered strengths-and anti-discriminatory perspective, within the context of the Social Work process.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Brief history, conceptualization, definitions, approaches, strategies and processes.</li> <li>• Developmental social welfare, community work, community development.</li> <li>• The process of the community work/development, leadership development and participatory democracy.</li> <li>• Techniques of anti-discriminatory and strengths-based practice at a macro Level.</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW124, SCW113		
<b>Co-Requisite Modules</b>	SCW201		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	15		
Self-study	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Social Work Values and Ethics		
<b>Generic Module Name</b>	Social Work Values and Ethics 224		
<b>Alpha-numeric Code</b>	<b>SCW224</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Know and understand the values, principles and ethics of the social work profession in the various contexts of practice.</li> <li>• Apply knowledge of values, principles and ethics of the social work profession.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Human Rights and Bill of Rights in relation to social work</li> <li>• Values and principles of social work</li> <li>• Philosophical foundations of social work</li> <li>• Professional codes of ethics in social work</li> <li>• Concepts and philosophy of caring</li> <li>• Role of the South African Council for Social Service Professions.</li> <li>• The importance of the values and ethics for social work relationship building and contexts of practice</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW113, SCW125, SCW101, SCW124		
<b>Co-Requisite Modules</b>	SCW201		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	26	<i>Lectures p.w.</i>	2
Assignments & tasks:	32	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	12		
Self-study	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

Faculty	Community and Health Sciences		
Home Department	Social Work		
Module Topic	Intermediate Fieldwork Education		
Generic Module Name	Intermediate Fieldwork Education 301		
Alpha-numeric Code	SCW301		
NQF Level	7		
NQF Credit Value	40		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	B (Social Work) (8411) (8560)		
Year Level	3		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Demonstrate competence in applying intervention strategies, techniques and skills to pertinent social issues that are encountered in the Social Work field of practice.</li><li>• Demonstrate competence in intermediate professional report writing.</li></ul>		
Main Content	<ul style="list-style-type: none"><li>• Simulated exercises and role plays on intervention on micro, mezzo and macro levels during the laboratory sessions.</li><li>• Fieldwork experience with children and families in the community for 1 day per week over two semesters.</li><li>• Micro and mezzo intervention sessions in the community focusing on the particular social issue utilizing appropriate intervention approaches, strategies and techniques.</li><li>• Application of appropriate intervention approaches on macro Level, intervention in social exclusion issues.</li><li>• Family-in- community research project.</li><li>• Intermediate skills in professional report</li><li>• Micro and mezzo intervention presentation.</li><li>• Macro intervention presentation.</li></ul>		
Pre-Requisite Modules	SCW201		
Co-Requisite Modules	SCW312, SCW313, SCW314, SCW315		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	54	Lectures p.w.	2
Assignments & tasks:	0	Practicals p.w.	1
Practicals:	200	Tutorials p.w.	0
Assessments	45.5	Supervision Lab p.w.	1.5
Self-study	60		
Other:	40.5*		
Total Learning Time	400		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Intermediate Research in Social Work		
<b>Generic Module Name</b>	Intermediate Research in Social Work 307		
<b>Alpha-numeric Code</b>	<b>SCW307</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Understand and apply the research process, including gender-based research, and compile a research proposal about child and family well-being, health and mental health and communities issues.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Social work research philosophy and approaches including gender-sensitive approaches</li> <li>Conducting a literature review explicating a rationale and identifying a social work research problem</li> <li>Basic social work methodological constructs</li> <li>The social work research process, data collection and analysis</li> <li>Ethics in research</li> <li>Process and skills in proposal writing</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW212, SCW213, SCW214, SCW224		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	90	<i>Lectures p.w.</i>	2
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Assessments:	80	<i>Tutorials p.w.</i>	1
Practicals:	0		
Selfstudy	30		
Other: Please specify	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Child and Youth Well-being		
<b>Generic Module Name</b>	Child and Youth Well-being 312		
<b>Alpha-numeric Code</b>	<b>SCW312</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify, know and understand appropriate intervention approaches, strategies, techniques and skills in child and youth wellbeing on micro, mezzo and macro levels in South African society.</li> <li>Explain and implement the roles of the social worker in the context of child and youth wellbeing.</li> <li>Evaluate and reflect on intervention and professional self.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Key policy and legislative developments, specifically focusing on the Children's Act and Child Justice Act.</li> <li>Social Work theoretical approaches in child and youth intervention.</li> <li>Child protection, family preservation and restorative justice.</li> <li>Children in conflict with the law.</li> <li>Childhood abuses and parental roles.</li> <li>Children at risk including Orphans and Vulnerable children (OVC).</li> <li>The role of the social worker.</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW214, SCW213, SCW212, SCW201, SCW224		
<b>Co-Requisite Modules</b>	SCW301		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	42	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	20	<i>Supervision lab p.w.</i>	0
Self-study	18		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Intervention: Family Well-being		
<b>Generic Module Name</b>	Intervention: Family Well-being 313		
<b>Alpha-numeric Code</b>	<b>SCW313</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Evaluate and apply appropriate micro and macro intervention strategies and techniques to South African family situations.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Factors impacting on South African families – historical, socio-cultural, economic, relational.</li> <li>Different approaches to dealing with family issues.</li> <li>Narrative, strengths-based, structural and anti-discriminatory intervention strategies and techniques with South African families.</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW214, SCW213, SCW212, SCW201		
<b>Co-Requisite Modules</b>	SCW301		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	12	<i>Supervision lab p.w.</i>	2
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Intervention: Health and Well-being		
<b>Generic Module Name</b>	Intervention: Health and Well-being 314		
<b>Alpha-numeric Code</b>	<b>SCW314</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		



<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand and appraise the holistic and developmental context of health and well-being in South Africa.</li> <li>Application of appropriate intervention strategies and techniques at micro, mezzo and macro levels.</li> <li>Evaluate and reflect on intervention outcomes and professional self.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Clinical features of prevalent communicable, non-communicable health and mental illnesses.</li> <li>The reciprocal relationship between health and social issues.</li> <li>Selection and use of the appropriate intervention approaches, strategies, techniques and skills in addressing health issues.</li> <li>The role of social work within a multi-disciplinary team in a health context.</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW214, SCW213, SCW212, SCW224, SCW201		
<b>Co-Requisite Modules</b>	SCW301		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments:	12		
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Intervention: Community Well-being
<b>Generic Module Name</b>	Intervention: Community Well-being 315
<b>Alpha-numeric Code</b>	<b>SCW315</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester

<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate competence in the knowledge of community well-being and social cohesion as well as the critical application of macro strategies and techniques which facilitate social cohesion of marginalized, socially excluded, dispossessed, vulnerable and at-risk groups within a local context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Understanding of the concepts of community well-being and social cohesion.</li> <li>Issues pertaining to social cohesion and related issues of vulnerability from a global and local perspective.</li> <li>Macro Level intervention theory.</li> <li>Selection and application of the appropriate macro intervention approaches, strategies, techniques and skills in addressing social cohesion.</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW214, SCW213, SCW212		
<b>Co-Requisite Modules</b>	SCW301		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	14	<i>Tutorials p.w.</i>	0
Assessments	0	<i>Supervision lab p.w.</i>	0
Self-study	21		
Other:	7		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Advanced Fieldwork Education
<b>Generic Module Name</b>	Advanced Fieldwork Education 401
<b>Alpha-numeric Code</b>	<b>SCW401</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	60
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)
<b>Year Level</b>	4

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate competence in the integration and application of core strategies, concepts, principles and techniques of Social Work practice at all levels (micro, mezzo and macro), within the context of a supervised field work placement.</li> <li>• Demonstrate competence in advanced professional report writing.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Engage in advanced practice in a fieldwork placement</li> <li>• Assess, intervene and evaluate at field of practice using narrative and solution-focused approaches on micro, mezzo and macro levels</li> <li>• Assess needs and develop logical framework for addressing needs</li> <li>• Evaluate policy, planning and practice in organization</li> <li>• Advanced skills in professional report writing</li> <li>• Critical reflection on practice from a justice and ethics of care perspective</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW301		
<b>Co-Requisite Modules</b>	SCW413, SCW415, SCW412, SCW408, SCW407		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	27	<i>Lectures p.w.</i>	1
Assignments & tasks:	41	<i>Practicals p.w.</i>	2.5
Practicals:	478	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	2
Self-study:	0		
Other:	54*		
<b>Total Learning Time</b>	<b>600</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % (Practice Competency: 60% Reflective Portfolio: 40%) Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Advanced Social Work Research
<b>Generic Module Name</b>	Advanced Social Work Research 407
<b>Alpha-numeric Code</b>	<b>SCW407</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)

<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Submit a feasible topic for research in the area of Social Work.</li> <li>• Conduct a literature review of the selected area of research in Social Work.</li> <li>• Design a research project.</li> <li>• Utilize the appropriate research methods and techniques to gather the relevant information.</li> <li>• Utilize the appropriate ethical considerations when conducting research.</li> <li>• Submit a research project.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Research philosophies and paradigms</li> <li>• Qualitative research approaches and designs</li> <li>• Data collection strategies</li> <li>• Literature reviews and searches</li> <li>• Researching, writing and structuring a research proposal.</li> <li>• Conducting a qualitative social work research study</li> <li>• Data collection and analysis</li> <li>• Trustworthiness and rigor</li> <li>• Ethical conduct in research</li> <li>• Writing and presenting the research findings and recommendations in the form of a research report</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW315, SCW314, SCW312, SCW313, SCW301, SCW307		
<b>Co-Requisite Modules</b>	SCW401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	72	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	0
Practicals:	28	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	1
Self-study	10		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

  

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Social Work Supervision and Management
<b>Generic Module Name</b>	Social Work Supervision and Management 408
<b>Alpha-numeric Code</b>	<b>SCW408</b>

<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe and analyse the process of social work supervision and management as utilized in the South African organizational and developmental context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Developmental context of professional supervision and management.</li> <li>Social work supervision process.</li> <li>Roles, function and ethics in supervision and management.</li> <li>Human resource management.</li> <li>Programme and project planning (including budgeting).</li> <li>Organizational structures.</li> <li>Application of organizational processes to practice learning.</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW315, SCW314, SCW312, SCW313, SCW301, SCW307		
<b>Co-Requisite Modules</b>	SCW401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	28	<i>Tutorials p.w.</i>	0
Assessments	4	<i>Supervision lab p.w.</i>	0
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Advanced Social Work Ethics
<b>Generic Module Name</b>	Advanced Social Work Ethics 412
<b>Alpha-numeric Code</b>	<b>SCW412</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10

<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Analyse, integrate and apply professional social work values and ethics.</li> <li>Present and defend arguments and perspectives of ethics and social justice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Professional values and ethics in context</li> <li>The ethics of care approach</li> <li>Social justice approach</li> <li>Differences between the ethics of care and social justice approaches</li> <li>Application of ethics of care and social justice approaches to Social Work</li> <li>Selection of a field of social work practice for application of above approaches</li> <li>Personal – professional ethical framework</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW315, SCW314, SCW312, SCW313, SCW301, SCW307		
<b>Co-Requisite Modules</b>	SCW401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	33	<i>Lectures p.w.</i>	1
Assignments & tasks:	46	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	4	<i>Supervision lab p.w.</i>	0
Self-study	17		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Advanced Social Policy and Planning
<b>Generic Module Name</b>	Advanced Social Policy and Planning 413
<b>Alpha-numeric Code</b>	<b>SCW413</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year

<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)		
<b>Year Level</b>	4		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critically review and discuss how policies impact on social issues and service provision in the South African context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Critical appraisal of global and regional economic, political, and social contexts of policies;</li> <li>• Social policy and planning perspectives</li> <li>• Policy making structures and processes</li> <li>• Social policy and social welfare programmes</li> <li>• Critical analysis of social welfare policy in South Africa</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW315, SCW314, SCW312, SCW313, SCW301, SCW 307		
<b>Co-Requisite Modules</b>	SCW401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	<i>Lectures p.w.</i>	2
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0	<i>Supervision lab p.w.</i>	0
Self-study	22		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Social Work
<b>Module Topic</b>	Advanced Social Work Intervention
<b>Generic Module Name</b>	Advanced Social Work Intervention 415
<b>Alpha-numeric Code</b>	<b>SCW415</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Social Work) (8411) (8560)
<b>Year Level</b>	4

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate competence in the application of the intervention techniques of social work perspectives on micro, mezzo and macro levels</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Advanced theoretical frameworks</li> <li>Advanced (assessment and) intervention according to theoretical frameworks on micro, mezzo and macro levels</li> </ul>		
<b>Pre-Requisite Modules</b>	SCW315, SCW314, SCW312, SCW313, SCW301, SCW307		
<b>Co-Requisite Modules</b>	SCW401		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	65	<i>Lectures p.w.</i>	2
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	25	<i>Supervision lab p.w.</i>	0
Self-study	40		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	SRE101 Practical
<b>Generic Module Name</b>	Practical 101
<b>Alpha-numeric Code</b>	<b>SRE101</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA SRES (8061)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Teach the basics of at least the free style stroke in swimming.</li> <li>Organize and implement a swimming event, including the performance of all related administrative functions from initial planning through to evaluation of the success of the event.</li> <li>Demonstrate the basics of most styles of dancing, choreography and appropriate warm up.</li> </ul>



<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Administration and organization of sport structures</li> <li>• Event organization</li> <li>• Water safety</li> <li>• Basic water skills</li> <li>• Stroke mechanics</li> <li>• Styles of dance</li> <li>• Choreography of dance</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	<i>Lectures p.w.</i>	3
Assignments & tasks:	10	<i>Practicals p.w.</i>	0
Practicals:	12	<i>Tutorials p.w.</i>	0
Assessments	0	<i>Supervision lab p.w.</i>	0
Self-study	80		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	SRE102 Practical
<b>Generic Module Name</b>	Practical 102
<b>Alpha-numeric Code</b>	<b>SRE102</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA SRES (8061)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Various concepts and terms related to Outdoor and Adventure Recreation.</li> <li>• The relationship between Adventure- and social recreation-based activities.</li> <li>• A wide variety of practical components of sport, recreation.</li> <li>• Various games concepts, the design and analyse.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Outdoor and Adventure Recreation activities, safety aspects and programme planning.</li> <li>• Outdoor and adventure recreation leadership, soft skills and hard skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Social recreation.</li> <li>• Games concepts in individual and team sports.</li> <li>• Experiential learning of a variety of adapted games</li> <li>• Games analysis.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	84	<i>Lectures p.w.</i>	4
Assignments & tasks:	10	<i>Practicals p.w.</i>	0
Practicals:	26	<i>Tutorials p.w.</i>	0
Assessments	10	<i>Supervision lab p.w.</i>	0
Self-study	20		
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Kinesiology
<b>Generic Module Name</b>	Kinesiology 111
<b>Alpha-numeric Code</b>	<b>SRE111</b>
<b>NQF Level</b>	5
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA SRES (8061) BSc SES (8051)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the human muscle and skeletal systems and an understanding of how they relate to the science of movement</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Anatomy of the skeletal and muscle systems.</li> <li>• Terminology to describe joint movements and body part locations</li> <li>• The various types of joints in the human body and their characteristics</li> <li>• Joint movements and muscles acting around joints</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	70	Lectures p.w.	3	
Assignments & tasks:	20	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	2	
Assessments	10	Supervision lab p.w.	0	
Self-study	100			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)			
<b>Module Topic</b>	Fundamentals of Exercise Physiology			
<b>Generic Module Name</b>	Fundamentals of Exercise Physiology 113			
<b>Alpha-numeric Code</b>	<b>SRE113</b>			
<b>NQF Level</b>	5			
<b>NQF Credit Value</b>	15			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	BA SRES (8061) BSc SES (8051)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the fundamental principles of physiology with special reference to nutrition, digestion, metabolism, the muscular, cardiovascular, respiratory, nervous and endocrine systems</li> <li>• Provide a basic application of these principles to the body in motion</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Basic nutrition, digestion and metabolism</li> <li>• The physiology of the cardiovascular, respiratory, muscular, nervous and endocrine systems</li> <li>• Fundamental physiological adaptations to exercise conditions and training</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	63	Lectures p.w.	2	
Assignments & tasks:	14	Practicals p.w.	0	
Practicals:	28	Tutorials p.w.	2	

Assessments	10	<i>Supervision lab p.w.</i>	0	
Self-study	35			
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)			
<b>Module Topic</b>	Management of Sport 211			
<b>Generic Module Name</b>	Principles of Sport Management 211			
<b>Alpha-numeric Code</b>	<b>SRE211</b>			
<b>NQF Level</b>	6			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	First Semester			
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)			
<b>Year Level</b>	2			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss and explain the planning, organizing, leading and control of the management process.</li> <li>• Explain the role of leadership, motivation and communication in management.</li> <li>• Differentiate between top management and operational Level control using a sport example.</li> <li>• Address management issues in sport and recreation.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The South African sports industry</li> <li>• Management theory and definitions</li> <li>• Planning, Organising, Leading and Controlling as a management function.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	48	<i>Lectures p.w.</i>	1	
Assignments & tasks:	15	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	1	
Assessments	15	<i>Supervision lab p.w.</i>	0	
Self-study	22			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Measurement and Evaluation		
<b>Generic Module Name</b>	Measurement and Evaluation 216		
<b>Alpha-numeric Code</b>	<b>SRE216</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify the need for tests and measurement in the evaluation process of sport, recreation and exercise science.</li> <li>Apply the principles of measurement and evaluation in different assessment situations.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Principles of measurement and evaluation</li> <li>Basic statistics</li> <li>Kinanthropometry, Somatotyping and body composition</li> <li>Administration of tests</li> <li>Evaluation and the use of tests</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	0
Assignments & tasks:	18	<i>Practicals p.w.</i>	1
Practicals:	14	<i>Tutorials p.w.</i>	0
Assessments	0	<i>Supervision lab p.w.</i>	0
Self-study	40		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Theory: Exercise Physiology 217		
<b>Generic Module Name</b>	Exercise Physiology 217		
<b>Alpha-numeric Code</b>	<b>SRE217</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Assess the acute physiological responses to exercise.</li> <li>• Assess the health-related aspects of exercise.</li> <li>• Apply the physiological concepts of physical activity and health to exercise and sport science research. .</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Cardiovascular System and Exercise</li> <li>• Respiratory System and Exercise</li> <li>• Skeletal Muscular System and Exercise</li> <li>• Nervous System and Exercise</li> <li>• Exercise bioenergetics</li> <li>• Endocrine System and Exercise</li> <li>• Immune System and Exercise</li> <li>• Ergogenic Aids in Sport Performance</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	14	<i>Practicals p.w.</i>	0
Practicals:	6	<i>Tutorials p.w.</i>	0
Assessments	6	<i>Supervision lab p.w.</i>	0
Self-study	46		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Sport in Society
<b>Generic Module Name</b>	Sport in Society 221
<b>Alpha-numeric Code</b>	<b>SRE221</b>

<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the History of Sport</li> <li>• Demonstrate an understanding of Sociology of Sport</li> <li>• Debate sociological issues around sport, gender, race and politics</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The history of sport in the western world</li> <li>• History of Sport in South Africa</li> <li>• Sport, Gender, Race and Ethnicity</li> <li>• Sport and Politics in South Africa</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	15	<i>Lectures p.w.</i>	1
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	10	<i>Supervision lab p.w.</i>	0
Self-study	50		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Fitness
<b>Generic Module Name</b>	Fitness 224
<b>Alpha-numeric Code</b>	<b>SRE224</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	2

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Distinguish between the various concepts of health and physical fitness.</li> <li>• Discuss the physiological basis of the major components of health related physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.</li> <li>• Assess, interpret and communicate the various components of health-related physical fitness.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Conceptual framework of health and physical fitness</li> <li>• Client consultation and appraisal</li> <li>• Test standardization</li> <li>• Testing protocols and norms</li> <li>• Physical fitness testing</li> <li>• Physical fitness test administration</li> <li>• Fitness data analysis and interpretation</li> <li>• Practical application of the various testing modalities</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	8	<i>Practicals p.w.</i>	0
Practicals:	4	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0
Self-study	50		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Motor Control and Development
<b>Generic Module Name</b>	Motor Control and Development 236
<b>Alpha-numeric Code</b>	<b>SRE236</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	2



<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Identify and analyse the nervous system and how it operates.</li> <li>Explain the process of sensation.</li> <li>Explain the process of selective attention.</li> <li>Identify and analyse how actions are planned and produced.</li> <li>Identify and analyse the Motor Control and memory process.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The structure and function of the nervous system</li> <li>The process of sensation</li> <li>The process of selective attention</li> <li>The process of forming a perception</li> <li>The process of planning actions</li> <li>Producing actions</li> <li>The process of motor control</li> <li>The memory process</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	11	<i>Lectures p.w.</i>	1
Assignments & tasks:	8	<i>Practicals p.w.</i>	0
Practicals:	6	<i>Tutorials p.w.</i>	1
Assessments	15	<i>Supervision lab p.w.</i>	0
Self-study	60		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Theory: Recreation
<b>Generic Module Name</b>	Recreation Theory 237
<b>Alpha-numeric Code</b>	<b>SRE237</b>
<b>NQF Level</b>	6
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	2

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the basic concepts and terminology associated with recreation and leisure</li> <li>• Clarify and explain the sociological aspect of recreation and leisure</li> <li>• Recognize and formulate the service delivery dimension of recreation and leisure</li> <li>• Articulate how recreation and leisure forms part of a leisure lifestyle</li> <li>• Discuss the basic concepts of therapeutic recreation (TR)</li> <li>• Investigate and summarise the TR practices and processes</li> <li>• Investigate and explain wellness through physical activity in TR</li> </ul>			
<b>Main Content</b>	<p>At the end of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Introduction to recreation and leisure: basic concepts and benefits</li> <li>• Recreation and leisure for individual in society</li> <li>• Service delivery and the many modes of recreation and leisure</li> <li>• Program delivery and the many modes of recreation and leisure</li> <li>• Recreation and leisure across the life span</li> <li>• Leadership in recreation as a profession</li> <li>• Therapeutic recreation as a profession</li> </ul> <p>Person-first philosophy in TR</p> <ul style="list-style-type: none"> <li>• Places, models and modalities of TR practices</li> <li>• Therapeutic recreation process</li> </ul> <p>Wellness through physical activity</p>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1	
Assignments & tasks:	15	<i>Practicals p.w.</i>	0	
Practicals:	12	<i>Tutorials p.w.</i>	0	
Assessments	10	<i>Supervision lab p.w.</i>	0	
Self-study	15			
Other:	20			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Sport Psychology		
<b>Generic Module Name</b>	Sport Psychology 238		
<b>Alpha-numeric Code</b>	<b>SRE238</b>		
<b>NQF Level</b>	6		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify the psychological variables that affect participation and performance in sport and physical activity</li> <li>Explain behavioural patterns of athletes</li> <li>Assess and predict behavioural patterns related to sport and physical activity using psychological tools</li> <li>Apply knowledge of sport psychology to change behavior within various settings</li> <li>Integrate adequate ethical considerations when working with athletes</li> <li>Investigate and Identify psychological tools and practices of athletes</li> <li>Develop psychological profiles of athletes through the use of various inventories</li> <li>Design basic sport psychology activities to enhance athlete performance</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Principles of sport and exercise behavior</li> <li>Motivation</li> <li>Personality and sport</li> <li>Attention and aggression</li> <li>Psychology of coaching</li> <li>Mental skills for performance enhancement</li> <li>Goal setting</li> <li>Arousal control</li> <li>Psychology of injuries</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	21	<i>Lectures p.w.</i>	1
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments	11	<i>Supervision lab p.w.</i>	0

Self-study	48		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Biomechanics		
<b>Generic Module Name</b>	Biomechanics 312		
<b>Alpha-numeric Code</b>	<b>SRE312</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Identify and analyse the methods and mechanics as applied to the structure and function of the living human body.</li> <li>Identify and analyse the forces which act on the human body and the effects which these forces produce.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Forms of motion</li> <li>Linear Kinematics</li> <li>Angular Kinematics</li> <li>Linear and Angular Kinematics</li> <li>Fluid Mechanics</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	11	<i>Lectures p.w.</i>	1
Assignments & tasks:	13	<i>Practicals p.w.</i>	0
Practicals:	6	<i>Tutorials p.w.</i>	1
Assessments	20	<i>Supervision lab p.w.</i>	0
Self-study	50		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Adapted Physical Activity		
<b>Generic Module Name</b>	Adapted Physical Activity 313		
<b>Alpha-numeric Code</b>	<b>SRE313</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and analyse different posture and muscle imbalances</li> <li>Identify the following disorders: Specific Learning Disabilities, Developmental Coordination Disorder, Attention Deficiency Hyperactivity Disorder as well as Intellectual Disabilities</li> <li>Identify and analyse spinal paralysis</li> <li>Identify and analyse hearing and visual impairments</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Posture problems and muscle imbalances</li> <li>Other health</li> <li>Specific Learning Disabilities</li> <li>Intellectual Disabilities</li> <li>Spinal paralysis</li> <li>Deaf and hard-of-hearing conditions</li> <li>The visually impaired</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	11	<i>Lectures p.w.</i>	1
Assignments & tasks:	13	<i>Practicals p.w.</i>	1
Practicals:	6	<i>Tutorials p.w.</i>	0
Assessments	20	<i>Supervision lab p.w.</i>	0
Self-study	50		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Theory: Management of Sport		
<b>Generic Module Name</b>	Contemporary Sport and Recreation Management 315		
<b>Alpha-numeric Code</b>	<b>SRE315</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Sport) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the strategic planning process within sport and recreation industry.</li> <li>• Analyse the link between decision making and information management.</li> <li>• Critically evaluate change and diversity management within the sport and recreation industry.</li> <li>• Clarify and implement the basic principles of human resource management in a sport and recreation setting.</li> <li>• Analyse how leadership is applied in the management of sport teams.</li> <li>• Differentiate between ethics, corporate social responsibility and corporate governance in sport and recreation.</li> <li>• Apply basic financial management practices in sport and recreation settings.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Strategic planning process: Planning, organizing, leading and control</li> <li>• Information management</li> <li>• Diversity and change management</li> <li>• Human resource management</li> <li>• Team management</li> <li>• Ethics, corporate social responsibility and corporate governance</li> <li>• Financial management practices</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	19	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	6	<i>Supervision lab p.w.</i>	0

Self-study	66		
Other:	0		
<b>Total Learning Time</b>	<b>105</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Sport Safety		
<b>Generic Module Name</b>	Sport Safety 316		
<b>Alpha-numeric Code</b>	<b>SRE316</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the aetiology, treatment, and prevention of common sports injuries.</li> <li>• Apply a safe approach in the management of sport injuries.</li> <li>• Apply the concept of standard of care</li> <li>• Apply the concept of risk management to the sport environment</li> <li>• Explain the important legal issues for sports trainers involved in sport safety</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Role of the teacher/coach in sport safety</li> <li>• Aetiology of sports injuries</li> <li>• Prevention of sports Injuries</li> <li>• Common sports injuries</li> <li>• Sport-specific injuries</li> <li>• Management of Sports Injuries</li> <li>• Criteria for return to sport</li> <li>• Legal considerations in sport safety</li> <li>• Special issues: stretching; massage; orthopedic problems; pre- and post rehabilitative testing</li> </ul>		
<b>Pre-Requisite Modules</b>	SRE111		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	1
Assignments & tasks:	12	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0

Assessments	6	<i>Supervision lab p.w.</i>	0	
Self-study	66			
Other:	0			
<b>Total Learning Time</b>	<b>98</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			
<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)			
<b>Module Topic</b>	Sport for Community Development			
<b>Generic Module Name</b>	Sport for Community Development 317			
<b>Alpha-numeric Code</b>	<b>SRE317</b>			
<b>NQF Level</b>	7			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)			
<b>Year Level</b>	3			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Stimulate critical discourse on the issues of community development and the role of sport.</li> <li>• Provide a fundamental understanding of community development theories, and global development initiatives.</li> <li>• Develop strategies in order to address community development issues nationally and locally, especially through sport.</li> <li>• Understand the holistic (interdisciplinary) model of community development.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An overview of community development theories.</li> <li>• International development agencies and global initiatives on community development, emphasizing the role of sport.</li> <li>• Critical challenges facing SA communities.</li> <li>• To conduct a needs analysis within a community and develop realistic strategies for addressing a community's needs.</li> <li>• The role of local (national and/or regional) development agencies, civil society, the private sector, government, and sports organizations in community development.</li> <li>• To provide students with the basic tools to facilitate community development.</li> <li>• Dealing with issues of HIV/AIDS, ethnic diversity, social class, disability, poverty, conflict, politics, racism, etc.</li> <li>• Socioeconomic development through sport.</li> <li>• Best Practices in Community Development.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			



<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	24	<i>Lectures p.w.</i>	1
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments	8	<i>Supervision lab p.w.</i>	0
Self-study	38		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Advanced Exercise Physiology
<b>Generic Module Name</b>	Advanced Exercise Physiology 318
<b>Alpha-numeric Code</b>	<b>SRE318</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Determine the human physiological responses to chronic exercise, training and conditioning</li> <li>• Apply physiological concepts to sport performance, training and conditioning</li> <li>• Examine the effects of exercise and training under various environmental conditions</li> <li>• Assess physiological responses to chronic exercise, training and conditioning</li> <li>• Utilize sport science research in relation to exercise and training evaluation</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Physiological changes which occur as a result of training (endurance, speed, strength): <ul style="list-style-type: none"> <li>- At rest</li> <li>- During exercise</li> <li>- In recovery</li> </ul> </li> <li>• Effects of ergogenic aids on performance</li> <li>• Physiological changes which occur as a result of various environmental stressors, including:</li> </ul>

	<ul style="list-style-type: none"> <li>- Hot and cold conditions</li> <li>- Altitude</li> <li>• Describe the chronic physiological adaptations to training</li> <li>• Understand the impact of research and future trends in exercise</li> </ul>		
<b>Pre-Requisite Modules</b>	SRE113		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	24	<i>Lectures p.w.</i>	1
Assignments & tasks:	8	<i>Practicals p.w.</i>	0
Practicals:	4	<i>Tutorials p.w.</i>	0
Assessments	6	<i>Supervision lab p.w.</i>	0
Self-study	58		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Management Major
<b>Generic Module Name</b>	Management Major 322
<b>Alpha-numeric Code</b>	<b>SRE322</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Acquire information about the structure and design of sports organizations</li> <li>• Design and event implementation plan</li> <li>• Gain understanding and competence of facilities management</li> <li>• Analyse Marketing through sport</li> <li>• Develop a brief sponsorship brief</li> <li>• Demonstrate adequate management competencies</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Study Unit 1: Introduction to Sports Organizations and Organizational Theory</li> <li>• Study Unit 2: Facilities Management</li> <li>• Study Unit 3: Event Management</li> </ul>

	<ul style="list-style-type: none"> <li>• Study Unit 4: Sports Marketing</li> <li>• Study Unit 5: Management Competencies</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	<i>Lectures p.w.</i>	1
Assignments & tasks:	12	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	1
Assessments	10	<i>Supervision lab p.w.</i>	0
Self-study	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Recreation Major Theory
<b>Generic Module Name</b>	Recreation Major Theory 324
<b>Alpha-numeric Code</b>	<b>SRE324</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Articulate concepts with regard to transformation of communities, services and social issues in a community recreation setting</li> <li>• Explore and examine issues, theoretical perspectives and practical examples of community recreation in South African context</li> <li>• Describe and design a community recreation program according to theoretical guidelines</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Community recreation and its services</li> <li>• Introduction of transformation of communities through leisure and recreation</li> <li>• Social recreation and social issues</li> <li>• Leisure program life cycle development and program design</li> <li>• Leisure program management</li> </ul>

<b>Pre-Requisite Modules</b>	SRE237		
<b>Co-Requisite Modules</b>	SRE325		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	6	<i>Tutorials p.w.</i>	1
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Recreation Major Internship
<b>Generic Module Name</b>	Recreation Major Internship 325
<b>Alpha-numeric Code</b>	<b>SRE325</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate the ability to work independently in a recreation service setting under supervision</li> <li>• Demonstrate the ability to plan and implement a recreation programme in conjunction with a recreation service setting</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Work in a recreation service setting developing skills and knowledge around the administration and operations of the setting</li> <li>• Conduct a community needs survey</li> <li>• Presentation of data of community needs assessment</li> <li>• Develop a recreation programme</li> <li>• Implementation and evaluation of the programme</li> </ul>
<b>Pre-Requisite Modules</b>	SRE237
<b>Co-Requisite Modules</b>	SRE324
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	1	
Assignments & tasks:	20	Practicals p.w.	0	
Practicals:	30	Tutorials p.w.	0	
Assessments	10	Supervision lab p.w.	0	
Self-study	12			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Coaching Science
<b>Generic Module Name</b>	Coaching Science 326
<b>Alpha-numeric Code</b>	<b>SRE326</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding in the design, development and delivery of high quality coaching programmes and sessions.</li> <li>• Demonstrate an understanding of the principles underpinning coaching science</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Physiological, psychological and biomechanical capacity for sports performance</li> <li>• Measuring physiological capacities in the laboratory and field</li> <li>• Principles of sports training</li> <li>• Motivation and goal setting</li> <li>• Acquisition of motor skills</li> <li>• Planning training programmes</li> <li>• Injuries and illness in sport</li> <li>• Nutrition and drugs in sport</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	1
Assignments & tasks:	20	Practicals p.w.	0
Practicals:	15	Tutorials p.w.	0
Assessments	5	Supervision lab p.w.	0
Self-study	32		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Coaching Internship		
<b>Generic Module Name</b>	Coaching Internship 327		
<b>Alpha-numeric Code</b>	<b>SRE327</b>		
<b>NQF Level</b>	7		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)		
<b>Year Level</b>	3		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Application of coaching science principles in practical situations.</li> <li>• Demonstrate an understanding of how coaching sessions are conducted.</li> <li>• Demonstrate an understanding of how training programmes are designed and implemented.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Planning training programmes</li> <li>• Planning coaching sessions Strength, speed, flexibility and power training</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	14	Lectures p.w.	0
Assignments & tasks:	10	Practicals p.w.	0
Practicals:	6	Tutorials p.w.	0

Assessments	0	<i>Supervision lab p.w.</i>	0	
Self-study	0			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): %			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Physical and Health Education
<b>Generic Module Name</b>	Physical and Health Education 328
<b>Alpha-numeric Code</b>	<b>SRE328</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BEd / PGCE (4653)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the relationship between the NCS and LO.</li> <li>• Understand the outcomes of LO and specifically the Outcomes and Assessment Standards of Physical and Health Education.</li> <li>• Understand the key elements of assessment.</li> <li>• Understand the different methods of assessments.</li> <li>• Understand and know how to draw up a Physical Education task.</li> <li>• Critically evaluates health promotion in order to adopt a healthy lifestyle.</li> <li>• Analyze lifestyle diseases such as HIV/AIDS and concentrate on prevention, coping and treatment options.</li> <li>• Comment intelligently on a game played by referring to skills and concepts applied or not applied.</li> <li>• Describe the factors that will influence the choice of a diet.</li> </ul>
<b>Main Content</b>	<p>Students will learn how Physical and Health Education fits into Life Orientation. The Physical lesson will be studied and Health related topics will be discussed in order to promote healthy lifestyles.</p> <ul style="list-style-type: none"> <li>• Different types of PE lessons will be observed</li> </ul> <p>The PE teacher will be shadowed in order to familiarize themselves with what to expect in the school environment.</p>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	20	Lectures p.w.	1	
Assignments & tasks:	20	Practicals p.w.	0	
Practicals:	12	Tutorials p.w.	0	
Assessments	0	Supervision lab p.w.	0	
Self-study	48			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Fitness Internship
<b>Generic Module Name</b>	Fitness Internship 329
<b>Alpha-numeric Code</b>	<b>SRE329</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	3
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Acquire practical experience, knowledge, and skills within the fitness industry (academic and non-academic settings).</li> <li>• Demonstrate effective and efficient client management.</li> <li>• Conduct fitness testing and compile individualized training programmes.</li> <li>• Act as a fitness consultant for various target groups: individual, community, corporate sectors.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Health Appraisal and risk assessment</li> <li>• Appropriate Fitness testing</li> <li>• Exercise test administration</li> <li>• Exercise test interpretation and programme prescription</li> <li>• Ongoing client monitoring and supervision.</li> <li>• Supervision of clients with special needs</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	SRE331
<b>Prohibited Module Combination</b>	None



Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	0	Internship
Assignments & tasks:	8	<i>Practicals p.w.</i>	0	
Practicals:	4	<i>Tutorials p.w.</i>	0	
Assessments	10	<i>Supervision lab p.w.</i>	0	
Self-study	50			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Management Internship
<b>Generic Module Name</b>	Management Internship 330
<b>Alpha-numeric Code</b>	<b>SRE330</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to work in the sport and recreation industry.</li> <li>• Demonstrate an understanding of the various responsibilities which sport and recreation managers have conduct a simple research interview.</li> </ul>
<b>Main Content</b>	<p>This is an internship module; therefore, no theoretical content is covered. Learners are exposed to Human Resources, Facilities management and Office Management in their practical experiences. Students are required to:</p> <ol style="list-style-type: none"> <li>1. Observe and submit a journal on the internship experience;</li> <li>2. Assist with the execution of any task or duties as deemed appropriate by your organisation;</li> <li>3. Conduct an interview with the manager of the organisation;</li> <li>4. Collect evidence that portrays the actual activities of the organisation.</li> </ol>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	20	Lectures p.w.	0	Internship
Assignments & tasks:	20	Practicals p.w.	1	
Practicals:	0	Tutorials p.w.	0	
Assessments	0	Supervision lab p.w.	0	
Self-study	60			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Sport, Recreation and Exercise (PRACTICAL)
<b>Generic Module Name</b>	Fitness 331
<b>Alpha-numeric Code</b>	<b>SRE331</b>
<b>NQF Level</b>	7
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BA (Sport, Recreation and Exercise Science) (8061) BSc (Sport and Exercise Science) (8051)
<b>Year Level</b>	3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the SA fitness industry and its impact on societal health and well-being.</li> <li>• Evaluate, analyze and interpret a comprehensive health and physical fitness evaluation.</li> <li>• Analyze health-risk behaviours and lifestyle management.</li> <li>• Apply knowledge of health and physical fitness to populations with special needs: diseased, youth, infirm, disabled, and pregnant.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Conceptual framework of the knowledge, competencies, attitudes and behaviours of personal fitness trainers</li> <li>• Health appraisal, risk assessment, and exercise safety.</li> <li>• Special population needs: safety; monitoring; accountability.</li> <li>• Lifestyle management</li> <li>• Corporate health and well-being</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	14	Lectures p.w.	1	
Assignments & tasks:	8	Practicals p.w.	0	
Practicals:	18	Tutorials p.w.	0	
Assessments	10	Supervision lab p.w.	0	
Self-study	50			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Clinical Practice
<b>Generic Module Name</b>	Clinical Practice 404 (Unani Tibb)
<b>Alpha-numeric Code</b>	<b>TIB404</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient.</li> <li>Examine any body systems of a patient in a thorough and competent manner to make or confirm a diagnosis.</li> <li>To be able to formulate a treatment plan for a patient, both external or internal treatment.</li> <li>Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Integumentary system</li> <li>Cardiovascular system</li> <li>Respiratory system</li> <li>Digestive system</li> <li>Musculoskeletal system</li> <li>Nervous system</li> <li>Urinary system</li> <li>Endocrine system</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	TIB412
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	25	Lectures p.w.	0	4hr case study per week
Assignments & tasks:	34	Practicals p.w.	10	
Practicals:	0	Tutorials p.w.	0	
Assessments:	6	Supervision lab p.w.	0	
Self-study:	35			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Pathology and Diagnosis of Unani Tibb
<b>Generic Module Name</b>	Pathology and Diagnosis of Unani Tibb 411
<b>Alpha-numeric Code</b>	<b>TIB411</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define 'health' according to Unani Tibb.</li> <li>• Define 'disease' according to Unani Tibb.</li> <li>• Define 'pathology' according to Unani Tibb.</li> <li>• Describe the material form of each humour and list its functions.</li> <li>• Analyse the most important role of the humours.</li> <li>• Understand the differences between Unani Tibb and allopathic medicine regarding the interpretation of pathology.</li> <li>• Describe the Unani Tibb approach to pathology – what is the starting point.</li> <li>• Describe the two pathways of the pathological process.</li> <li>• Demonstrate understanding of the difference between a temperamental (qualitative) imbalance and a humoral imbalance.</li> <li>• Comprehend which of the above is mostly associated with acute conditions.</li> <li>• Describe the relationship between humours and pathology.</li> <li>• Describe the link between pathology and temperament using the natural cycle as the basis of your explanation.</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss vulnerability to illnesses in relation to temperament.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Health according to Unani Tibb Medicine</li> <li>Disease' according to Unani Tibb.</li> <li>Imbalance and a humoral imbalance</li> <li>The link between pathology and temperament using the natural cycle.</li> <li>Relation between organ/tissue, temperature and</li> <li>Discuss illnesses.</li> <li>Temperament structure with function.</li> <li>The two pathways of the pathological process.</li> <li>The most important role of the humours.</li> <li>The differences between Unani Tibb and allopathic medicine regarding the interpretation of pathology.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	TIB412		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	1
Assignments & tasks:	34	<i>Practicals p.w.</i>	1
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100%		
	Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Philosophy and Aetiology of Unani Tibb
<b>Generic Module Name</b>	Philosophy and Aetiology of Unani Tibb 412
<b>Alpha-numeric Code</b>	<b>TIB412</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the history of Tibb and list the unique features of Tibb compared to orthodox, allopathic Medicine.</li> <li>Explain the term 'physis'</li> </ul>

	<ul style="list-style-type: none"> <li>• Define the term 'temperament' and how does it relate to structure and function.</li> <li>• Describe the 3 factors, which determine a person's temperament.</li> <li>• Explain the different temperaments with their corresponding qualities.</li> <li>• Describe the different temperaments and describe the temperament you fall into and why</li> <li>• Evaluate the four humours and their corresponding qualities.</li> <li>• Demonstrate an understanding of the main functions of humours.</li> <li>• Describe the four different types of tissues and their corresponding qualities.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Temperament</li> <li>• Humours</li> <li>• Sanguineous</li> <li>• Phlegmatic</li> <li>• Bilious</li> <li>• Melancholic</li> <li>• Physis</li> <li>• Macro and Micro Cosmos</li> <li>• Governing factors</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Pharmacology of Unani Tibb
<b>Generic Module Name</b>	Pharmacology of Unani Tibb 413
<b>Alpha-numeric Code</b>	<b>TIB413</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year

<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Familiarization with the basic concept of Tibb Pharmacology.</li> <li>• Understanding harvesting and the main principles, safely etc of medicinal herbs.</li> <li>• Understanding the rationale behind the use of certain medicinal herbs in specific situations.</li> <li>• Understanding the rationale behind the use of certain medicinal herbs.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction and History</li> <li>• Harvesting and Therapeutic overview</li> <li>• Active principles</li> <li>• Plants and the nervous system</li> <li>• Plants and the cardiovascular system</li> <li>• Plants and metabolic diseases</li> <li>• Plants and the renal system</li> <li>• Anti-inflammatory plants</li> <li>• Plants and the respiratory system</li> <li>• Adaptogenic plants</li> <li>• Plants and the reproductive system</li> <li>• Plants and the digestive system</li> <li>• Plants affecting Liver and Biliary system</li> <li>• Plants and the Cutaneous system</li> <li>• Herbal treatment from children</li> <li>• Herbal Medicine in specific situations</li> <li>• Animal Drugs</li> <li>• Mineral Drugs</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	TIB412, TIB411, TIB414		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	<i>Lectures p.w.</i>	1
Assignments & tasks:	74	<i>Practicals p.w.</i>	1
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	70		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Therapeutics of Unani Tibb Medicine
<b>Generic Module Name</b>	Therapeutics of Unani Tibb 414
<b>Alpha-numeric Code</b>	<b>TIB414</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend the laws of treatment according to the principles and philosophy of Unani-Tibb.</li> <li>• Explain how the laws of treatment should be in harmony with Physis.</li> <li>• Demonstrate the importance of making appropriate choices in deciding the mode of treatment depending on the illness condition and the frame (qualities) associated with the illness.</li> <li>• Describe the rationale behind each mode of treatment and the implementation thereof.</li> <li>• Recognize that treatment is a response to the causes according to the Hippocratic principle of 'dyspepsia'.</li> <li>• Comprehend that therapeutics in Unani Tibb is aimed at counteracting the causes and reversing the pathological process of illnesses.</li> <li>• Discuss the different levels at which physis works in the human body.</li> <li>• Understand the six different healing routes of physis and give your own examples.</li> <li>• Analyse the significance of the Natural cycle in Unani Tibb therapeutics.</li> <li>• Understand the three sources of imbalances that cause illnesses.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The laws of treatment according to the principles and philosophy of Tibb.</li> <li>• Hippocratic principle of 'dyspepsia'.</li> <li>• Therapeutics in Unani Tibb Temperament</li> <li>• Concoction and elimination/ evacuation of humours</li> <li>• Humours Qualities of illness frames and treatment Laws of treatment.</li> <li>• Modes of therapy Physis Sanguineous</li> <li>• Management of conditions associated with the six frames Phlegmatic Bilious</li> <li>• Melancholic Physis</li> <li>• Macro and Micro Cosmos</li> <li>• Governing Factors</li> </ul>
<b>Pre-Requisite Modules</b>	TIB412, TIB411



<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	1
Assignments & tasks:	34	<i>Practicals p.w.</i>	1
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Regimental Therapies in Unani Tibb Medicine
<b>Generic Module Name</b>	Regimental Therapies 415
<b>Alpha-numeric Code</b>	<b>TIB415</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the role that meditation/breathing plays in treating emotional or psychological conditions.</li> <li>• Explain the importance of dietotherapy, and how it is applied.</li> <li>• Demonstrate an understanding of the Clinical application of diet based on taste, qualities.</li> <li>• Explain why Fasting and detox techniques are important in TIBB Medicine.</li> <li>• Illustrate the practical insights into the art of cupping.</li> <li>• List the benefits of cupping in many illness conditions.</li> <li>• Analyse the benefits of breathing exercises and meditation techniques for different conditions.</li> <li>• Demonstrate an understanding of dry and wet cupping technique and their cupping sites.</li> <li>• Explain the rationale and benefits behind cupping.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Regimental therapies</li> <li>• Breathing exercises and meditation dietotherapy</li> <li>• Fasting and detox techniques</li> <li>• The practical art of cupping</li> </ul>

<b>Pre-Requisite Modules</b>	TIB412, TIB411, TIB414, TIB413		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	1
Assignments & tasks:	34	<i>Practicals p.w.</i>	1
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Hours</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine
<b>Module Topic</b>	Clinical Practice for Unani Tibb
<b>Generic Module Name</b>	Clinical Practice 504 (Unani Tibb)
<b>Alpha-numeric Code</b>	<b>TIB504</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	40
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) Unani Tibb (8354)
<b>Year Level</b>	2
<b>Main Outcomes</b>	On completion of this module, students should be able to: Communicate effectively with the patient, encompassing good listening skills and compassion for the patient, to assess the overall health of the patient <ul style="list-style-type: none"> <li>Examine anybody systems of a patient in a thorough and competent manner to make or confirm a diagnosis.</li> <li>To be able to formulate and prepare any herbal medicine or medicament required in the treatment of a patient, whether external or internal treatment.</li> <li>Manage the patients follow up and treatment plans through help of keeping professional records.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Immune system</li> <li>Autoimmune diseases</li> </ul>
<b>Pre-requisite modules</b>	TIB404
<b>Co-requisite modules</b>	None
<b>Prohibited module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	56	Lectures p.w.	0	
Assignments & tasks:	10	Practicals p.w.	0	
Other:	0	Tutorials p.w.	0	
Practicals	300			
Self-study	22			
Test & exam	12			
<b>Total Learning Time</b>	<b>400</b>			
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Hepatic, Renal, Gastro-Intestinal and Metabolic Disorders
<b>Generic Module Name</b>	Illness Management 521
<b>Alpha-numeric Code</b>	<b>TIB521</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of Tibb learnt in Modules 1-6, to the various common illnesses covered in these modules.</li> <li>• Describe the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Apply effective, comprehensive and appropriate treatment to the illnesses covered in each module, which will address the causes of illnesses as well as the symptoms.</li> <li>• Demonstrate an understanding when choosing different therapeutic options to suit the needs of individual patients.</li> <li>• Evaluate the benefits (if any) of integrating Tibb into an allopathic/other medical practice with respect to clinical outcomes and cost effectiveness.</li> <li>• Give the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Explain why it is important to choose different therapeutic options to suit the needs of individual patients.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Review: anatomy and physiology of the systems with respect to temperament structure and function.</li> <li>• Common causes of disorders of the systems</li> </ul>

	<ul style="list-style-type: none"> <li>• Rationale of pathology linked to the systems</li> <li>• Common disorders of the systems</li> </ul>		
<b>Pre-Requisite Modules</b>	TIB412, TIB411, TIB414, TIB413, TIB415		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Gynaecology, Andrology and Paediatrics
<b>Generic Module Name</b>	Illness Management 522
<b>Alpha-numeric Code</b>	<b>TIB522</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of Tibb learnt in Modules 1-6, to the various common illnesses covered in this series of modules.</li> <li>• Describe the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Evaluate the benefits (if any) of integrating Unani Tibb into an allopathic/other medical practice with respect to clinical outcomes and cost effectiveness.</li> <li>• Give the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Apply effective, comprehensive and appropriate treatment to the illnesses covered in each module, which will address the causes of illnesses as well as the symptoms.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain why it is important to choose different therapeutic options to suit the needs of individual patients.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Physiology of the systems with respect to temperament structure and function.</li> <li>Common causes of disorders of the systems.</li> <li>Rationale of pathology linked to the systems.</li> <li>Common disorders of the systems.</li> </ul>		
<b>Pre-Requisite Modules</b>	TIB412, TIB411, TIB414, TIB413, TIB415		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	34		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Dermatology, Musculoskeletal, Immune/Infectious Disorders and Geriatric
<b>Generic Module Name</b>	Illness Management 523
<b>Alpha-numeric Code</b>	<b>TIB523</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Apply the principles of Unani Tibb learnt in Modules 1-6, to the various common illnesses covered in this series of modules.</li> <li>Describe the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>Demonstrate an understanding when choosing different therapeutic options to suit the needs of individual patients.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate the benefits (if any) of integrating Unani Tibb into an allopathic/other medical practice with respect to clinical outcomes and cost effectiveness.</li> <li>Give the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>Apply effective, comprehensive and appropriate treatment to the illnesses covered in each module, which will address the causes of illnesses as well as the symptoms.</li> <li>Explain why it is important to choose different therapeutic options to suit the needs of individual patients.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Review: anatomy and physiology of the systems with respect to temperament structure and function.</li> <li>Common causes of disorders of the systems</li> <li>Rationale of pathology linked to the systems</li> <li>Common disorders of the systems</li> </ul>		
<b>Pre-Requisite Modules</b>	TIB412, TIB411, TIB414, TIB413, TIB415		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	
Self-study:	35		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Natural Medicine (SoNM)
<b>Module Topic</b>	Central Nervous System, Ear, Nose, Throat and Endocrine
<b>Generic Module Name</b>	Illness Management 524
<b>Alpha-numeric Code</b>	<b>TIB524</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)
<b>Year Level</b>	2

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of Unani Tibb learnt in Modules 1-6, to the various common illnesses covered in this series of modules.</li> <li>• Describe the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Demonstrate an understanding when choosing different therapeutic options to suit the needs of individual patients.</li> <li>• Evaluate the benefits (if any) of integrating Unani Tibb into an allopathic/other medical practice with respect to clinical outcomes and cost effectiveness.</li> <li>• Give the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Apply effective, comprehensive and appropriate treatment to the illnesses covered in each module, which will address the causes of illnesses as well as the symptoms.</li> <li>• Explain why it is important to choose different therapeutic options to suit the needs of individual patients.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Review: anatomy and physiology of the systems with respect to temperament structure and function.</li> <li>• Common causes of disorders of the systems</li> <li>• Rationale of pathology linked to the systems</li> <li>• Common disorders of the systems</li> </ul>		
<b>Pre-Requisite Modules</b>	TIB412, TIB411, TIB414, TIB413, TIB415		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Natural Medicine (SoNM)		
<b>Module Topic</b>	Cardiovascular, Respiratory and Haematological Disorders		
<b>Generic Module Name</b>	Illness Management 525		
<b>Alpha-numeric Code</b>	<b>TIB525</b>		

<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	B (Complementary Medicine) (Unani Tibb) (8354)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply the principles of Unani Tibb learnt in Modules 1-6, to the various common illnesses covered in this series of modules.</li> <li>• Describe the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Demonstrate an understanding when choosing different therapeutic options to suit the needs of individual patients.</li> <li>• Evaluate the benefits (if any) of integrating Unani Tibb into an allopathic/other medical practice with respect to clinical outcomes and cost effectiveness.</li> <li>• Give the rationale behind the causes and pathological pathways of the illnesses covered.</li> <li>• Apply effective, comprehensive and appropriate treatment to the illnesses covered in each module, which will address the causes of illnesses as well as the symptoms.</li> <li>• Explain why it is important to choose different therapeutic options to suit the needs of individual patients.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Review: anatomy and physiology of the systems with respect to temperament structure and function.</li> <li>• Common causes of disorders of the systems.</li> <li>• Rationale of pathology linked to the systems.</li> <li>• Common disorders of the systems.</li> </ul>		
<b>Pre-Requisite Modules</b>	TIB412, TIB411, TIB414, TIB413, TIB415		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	25	<i>Lectures p.w.</i>	2
Assignments & tasks:	34	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	35		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		



## POSTGRADUATE MODULE DESCRIPTORS

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Evidence-based Practice, Research, Professional Development, Management and Leadership
<b>Generic module name</b>	Evidence Based Practice and Dynamics 711
<b>Alpha-numeric code</b>	<b>EBH711</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	24
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Nursing Education) (8070), PGDip (Health Services Management) (8302), PGDip (Midwifery) (8303) PGDip (Mental Health Nursing)
<b>Year Level</b>	Full-time: 1 or Part-time: 2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Function effectively as a nurse specialist with other members of the health team within the healthcare system</li> <li>• Analyse a range of research methods and approaches about their appropriateness for investigating particular research problems in specialised nursing and midwifery.</li> <li>• Manage and evaluate specialised nursing services at district, provincial and national level within the constraints of national health policy and international guidelines and in different settings.</li> <li>• Apply research methods in investigating complex and/or ill- defined problems in nursing and midwifery education, management, and practice.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Evidence Based Practice</li> <li>• Critical review of literature</li> <li>• Basic Qualitative and Quantitative research approaches and methodologies</li> <li>• Ethics in conducting research, principles, and procedures.</li> <li>• Implementing evidence in practice</li> <li>• Utilises, manages, and communicates data to support decision making and research</li> <li>• Ethical and legal governance</li> <li>• Inter-professional practice</li> <li>• Professional excellence and competence</li> <li>• Life-long learning</li> <li>• Self-leadership</li> <li>• Advocacy</li> <li>• Introduction to health and education system within context</li> <li>• Introduction to management and leadership principles</li> <li>• Management skills</li> <li>• Change management</li> </ul>

Pre-requisites	None			
Co-requisites	None			
Prohibited module combinations	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	60	Lectures p.w.	5	Face-to-face and synchronous/asynchronous online teaching as per student timetable
Assignments & tasks:	0	Practicals p.w.	11	
Assessment	9	Tutorials p.w.	3	
Practicals:	140			Other: Practical hours as per practical timetable
Self-study	24			
Other: Revision	7			
Total Learning Time	240			
Methods of Student Assessment	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
Assessment Module type	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interprofessional Education Unit (IPEU)
<b>Module Topic</b>	Interprofessional Research Project
<b>Generic Module Name</b>	IPE Research Project 701
<b>Alpha-numeric Code</b>	<b>IPE701</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Interprofessional Education in Health) (8030)
<b>Year level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic understanding of the fundamentals of research methods in the social sciences;</li> <li>• Identify and formulate a research problem in the area of IPE;</li> <li>• Identify variables and interrelationships between them and link these to appropriate literature survey and sampling methods;</li> <li>• Implement a research proposal;</li> </ul>
<b>Main Content</b>	<p>Research methodology theory</p> <ul style="list-style-type: none"> <li>• Identification and formulation of a research problem in the area of IPE systematic review of literature</li> <li>• Selection of appropriate research methods to execute a research study</li> <li>• Development of a research proposal</li> </ul>
<b>Pre-Requisite Modules</b>	None

<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	60	<i>Lectures p.w.</i>	0
Assignments & tasks:	40	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessment:	100		
Self-study	100		
Other: Clinical visits under supervision	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interprofessional Education Unit (IPEU)
<b>Module Topic</b>	Theories, Models and Concepts in Interprofessional Education 711
<b>Generic Module Name</b>	Interprofessional Education 711
<b>Alpha-numeric Code</b>	<b>IPE711</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Both Semesters
<b>Proposed semester to be offered</b>	Year
<b>Programmes in which the module will be offered</b>	PGDip (Interprofessional Education in Health) (8030)
<b>Year level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Analyse, integrate and apply IPE theories and models;</li> <li>Understand IPE assessment principles, strategies and methods;</li> <li>Understand ethics versus professionalism;</li> <li>Identify and apply ethical issues related to the context;</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Interprofessional theories and models</li> <li>Concepts of Interprofessional Education and Collaborative Practice</li> <li>Theory of ethics and professionalism</li> <li>Ethical dilemmas and principles</li> <li>IPE Assessment Principles and Methods</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	40	Lectures p.w.	0	Mixed mode teaching methods
Assignments & tasks:	50	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessment:	40			
Self-study	120			
Other: Clinical visits under supervision	0			
<b>Total Learning Time</b>	<b>250</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interprofessional Education Unit (IPEU)
<b>Module Topic</b>	Leadership in Interprofessional Education and Collaborative Practice 716
<b>Generic Module Name</b>	Interprofessional Education 716
<b>Alpha-numeric Code</b>	<b>IPE716</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Both Semesters
<b>Proposed semester to be offered</b>	Year
<b>Programmes in which the module will be offered</b>	PGDip (Interprofessional Education in Health) (8030)
<b>Year level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply management and leadership concepts and theories as related to interprofessional education and collaborative practice;</li> <li>• Demonstrate an ability to apply the principles of management and leadership within a team;</li> <li>• Analyse and solve managerial and leadership problems in a team context;</li> <li>• Demonstrate an understanding of the concept ethics as it relates to leadership;</li> <li>• Demonstrate an understanding of the implications of ethical leadership.</li> </ul>
<b>Main Content</b>	<p>This module covers key management and leadership concepts. The following content will be covered:</p> <ul style="list-style-type: none"> <li>• Leadership styles and conflict management</li> <li>• Role clarification in a team</li> <li>• Governance of health and welfare systems</li> <li>• Leadership as a facilitator, mentor and coach</li> <li>• Ethical Leadership</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None

Prohibited Module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table  Mixed mode teaching methods
Contact with lecturer / tutor:	60	Lectures p.w.	0	
Assignments & tasks:	60	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessment:	0			
Self-study	130			
Other: Clinical visits under supervision	0			
Total Learning Time	250			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interprofessional Education Unit (IPEU)
<b>Module Topic</b>	Interprofessional Shared Decision-making
<b>Generic Module Name</b>	Interprofessional Education 717
<b>Alpha-numeric Code</b>	<b>IPE717</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Both Semesters
<b>Proposed semester to be offered</b>	Year
<b>Programmes in which the module will be offered</b>	PGDip (Interprofessional Education in Health) (8030)
<b>Year level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically evaluate what constitutes interprofessional share decision making (IP-SOM) and how it involves a client/patient centred approach (stakeholders);</li> <li>Understand the decision support tools that are available and the limitations of these tools;</li> <li>Demonstrate interprofessional communication skills;</li> <li>Apply team logistics with regard to IP-SOM/ ethics/ professionalism;</li> <li>Analyse the roles of the different stakeholders and ethical aspects</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Interprofessional Shared Decision making (IP-SOM)</li> <li>Model and Principles of IP-SOM</li> <li>IP-SOM Tools and Ethics in IP-SOM</li> <li>Communication in IP-SOM and Communication Frameworks</li> <li>Principles of interprofessional communication</li> <li>Professional roles/values/sensitivities/power in the IP framework Ethical Principles and morality within IP-SOM.</li> </ul>

	<ul style="list-style-type: none"> <li>Implementation of shared decision making and ethical principles, behaviour, professionalism using a case studies.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessment:	0		
Self-study	100		
Other: Clinical visits under supervision	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Curriculum Development in Nursing Education
<b>Generic module name</b>	Curriculum Development 711
<b>Alpha-numeric code</b>	<b>NED711</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Nursing Education) (8070)
<b>Year Level</b>	Full-time and Part-time: 1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate a comprehensive understanding of professional, legislative and policy frameworks for curriculum development, accreditation and review</li> <li>Apply theoretical and philosophical underpinning of curriculum design and development</li> <li>Lead curriculum change and transformation in the education of nurses and midwives based on critical analysis of the education philosophy, national and global policies and discourses</li> <li>Develop a micro curriculum</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Curriculum development frameworks and theories</li> <li>Theoretical and philosophical underpinning of</li> </ul>

	curriculum design and development <ul style="list-style-type: none"> <li>• Education and professional legislative and policy framework for curriculum development e.g. Higher Education Act, SAQA Act and Nursing Strategies. Other papers such as Decolonisation, Indigenous knowledge system etc.</li> <li>• Nursing policies and related issues e.g. RPL, NQF, Articulation etc. impacting on nursing and midwifery education</li> <li>• Programme evaluation</li> <li>• Situational analysis of curriculum determinants for curriculum development</li> <li>• Stakeholder involvement in developing a coherent and relevant curriculum for a nursing programme</li> <li>• Curriculum accreditation process and the accrediting bodies</li> <li>• Principles for designing learning outcomes</li> <li>• Compile a module guide with learning outcomes</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w.	4
Assignments & tasks:	20	Practicals p.w.	4
Assessment	10	Tutorials p.w.	0
Practicals:	50		
Self-study	57		
Other: Revision	13		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Theoretical Foundations of Nursing Education
<b>Generic module name</b>	Paradigms of Learning and Teaching 712
<b>Alpha-numeric code</b>	<b>NED712</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	16
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Nursing Education) (8070)
<b>Year Level</b>	Full-time and Part-time: 1

<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Use appropriate theories to explain, describe, analyze and predict student learning</li> <li>• Apply theory to design, develop and deliver learning</li> <li>• Apply contextually relevant learning and teaching paradigms in a conducive learning and teaching environment</li> <li>• Review learning and teaching theories, approaches or strategies and models of adult learning that are contextually relevant.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Educational theories: humanistic, behavioral, cognitive; andragogy and pedagogy; experiential learning; socio-cultural learning; information processing</li> <li>• Theories of the South and North</li> <li>• Transformative learning theories (critical reflective learning)</li> <li>• Implications of adult learning theory in nursing education</li> <li>• Approaches and strategies in the application of adult learning theories</li> <li>• Perspectives of health and illness in nursing education</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w.	4
Assignments & tasks:	46	Practicals p.w.	0
Assessment	10	Tutorials p.w.	0
Practicals:	0		
Self-study	44		
Other: Revision	10		
<b>Total Learning Time</b>	<b>160</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Design and Develop Learning and Teaching in Nursing Education
<b>Generic module name</b>	Engaged Learning and Teaching 713
<b>Alpha-numeric code</b>	<b>NED713</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters



<b>Programmes in which the module will be offered</b>	PGDip (Nursing Education) (8070)		
<b>Year Level</b>	Full-time and Part-time:1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between learning and teaching contexts in nursing education</li> <li>• Engage in the various learning and teaching discourses to develop the scholarship of learning and teaching</li> <li>• Facilitate and engage in active, self-directed and life-long learning through constructive alignment of learning and teaching processes</li> <li>• Design, develop and implement innovative teaching strategies for theoretical, clinical, simulation and online environments</li> <li>• Analyse and develop educational technologies that supports learning and teaching in nursing education</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Contemporary issues of learning and teaching in professional education</li> <li>• Local and international learning and teaching contexts</li> <li>• Learning styles that elicit meaningful, deep learning, critical thinking and reflection and clinical judgement</li> <li>• Alignment of learning and teaching theories, approaches and knowledge taxonomies</li> <li>• Learning domains and alignment of learning outcomes with the NQF levels</li> <li>• Learning and teaching activities for theoretical, clinical, simulation and online environments</li> <li>• Educational technologies that support learning and teaching in nursing education</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w.	4
Assignments & tasks:	16	Practicals p.w.	5
Assessment:	10	Tutorials p.w.	0
Practicals:	60		
Self-study:	51		
Other: Revision	13		
<b>Total Learning Time</b>	<b>200</b>		Other: Practical hours as per practical timetable
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Design and Development of Assessment
<b>Generic module name</b>	Assessment in Higher Education 716
<b>Alpha-numeric code</b>	<b>NED716</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Nursing Education) (8070)
<b>Year Level</b>	Full-time: 1 or Part-time: 2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop a holistic view of assessment and evaluation of learning and teaching</li> <li>• Design and implement contemporary, innovative assessments, which are aligned to the curriculum, learning and teaching theory and philosophy</li> <li>• Quality assure assessments by applying assessment and moderation policies and principles</li> <li>• Compile assessment and moderation reports</li> <li>• Review and evaluate assessment strategies and policies</li> <li>• Assess recognition of prior learning (RPL) applications for academic recognition.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Concepts, frameworks, goals, principles and shifts in assessment practices</li> <li>• Alignment of assessment strategies and tools to learning outcomes and associated assessment criteria</li> <li>• Principles of assessment e.g. validity and reliability</li> <li>• Assessment strategies for theory, clinical, simulation and online environments</li> <li>• Assessment tools for theory, clinical, simulation and online environments</li> <li>• Assessment strategies for RPL</li> <li>• Integrated assessments</li> <li>• Constructive feedback for theory and clinical assessments</li> <li>• Quality assurance of assessment in accordance with higher education standards</li> <li>• Assessment and moderation report writing</li> <li>• Institutional assessment policies and plans</li> <li>• Mark administration</li> </ul>
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Prohibited module combinations</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	50	Lectures p.w.	4	Face-to-face and synchronous/asynchronous online teaching as per student timetable Other: Practical hours as per practical timetable
Assignments & tasks:	20	Practicals p.w.	4	
Assessment:	10	Tutorials p.w.	0	
Practicals:	50			
Self-study:	57			
Other: Revision	13			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Engaged and Innovative Educational Practice
<b>Generic module name</b>	Education Practice 717
<b>Alpha-numeric code</b>	<b>NED717</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Nursing Education) (8070)
<b>Year Level</b>	Full-time: 1 or Part-time: 2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Observed and critiqued class facilitation sessions, clinical learning and teaching, simulation, and online activities</li> <li>Designed and presented learning and teaching sessions in the classroom, clinical setting, skills laboratory and online environment</li> <li>Produced evidence of applying blended learning and innovative teaching strategies in the facilitation of theory, clinical, simulation and online environments</li> <li>Accompanied students in the skills laboratory and clinical setting, write a report and give constructive feedback</li> <li>Compiled an online learning and teaching portfolio that is evidence-based</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Practice based:</li> <li>Evidence of observation of learning and teaching activities of all class facilitation sessions, clinical learning and teaching, simulation, and online activities</li> <li>Evidence of lesson plans of all learning and teaching activities</li> </ul>

	<ul style="list-style-type: none"> <li>Evidence of applying blended learning in the facilitation of all learning and teaching sessions</li> <li>Evidence of accompaniment sessions in the skills laboratory and clinical settings</li> <li>Evidence of critique reports and feedback to students in the classroom or clinical session</li> <li>Evidence of an online evidence-based learning and teaching portfolio</li> </ul>		
<b>Pre-requisites</b>	NED711 and NED712		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	Lectures p.w.	0
Assignments & tasks:	0	Practicals p.w.	16
Assessment:	0	Tutorials p.w.	0
Practicals:	200		
Self-study:	0		
Other: Revision	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Theoretical Paradigms of Leadership and Management in Nursing Management
<b>Generic module name</b>	Theoretical Paradigms of Leadership 721
<b>Alpha-numeric code</b>	<b>NHM721</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	Postgraduate Diploma in Health Services Management (8302)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Apply leadership and management theories to develop and implement strategic and operational plans for nursing services.</li> <li>Utilise change management and motivational theories to lead innovative projects and enhance team performance in nursing units.</li> <li>Implement ethical principles and practices in decision-making and resource allocation specific to nursing management.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate effective time management and organisational skills to optimise the productivity of nursing teams and individual practitioners.</li> <li>• Analyse and apply the concepts of authority, power, and influence to effectively lead and manage nursing teams in healthcare settings.</li> <li>• Interpret and implement health, nursing, and human rights legislation, ensuring the rights and responsibilities of nurses and healthcare workers are upheld.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Leadership theories and paradigms</li> <li>• Management theories and paradigms</li> <li>• Change management theories</li> <li>• Motivational theories</li> <li>• Time management</li> <li>• Ethical foundations of leadership</li> <li>• Ethics of resource allocation</li> <li>• Authority, Power and Influence</li> <li>• Relevant health, nursing and human rights legislation</li> <li>• Rights and responsibilities of employer and employee</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	60	Lectures p.w.	5
Assignments & tasks:	60	Practicals p.w.	0
Assessment	10	Tutorials p.w.	0
Practicals:	66		
Self-study	57		
Other: Revision	13		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Leadership and Operational Management in Nursing Management
<b>Generic module name</b>	Leadership and Management 722
<b>Alpha-numeric code</b>	<b>NHM722</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	Postgraduate Diploma in Health Services Management (8302)

<b>Year Level</b>	Full time and Part time: 1			
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Evaluate the components of strategic and operational management in nursing services within the health sector</li><li>• Demonstrate comprehensive knowledge of leadership and management process specifically in the context of nursing services.</li><li>• Apply evidence-based solutions and theory-driven arguments to effectively manage nursing service</li><li>• Implement management processes to optimize the functioning of healthcare teams and nursing units.</li><li>• Facilitate effective decision-making and problem-solving in nursing and project management, incorporating communication and networking strategies.</li><li>• Lead and empower inter-professional and multidisciplinary teams in nursing to achieve organizational goals.</li></ul>			
<b>Main Content</b>	<ul style="list-style-type: none"><li>• Fundamentals of leadership</li><li>• Role in change management</li><li>• Decision-making and problem- solving</li><li>• Communication and Networking</li><li>• Inter-professional and MD Teams</li><li>• Empowerment</li><li>• Policy and national and provincial strategies and plans</li><li>• Organizational structure and design</li><li>• Organizational culture and climate</li><li>• Discipline and grievances</li><li>• Marketing and Public relations</li><li>• Project management</li><li>• Strategic management</li></ul>			
<b>Pre-requisites</b>	None			
<b>Co-requisites</b>	NHM721			
<b>Prohibited module combinations</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w.	4	Face-to-face and synchronous/asynchronous online teaching as per student timetable  Other: Practical hours are worked as per practical timetable
Assignments & tasks:	0	Practicals p.w.	10	
Assessment:	8	Tutorials p.w.	0	
Practicals:	120			
Self-study	22			
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Human and Financial Resource Management in Nursing Management
<b>Generic module name</b>	Human and Financial Resource Management 723
<b>Alpha-numeric code</b>	<b>NHM723</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	Postgraduate Diploma in Health Services Management (8302)
<b>Year Level</b>	Full time and Part time: 1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Conduct fair, efficient, and cost- effective human resource management in nursing services.</li> <li>• Participate in recruitment, retention, and development of nursing staff to enhance workforce quality and stability.,</li> <li>• Manage labour relations and improve the quality of work life for nursing staff.</li> <li>• Implement performance management and career development strategies to optimise nursing staff potential.</li> <li>• Debate the funding models for public/private health care in South Africa.</li> <li>• Apply financial principles and practices for sound financial management in nursing services.</li> <li>• Apply supply chain management principles and processes in nursing services.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Recruitment and Retention of staff</li> <li>• Staffing</li> <li>• Staff development</li> <li>• Performance Management</li> <li>• Career management</li> <li>• Labour relations and quality of work life</li> <li>• Health care financing</li> <li>• Financial Resource management</li> <li>• Asset management</li> <li>• Purchasing functions</li> <li>• Process of fiscal management</li> <li>• Types of budgets</li> <li>• Cost containment and effectiveness</li> <li>• Cost centers and cost management</li> </ul>
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Prohibited module combinations</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	50	Lectures p.w.	4	Face-to-face and synchronous/asynchronous online teaching as per student timetable
Assignments & tasks:	0	Practicals p.w.	1	
Assessment:	8	Tutorials p.w.	0	
Practicals:	120			
Self-study	22			
Other:	0			Other: Practical hours are worked as per practical timetable
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Contemporary Issues and Management in Nursing Management
<b>Generic module name</b>	Contemporary Management Issues 724
<b>Alpha-numeric code</b>	<b>NHM724</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	16
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	Postgraduate Diploma in Health Services Management (8302)
<b>Year Level</b>	Full-time: 1 or Part-time: 2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the impact of current societal, health, and nursing issues, including technological advancements, on nursing management and leadership within healthcare services.</li> <li>Apply nursing management processes and practices to address contemporary healthcare challenges, such as cultural diversity, health service financing, and emerging issues like pandemics, climate change and technology.</li> <li>Evaluate the implications of cultural diversity and globalisation on the provision of healthcare to ensure positive health outcomes for the population of South Africa.</li> <li>Debate and propose recommendations for addressing contemporary issues related to health services planning, organisation and financing impacting nursing management.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Health Service Planning</li> <li>Health Service Organization</li> <li>Health Service Financing Private / Public</li> <li>Cultural diversity</li> <li>Strategic planning</li> </ul>



	<ul style="list-style-type: none"> <li>Any current issues at time of module e.g pandemics, NHI, climate change, technological competencies of the 21st century</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	48	Lectures p.w.	4
Assignments & tasks:	42	Practicals p.w.	0
Assessment:	8	Tutorials p.w.	0
Practicals:	0		
Self-study:	46		
Other: Revision	16		
<b>Total Learning Time</b>	<b>160</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Information, Technology and Quality in Nursing Management
<b>Generic module name</b>	Information, Technology and Quality Improvement 725
<b>Alpha-numeric code</b>	<b>NHM725</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	Postgraduate Diploma in Health Services Management (8302)
<b>Year Level</b>	Full-time: 1 or Part-time: 2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Utilise information systems and technology to enhance the delivery and management of nursing services.</li> <li>Apply nursing informatics principles to improve data collection, analysis, and usage in nursing management.</li> <li>Implement digital health solutions to optimise patient care and nursing workflows.</li> <li>Apply quality control systems and Total Quality Management (TQM) principles to ensure high standards in nursing services.</li> <li>Comply with national core standards and clinical governance in nursing management.</li> </ul>

	<ul style="list-style-type: none"> <li>• Manage stakeholder satisfaction and health service accreditation through effective performance</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Information systems in health</li> <li>• Nursing informatics</li> <li>• Data collection and use</li> <li>• Digital health</li> <li>• Networking</li> <li>• Quality improvement and TQM</li> <li>• National core standards</li> <li>• Risk management</li> <li>• Stakeholder satisfaction</li> <li>• Clinical governance</li> <li>• Performance standards</li> <li>• Health service accreditation</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w.	4
Assignments & tasks:	0	Practicals p.w.	10
Assessment:	8	Tutorials p.w.	0
Practicals:	120		
Self-study:	22		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Advanced Care in Reproductive Health Planning and Clinical Procedures
<b>Generic module name</b>	Advanced Reproductive Health 714
<b>Alpha-numeric code</b>	<b>NMW714</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Midwifery) (8303)
<b>Year Level</b>	Full-time and Part-time: 1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Analyse and apply evidence- based principles and theories in reproductive health</li> </ul>

	<ul style="list-style-type: none"> <li>Utilise a broad scientific knowledge base in biomedical and social sciences, including pharmacology in the provision of safe, quality reproductive care, on a specialist level, within ethical-legal parameters</li> <li>Critically reflect on, plan and provide specialised and culturally sensitive reproductive counselling, health education and clinical services to promote healthy reproductive lives</li> <li>Lead inter-professional teams and units within the healthcare system to provide reproductive health care for the prevention of maternal morbidity and mortality</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Anatomy and physiology of the female and male reproductive systems</li> <li>Influence of social, cultural, and economic factors on sexual reproductive health in South Africa</li> <li>Identification and management of sexually transmitted infections</li> <li>Contraception counseling and provision</li> <li>Comprehensive sexual reproductive health care for specific persons</li> <li>Counseling and provision of safe abortion care</li> <li>Advanced clinical competencies</li> </ul>			
<b>Pre-requisites</b>	None			
<b>Co-requisites</b>	None			
<b>Prohibited module combinations</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w.	4	Timetable requirement alternate weeks: - Lectures 4 hrs p.w. x 12 + 2hrs (50hrs) - Practical 8hrs p.w. x 12 (96hrs) - Skills lab 2 hrs p.w. x 12 (24hrs)
Assignments & tasks:	0	Practicals p.w.	8	
Assessment:	8	Tutorials p.w.	0	
Skills lab	24	Skills lab p.w. x 12 alternate weeks	2	
Self-study:	22			
WIL: Clinical Placement)	96			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Promoting Maternal Health and Preventing Maternal Mortality
<b>Generic module name</b>	Advanced Community Midwifery 715
<b>Alpha-numeric code</b>	<b>NMW715</b>
<b>NQF Level</b>	8

<b>NQF Credit Value</b>	16		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	PGDip (Midwifery) (8303)		
<b>Year Level</b>	Full-time: 1 Part-time: 2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Engage in policy development at a local, regional national, and international level</li> <li>Manage Maternal, Neonatal, Child and Women's Health (MNCWH) needs through, planning and implementing appropriate programmes</li> <li>Facilitate efficient integrated implementation of appropriate packages of care at a specialist level to ensure good outcomes in MNCWH</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Midwifery paradigms</li> <li>International midwifery issues</li> <li>Epidemiology, maternal and perinatal morbidity</li> <li>Health needs and promotion of maternal and newborn health</li> <li>Social determinants of health</li> <li>Gender-based violence</li> <li>Substance abuse</li> <li>National and provincial MNCWH policies and programmes</li> <li>Policy development to address MNCWH programme needs</li> <li>Implementation of policies and innovations</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	Lectures p.w	3
Assignments & tasks:	0	Practicals p.w.	6
Assessment:	4	Tutorials p.w.	0
Skills Lab:	20	Skills Lab p.w.	1
Self-study:	16		
WIL: (Clinical Placement)	80		
<b>Total Learning Time</b>	<b>160</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Advanced Midwifery: Peripartum Maternal Health Issues
<b>Generic module name</b>	Advanced Midwifery 716
<b>Alpha-numeric code</b>	<b>NMW716</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	35
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Midwifery) (8303)
<b>Year Level</b>	Full-time and Part-time: 1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse and apply evidence-based principles and theories in the coordination and provision of clientcentred specialist midwifery care and obstetric emergencies.</li> <li>Utilise a broad scientific knowledge base in biomedical and social sciences, including pharmacology to ensure the provision of safe, scientific and evidence- based midwifery care on a specialist level, within ethical-legal parameters</li> <li>Utilise specialist midwife/accoucheur skills to manage specialised maternal health issues and obstetric emergencies.</li> <li>Lead inter-professional teams within the health care system to manage maternal health issues and obstetric emergencies for the prevention of maternal mortality and morbidity.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Health Assessment</li> <li>Specialized antenatal investigations and advanced antenatal conditions</li> <li>Advanced Intrapartum conditions</li> <li>Advanced postpartum conditions</li> <li>Pharmacology</li> <li>Advanced clinical competencies during the peripartum period</li> <li>Evidence-based maternal clinical practice standards</li> <li>Leadership policies and guidelines</li> <li>Legislative Frameworks</li> <li>Provincial, national and global issues relating to maternal morbidity and mortality</li> <li>Maternal resuscitation</li> <li>Sepsis and shock</li> <li>Eclampsia and pre-eclampsia</li> <li>Haemorrhage</li> <li>Assisted delivery</li> <li>Obstructed labour</li> <li>Emergency obstetric monitoring</li> </ul>

	• Obstetric complications			
Pre-requisites	None			
Co-requisites	None			
Prohibited module combinations	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	87.5	Lectures p.w.	7	Alternate weeks: Lectures 7 hrs p.w. x 12 + 3.5hrs (87.5hrs) Practical 13hrs p.w x 12 + 12hrs (168hrs) Skills lab 3.5 hrs p.w. x 12 (42hrs)
WIL:	168	Practicals p.w.	8	
Skills Lab:	42	Tutorials p.w.	0	
Assessment:	14	Skills lab p.w. x 12	2	
Self-study	38.5			
Other:	0			
Total Learning Time	350			
Methods of Student Assessment	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Management of High-Risk Neonates
<b>Generic module name</b>	Advanced Neonatal Nursing 717
<b>Alpha-numeric code</b>	<b>NMW717</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	25
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Midwifery) (8303)
<b>Year Level</b>	Full-time: 1 or Part-time: 2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse and apply evidence- based principles and theories in neonatal nursing and neonatal emergencies.</li> <li>Utilise a broad scientific knowledge base in biomedical and social sciences, including pharmacology for the provision of scientific, evidence-based neonatal care on a specialist level, within ethical-legal parameters</li> <li>Use appropriate assessment methods to identify, manage and refer at risk neonates and neonates in need of resuscitation.</li> <li>Lead inter-professional teams and units within the health care system to manage high- risk neonates and neonatal emergenciesfor the prevention of neonatal mortality and morbidity</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Neonatal biomedical science</li> <li>Neonatal Homeostasis</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment of high-risk neonates</li> <li>• Infectious diseases</li> <li>• Developmental disorders</li> <li>• Leading causes of neonatal morbidity</li> <li>• Pharmacology</li> <li>• Advanced clinical competencies in neonatal emergency care</li> <li>• Management of specialised neonatal units</li> <li>• Neonatal complications leading to resuscitation</li> </ul>			
<b>Pre-requisites</b>	None			
<b>Co-requisites</b>	None			
<b>Prohibited module combinations</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	62.5	Lectures p.w. alternate weeks	5	Alternate weeks: Lectures 5hrs x 12 weeks + 2.5hrs=62.5hrs Practical 10hrs p.w. x 12 (120hrs) Skills lab 2.5 hrs p.w. x 12 (30hrs)
Assignments & tasks:	0	Practicals p.w.	10	
Assessment:	10	Tutorials p.w.	0	
Practicals:	24	Skills Lab p.w.	2.5	
Self-study:	27.5			
WIL (Clinical Placement)	120			
Skills Lab:	30			
Other:				
<b>Total Learning Time</b>	<b>250</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Science
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Management of Obstetric Emergencies
<b>Generic module name</b>	Obstetric Emergency Management 711
<b>Alpha-numeric code</b>	<b>OEC711</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Midwifery) (8303)
<b>Year Level</b>	Full-time and Part-time: 1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Analyse the principles, theories and emerging issues for the management of obstetric emergencies</li> </ul>

	<ul style="list-style-type: none"> <li>Utilise appropriate assessment methods to identify, manage and refer mothers and neonates in need of resuscitation</li> <li>Utilise a broad scientific knowledge base in biomedical and social sciences, including pharmacology to ensure safe, scientific, evidence-based, emergency obstetric care on a specialist level, within ethical-legal parameters</li> <li>Lead interprofessional teams and units within the healthcare system to manage obstetric emergencies for the prevention of maternal mortality and morbidity</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Maternal Resuscitation</li> <li>Emergency obstetric monitoring</li> <li>Obstetric complications (antenatal, intrapartum and postpartum)</li> <li>Advanced clinical competencies in emergency obstetric care</li> <li>Pharmacology</li> <li>Neonatal Resuscitation</li> <li>Neonatal complications</li> <li>Advanced clinical competencies in neonatal emergency care</li> <li>Leadership dynamics and processes in clinical emergencies</li> </ul>		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	NMW712		
<b>Prohibited module combinations</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	50	Lectures p.w. x 12 +2 hrs alternate weeks	4
Assignments & tasks:	0	Practicals p.w. x 12 alternate weeks	8
Assessment:	8	Tutorials p.w.	0
Practicals:	24	Skills Lab p.w. x 12 alternate weeks	2
Self-study:	22		
Other: WIL	96		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		



<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Advanced Research Project		
<b>Generic Module Name</b>	Advanced Research Project 701		
<b>Alpha-numeric Code</b>	<b>PSY701</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	30		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: • Plan, implement and write up a research project.		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Research process</li> <li>• Conceptualization of a psychological research question.</li> <li>• Conducting a literature review.</li> <li>• Research methodologies of data collection and analyses.</li> <li>• Reporting and discussing research findings.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer/tutor:	39	<i>Lectures p.w.</i>	2
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	100	<i>Tutorials p.w.</i>	0
Assessments:	0		
Self-study:	61		
Other: Research	50		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40% Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Psychopathology		
<b>Generic Module Name</b>	Psychopathology 702		
<b>Alpha-numeric Code</b>	<b>PSY702</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		

<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and critically appraise the symptoms of major mental health categories from the DSM V-TR.</li> <li>Apply knowledge of major mental health categories to case studies.</li> <li>Evaluate and critically assess some of the major aetiological approaches to mental health problems and the treatment of mental health problems.</li> <li>Integrate knowledge of aetiological approaches to mental health problems and apply to case studies.</li> <li>Identify and critically reflect on the major contextual approaches to mental health.</li> <li>Apply and interrogate the body of knowledge regarding mental health problems and community-level interventions to analyse case material.</li> <li>Apply and interrogate the body of knowledge regarding approaches to psychopathology in terms of its relevance and appropriateness in the South African context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Major mainstream approaches to psychopathology</li> <li>Critical psychology approaches to mental health</li> <li>Neurodevelopmental disorders</li> <li>Schizophrenia Spectrum and other Psychotic Disorders</li> <li>Bipolar and Related Disorders</li> <li>Depressive Disorders</li> <li>Anxiety Disorders</li> <li>Obsessive compulsive and other related disorders</li> <li>Trauma and stressor related disorders</li> <li>Disruptive, Impulse Control and Conduct Disorders</li> <li>Substance related and Addictive disorders</li> <li>Neuro-cognitive Disorders</li> <li>Personality Disorders</li> <li>Other conditions that might be the focus of clinical attention</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer/tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	84	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study:	58		

Other: Group Work	24		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Clinical Interventions		
<b>Generic Module Name</b>	Psychological Interventions 703		
<b>Alpha-numeric Code</b>	<b>PSY703</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and apply diverse theoretical models of counselling and advanced psychological interventions and their applications in a variety of settings.</li> <li>Identify and evaluate the therapeutic characteristics and skills necessary to be an effective helper.</li> <li>Critically and contextually evaluate the diverse needs of clients.</li> <li>Apply different counselling styles based on a client's needs.</li> <li>Identify and critically reflect on ethical issues and principles that form professional psychology practice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Contemporary counselling theories</li> <li>Diverse models and styles of counselling</li> <li>Case Formulation skills</li> <li>Counselling Microskills</li> <li>Ethics in Counselling</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	84	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study:	58		
Other: Group Work	24		
<b>Total Learning Time</b>	<b>200</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Research Procedures and Statistics
<b>Generic Module Name</b>	Advanced Research Methods 704
<b>Alpha-numeric Code</b>	<b>PSY704</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate advanced expertise in quantitative and qualitative research methods currently practiced in the field of psychology; by critically engaging with the theories, research methodologies, methods and techniques relevant to the social sciences (specifically psychology); and applying and integrating such knowledge in a diverse and rapidly transforming SA context through analysis and synthesis of pertinent information.</li> <li>• Critically evaluate multiple sources of knowledge in quantitative and qualitative research designs, and assess and evaluate specialised knowledge and processes of knowledge production.</li> <li>• Critically engage with the complexities and uncertainties of selecting, applying or interpreting appropriate applications, procedures, processes or techniques as it relates to research design selection in the field of social sciences and specifically psychology.</li> <li>• Apply a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to quantitative and qualitative research designs.</li> <li>• Identify and reflect on applicable ethical issues pertinent to social sciences research.</li> </ul>
<b>Main Content</b>	<p>Quantitative Research Methods:</p> <ul style="list-style-type: none"> <li>• Methodological considerations in quantitative research</li> <li>• Introduction to statistical analysis using excel and SPSS</li> <li>• Correlational Designs and analyses (correlation and regression)</li> <li>• Differential Designs and analyses (Independent and dependent T tests, ANOVA)</li> </ul>

	<ul style="list-style-type: none"> <li>Instrumentation and measurement in quantitative research (Reliability and validity analyses)</li> <li>Sampling strategies in quantitative research</li> </ul> Qualitative Research Methods: <ul style="list-style-type: none"> <li>Paradigms</li> <li>Data collection methods i.e. Interviews; Focus Groups</li> <li>Research designs for e.g. Case Studies; Phenomenology, Grounded theory, Action Research and Narrative research</li> <li>Qualitative data analysis               <ul style="list-style-type: none"> <li>Thematic analysis</li> <li>Introduction to Atlas.Ti</li> </ul> </li> <li>Trustworthiness in qualitative</li> <li>Research</li> <li>Ethics</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer/tutor:	28	<i>Lectures p.w.</i>	2	
Assignments & tasks:	84	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	6			
Self-study:	58			
Other: Group Work	24			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100%			
	Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Personality Development
<b>Generic Module Name</b>	Personality Theories 705
<b>Alpha-numeric Code</b>	<b>PSY705</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Critically analyse, explore, and reflect on the impact of personal and social-historical influences on the development of theories of personality.</li> </ul>

	<ul style="list-style-type: none"> <li>Critically evaluate theories of personality development and the inter-relatedness of theory and research.</li> <li>Apply and integrate theoretical knowledge to case formulation to account for minor and significant deviations in personality function.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to Personality Development</li> <li>Definitions of key concepts</li> <li>The study of personality development</li> <li>Criteria for evaluating theories of personality development</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer/tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	84	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study:	58		
Other: Group Work	24		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Social Psychology
<b>Generic Module Name</b>	Social Psychology 707
<b>Alpha-numeric Code</b>	<b>PSY707</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically evaluate content knowledge of some of the theories of social oppression.</li> <li>Evaluate and critically appraise content knowledge of some of the major theoretical debates on the nature and process of oppression, particularly in low-income countries.</li> <li>Critically appraise and interpret content knowledge of the major approaches to understanding violence in all its known manifestations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply and integrate theoretical knowledge to an analysis of current conflicts in countries at war, as well as, in social-, civil unrest and conflict.</li> <li>• Critically analyse and reflect on the changing impact of oppression on a personal, social and societal level using contemporary theoretical orientations.</li> <li>• Evaluate and critically assess content knowledge of the major contextual approaches to preventing the perpetuation of social oppression.</li> <li>• Critically apply the concepts of subtle oppressive processes on learners' own personal and self-development.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Major mainstream approaches to social psychology</li> <li>• Psychology and Apartheid</li> <li>• Colonial medicine and oppression</li> <li>• Frantz Fanon's theory of violence</li> <li>• Structural Violence and its consequence of Premature Death</li> <li>• Hegel's Master-Slave dialectic</li> <li>• Racism, Sexism and Classism- and oppression</li> <li>• The South African Truth and Reconciliation Commission</li> <li>• From Adaptation to Empowerment</li> <li>• Prevention of Socially Oppressive Mechanisms</li> <li>• Special Focus on Genocide: The case of the Native Americans,</li> <li>• The San, The Holocaust, Former Yugoslavia and Rwanda</li> <li>• Liberation psychology and mental health</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1	
Assignments & tasks:	84	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	6			
Self-study:	58			
Other: Group Work	24			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			
<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Psychology			
<b>Module Topic</b>	Community Psychology			
<b>Generic Module Name</b>	Community Psychology 708			
<b>Alpha-numeric Code</b>	<b>PSY708</b>			

<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and critically assess content knowledge about the differences between mainstream and community psychology approaches.</li> <li>Critically review and evaluate mainstream approaches to psychology.</li> <li>Evaluate and integrate content knowledge regarding historical perspectives of community psychology; theoretical foundations of community psychology, and different community psychological intervention strategies.</li> <li>Interrogate and apply the body of knowledge regarding the genesis and management of psychosocial problems in the community.</li> <li>Apply a range of specialised problem-solving skills to identify, analyse and implement appropriate community psychological intervention strategies.</li> <li>Apply knowledge in a self-critical and socially-just manner, to be culturally and aesthetically sensitive.</li> <li>Demonstrate and apply effective communication skills to present ideas and insights related to community and context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Introduction to community psychology.</li> <li>Historical perspectives to community psychology.</li> <li>Ecological perspective (theory and application).</li> <li>Models of community psychology.</li> <li>Intervention programmes in community psychology.</li> <li>Understanding and management of HIV/AIDS.</li> <li>Behavior change models.</li> <li>Workshop training and implementation.</li> <li>Support groups and mentor programmes.</li> <li>Dealing with the abuse of women and children.</li> <li>Risk and protective factors.</li> <li>Critical perspectives to community psychology</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	56	<i>Practicals p.w.</i>	0



Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	3			
Self-study:	56			
Other: Community Outreach; Skills training & Group work	33			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Psychological Assessment
<b>Generic Module Name</b>	Psychological Assessment 709
<b>Alpha-numeric Code</b>	<b>PSY709</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Psych) (8753) BAHons (Psych) (Part time) (8751)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically appraise and interpret content knowledge regarding the theoretical and historical basis of psychological assessment, and its relationship to psychometrics and psychology practice.</li> <li>Identify and explore the various fields of psychological assessment, and critically review their use and contextual relevance in South Africa.</li> <li>Integrate and apply a range of specialised skills in the area of measurement and psychometric properties.</li> <li>Critically review and evaluate key issues in test design, including translation and adaptation of tests to the South African context.</li> <li>Identify and critically reflect on the ethical and professional use of psychological assessment in the South African context.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>History and future directions of psychological assessment</li> <li>Sources of clinical information (client history, observation, testing)</li> <li>Basic measurement and scaling concepts</li> <li>Reliability and Validity</li> <li>Test Development and Test Bias</li> <li>Cross cultural translation and adaptation</li> <li>Practical and ethical considerations for assessment administration and working with special populations</li> <li>Factors affecting process and outcomes of assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Developmental (infant and pre-school) assessment</li> <li>• Educational and Cognitive assessment</li> <li>• Dynamic Assessment and Learning Potential</li> <li>• Neuropsychological Assessment</li> <li>• Assessment in Industrial contexts</li> <li>• Career Counselling</li> <li>• Objective and Projective Personality assessment</li> <li>• Assessment of Wellbeing and Affective Disorders</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	84	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6		
Self-study:	58		
Other: Community Outreach; Skills training & Group work	24		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	Research Project
<b>Generic Module Name</b>	Research Project 701
<b>Alpha-numeric Code</b>	<b>SCF701</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Implement a research proposal;</li> <li>• Refine the data collection tools;</li> <li>• Collect data;</li> <li>• Analyse data;</li> <li>• Report on research findings in the form of a research report</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Preparing for implementing a research proposal;</li> <li>• Preparing the field for data collection;</li> </ul>

	<ul style="list-style-type: none"> <li>Refining the tools for data collection;</li> <li>Collecting the data;</li> <li>Analysing the data;</li> <li>Interpreting the data;</li> <li>Writing the research report</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	60	<i>Lectures p.w.</i>	0
Assignments & tasks:	40	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	100	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>300</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	Advanced Classical and Contemporary Theories about the Family
<b>Generic Module Name</b>	Advanced Classical and Contemporary Theories about the Family 702
<b>Alpha-numeric Code</b>	<b>SCF702</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate understanding of the main theoretical perspectives on families</li> <li>Distinguish between notions of 'family' and 'household'</li> <li>Critically interrogate assumptions underlying policies and practices relating to families</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Contested conceptualisations of Family and Household - familism, familialism, family values</li> <li>Classical theories of Family - Functionalism and Systems</li> </ul>

	<ul style="list-style-type: none"><li>• Theory, Phenomenological Approaches, Critical Perspectives</li><li>• Contemporary theories of Family – Postmodernism and Poststructuralism</li></ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	100		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	Families and Households
<b>Generic Module Name</b>	Families and Households 705
<b>Alpha-numeric Code</b>	<b>SCF705</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Analyse the impact of macro and micro influences on family practices.</li> <li>Appreciate the diversity of family practices.</li> <li>Recognise power relations in contemporary families.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Family practices</li> <li>Life course</li> <li>Gender</li> <li>Generation</li> <li>Race</li> <li>Resources</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None

<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	26	<i>Lectures p.w.</i>	0	On-line and block-week teaching
Assignments & tasks:	26	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	0	<i>Supervision lab p.w.</i>	0	
Self-study:	48			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)			
<b>Module Topic</b>	Constructions of Children and Childhood			
<b>Generic Module Name</b>	Constructions of Children and Childhood 706			
<b>Alpha-numeric Code</b>	<b>SCF706</b>			
<b>NQF Level</b>	8			
<b>NQF Credit Value</b>	10			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	First Semester			
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of different conceptions of childhood historically and geographically.</li> <li>• Critically analyse the notion of childhood.</li> <li>• Demonstrate knowledge of diversity in South African childhoods.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theoretical underpinnings of children and childhood</li> <li>• Childhood as a Social Construction</li> <li>• Historical notions of childhood</li> <li>• Children as Citizens – active and participatory citizens</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	26	<i>Lectures p.w.</i>	0	On-line and block-week teaching
Assignments & tasks:	26	<i>Practicals p.w.</i>	0	

Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	48		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)		
<b>Module Topic</b>	Policies and Programmes for Families in Poverty		
<b>Generic Module Name</b>	Policies and Programmes for Families in Poverty 707		
<b>Alpha-numeric Code</b>	<b>SCF707</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Assess policies, strategies and programmes relevant to family poverty</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Past and present policies in relation to family</li> <li>Analyses of policies</li> <li>Theories of poverty</li> <li>Relating theory to practice</li> <li>Strategies and programmes to combat poverty</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)		
<b>Module Topic</b>	Child Protection		
<b>Generic Module Name</b>	Child Protection 708		
<b>Alpha-numeric Code</b>	<b>SCF708</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Be familiar with relevant legislation in relation to child protection</li> <li>• Demonstrate understanding of situations causing vulnerability in childhood</li> <li>• Critically evaluate types of interventions in child protection</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theoretical explanations of child vulnerability</li> <li>• Theoretical underpinnings of child protection</li> <li>• Contextualising child protection</li> <li>• Legislative framework for child protection</li> <li>• Interventions in child protection</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)		
<b>Module Topic</b>	Children's Rights, Family and Society		
<b>Generic Module Name</b>	Children's Rights, Family and Society 709		
<b>Alpha-numeric Code</b>	<b>SCF709</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand different declarations on children's rights in Africa and South Africa.</li> <li>Understand the application of international human rights to domestic law in Africa and South Africa, with special reference to vulnerable groups of children in African settings.</li> <li>Understand the role of children's rights monitoring structures, including international and national NGO's and other relevant bodies which play a role in monitoring the implementation of children's rights.</li> <li>Understand principles concerning the best interests of the child and the right of the child to be heard and seen in light of the UN.</li> <li>Convention and various legal situations, private and public, that involve children.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The Convention on the Rights of the Child: Children's rights as human rights</li> <li>The African Charter on the Rights and Welfare of the Child and relevant international law</li> <li>Children's lives and welfare in light of changing policies and processes of globalization</li> <li>Children's rights with respect to major societal institutions, such as family, schools, the justice system, and the welfare system</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0



Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)		
<b>Module Topic</b>	Youth in Urban Society		
<b>Generic Module Name</b>	Youth in Urban Society 710		
<b>Alpha-numeric Code</b>	<b>SCF710</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of different theoretical frameworks of youth studies.</li> <li>• Understand cultural and institutional constructions of youth.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theoretical underpinnings of understanding youth</li> <li>• Youth and Culture</li> <li>• Youth At-risk</li> <li>• Youth and Relationships</li> <li>• Youth and Gender</li> <li>• Youth and Education</li> <li>• Youth and Work</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)		
<b>Module Topic</b>	Parent and Child Interaction		
<b>Generic Module Name</b>	Parent and Child Interaction 711		
<b>Alpha-numeric Code</b>	<b>SCF711</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of parenting styles and processes.</li> <li>• Critically analyse the notion of parenthood.</li> <li>• Understand the notion of cultural diversity in South African parenting.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theoretical underpinnings of parenting.</li> <li>• Developmental perspectives of parenting styles and processes.</li> <li>• Constructions of parenthood</li> <li>• Parenting and Culture</li> <li>• Parenting and Family Form</li> <li>• Strategies or techniques of Contemporary parenting</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	Applied Research Methods
<b>Generic Module Name</b>	Applied Research Methods 712
<b>Alpha-numeric Code</b>	<b>SCF712</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	Post Graduate Diploma in Child and Family Studies (8849)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the theoretical and philosophical bases of research in <i>Child and Family Studies</i> from various perspectives.</li> <li>Identify a research problem in <i>Child and Family Studies</i> and design a research proposal.</li> <li>Discuss ethical issues in research in <i>Child and Family Studies</i>.</li> <li>Collect, analyse research data.</li> <li>Write and present a research report.</li> </ul>
<b>Main Content</b>	<p>Unit 1: Research Theory</p> <ul style="list-style-type: none"> <li>Research theory and philosophy – Hermeneutics, empiricism, phenomenology, idealism, critical theory and rationalism, positivism and contemporary research theories.</li> <li>Types of research methodologies – Historical, comparative, descriptive correlational, experimental, evaluation, action, feminist/identity politics and cultural.</li> <li>Research problem and hypothesis – Null and alternative, statistical and non-statistical hypotheses.</li> <li>Literature review – Critiques, style, referencing and plagiarism</li> <li>Research sample and sampling methods</li> <li>Ethics in research – Informed consent/indemnity</li> <li>Validity, reliability and objectivity issues</li> <li>Research proposal/thesis writing – Format</li> </ul> <p>Unit 2: Qualitative Research Methods (Emphasis on interpretive techniques)</p> <ul style="list-style-type: none"> <li>Ethnography; Case study; Biography;</li> <li>Interview techniques; design and analysis of interview data;</li> <li>Focus group method and data analysis</li> <li>Observational methods and analysis</li> <li>Audiovisual technique, data and image analysis</li> <li>Multi-method or Mixed research methods – Qualitative and quantitative – Triangulation</li> </ul>

	Unit 3: Quantitative Techniques <ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Types of data/measurement</li> <li>• Graphing techniques</li> <li>• Sampling</li> <li>• Inferential Statistics: Statistical significance and hypothesis testing; T-test; Chi square statistic/non-parametric statistical methods; Correlation methods (E.g. Pearson's product moment correlation); Regression (Simple linear regression); Analysis of variance/post-hoc tests</li> <li>• Computer-based data analysis</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	Substance Abuse in the Family
<b>Generic Module Name</b>	Substance Abuse in the Family 713
<b>Alpha-numeric Code</b>	<b>SCF713</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the different concepts and terms relevant to substance abuse and substance abuse in the family.</li> <li>• Critically understand and implement relevant substance abuse policies and frameworks.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify risk and protective factors in the family of a substance abuser.</li> <li>Theoretically analyse and review the intervention and prevention models, programmes and frameworks to create best practice models to manage substance abuse in the family.</li> <li>Create guidelines for families with a substance abuser.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Theoretical understanding of different substances and substance abuse.</li> <li>Policies for substance abuse - Chapter 2 Bill of Rights Section 7 (1); The National Drug Master Plan (2013-2017); The Prevention of and Treatment for Substance Abuse Bill; The Drug Free Sport Act no. 14 of 1997.</li> <li>Theories and frameworks for understanding substance abuse in the family.</li> <li>Risk and protective factors in the family for substance abuse.</li> <li>Theoretical understanding of prevention and intervention for programmes for substance abuse in the family.</li> <li>Theoretical evaluative reviews of interventions and programmes for families in the context of substance abuse.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	0
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	100		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	Family Wellbeing Programmes
<b>Generic Module Name</b>	Family Wellbeing Programmes 714
<b>Alpha-numeric Code</b>	<b>SCF714</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of terms and concepts in line with family wellbeing in the context of theory and policy.</li> <li>• Identify and critically analyse theoretical frameworks, policy, best practice models and programmes for family wellbeing.</li> <li>• Understand and implement the role of evidence-based practices.</li> <li>• Apply knowledge of different methodologies supporting the development of evidence-based programmes for family wellbeing.</li> <li>• Create an evidence-based programme for family wellbeing.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theories, frameworks, policy and best practice models for family well-being.</li> <li>• Analyses of best practice models in programme development for family wellbeing.</li> <li>• Evidence-based practices in the context of programme development and implementation for family wellbeing.</li> <li>• Identifying tools and skills required for programme development for family wellbeing.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	0
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)		
<b>Module Topic</b>	ECD: Policies and Framework		
<b>Generic Module Name</b>	ECD: Policies and Frameworks 715		
<b>Alpha-numeric Code</b>	<b>SCF715</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the different policies, strategies, frameworks, theories and programmes relevant to ECD.</li> <li>• Understand the importance of implementing policy within ECD practice.</li> <li>• Critically evaluate compliance and implementation of policy within ECD.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• National Development Plan</li> <li>• Legislative framework for early childhood development</li> <li>• Children's Act, 2005</li> <li>• Early Childhood Development Policy</li> <li>• Child Justice Act</li> <li>• Theoretical frameworks for ECD</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	0
Assignments & tasks:	26	<i>Practicals p.w.</i>	0
Practicals:		<i>Tutorials p.w.</i>	0
Assessments:	20	<i>Supervision lab p.w.</i>	0
Self-study:	34		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)			
<b>Module Topic</b>	ECD: Child Care and Wellbeing			
<b>Generic Module Name</b>	ECD: Child Care and Wellbeing 716			
<b>Alpha-numeric Code</b>	<b>SCF716</b>			
<b>NQF Level</b>	8			
<b>NQF Credit Value</b>	20			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of children's developmental stages, behavior and wellbeing.</li> <li>• Understand the concept of psychosocial wellbeing and support.</li> <li>• Identify and evaluate indicators relating to a child's development and behaviour (or growth).</li> <li>• Critically evaluate ethical practices when caring for children in ECD.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theoretical underpinning and frameworks for ECD.</li> <li>• Theories supporting psychosocial development and wellbeing in ECD.</li> <li>• Developmental stages and domains of child development in ECD.</li> <li>• The interplay between the child and the environment.</li> <li>• Developing an ethos of psychosocial approaches in ECD to enhance the whole child.</li> <li>• The management of psychosocial support in ECD.</li> <li>• Ethics and guidelines when caring for children in ECD.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that do not require time-table</b>	
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0	On-line and block-week teaching
Assignments & tasks:	60	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	40	<i>Supervision lab p.w.</i>	0	
Self-study:	60			
Other:				
<b>Total Learning Time</b>	<b>200</b>			



<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Centre for Interdisciplinary Studies of Children, Families and Society (CISCFS)
<b>Module Topic</b>	ECD: Governance
<b>Generic Module Name</b>	ECD: Governance 717
<b>Alpha-numeric Code</b>	<b>SCF717</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	PGDIP (Child and Family Studies) (8849)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the concept of governance.</li> <li>• Understand ECD governance in line with the requirements set out by Government.</li> <li>• Understanding governance of ECD at community Level.</li> <li>• Identify the barriers/challenges of communities in relation to ECD.</li> <li>• Create an evidence-based governance plan to be implemented in the context of community-based organisations in the context of Early Childhood Development.</li> <li>• Implement governance in the context of community-based organisations in the context of Early Childhood Development.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Definition of governance.</li> <li>• Components and principles of good governance.</li> <li>• Governance in ECD in relation to government policy.</li> <li>• Enabling factors and barriers/challenges to good governance in ECD and ECD facilities. <ul style="list-style-type: none"> <li>- Management, care and registration of ECD facilities.</li> <li>- Infrastructure management</li> <li>- Institutional capacity of community centers</li> <li>- Access for vulnerable/children with disabilities</li> <li>- Mentoring and quality assurance</li> <li>- Monitoring and coordination between government and non-profit/community service providers.</li> </ul> </li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	20	Lectures p.w.	0	On-line and block-week teaching
Assignments & tasks:	50	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments:	30	Supervision lab p.w.	0	
Self-study:	100			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 50% Final Assessment (FA): 50%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Sport, Development and Peace
<b>Generic Module Name</b>	Sport, Development and Peace 711
<b>Alpha-numeric Code</b>	<b>SDP711</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	PGDip (Sport for Development) (8020)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand cultural and traditional dimensions of sport to promote education, health, development and peace, and become familiar with recent research and literature in the field of sport, peace building and development.</li> <li>Develop an understanding for the complexity of using sport as a tool for social transformation, peace building and development locally, nationally and internationally.</li> <li>Explore the potential of sport for promoting human rights, children's rights, gender equity, human diversity and social inclusion.</li> <li>Critically examine sport as an international peace building tool of governments, NGO's, UN agencies, the media and other stakeholders.</li> <li>Experience practical tools and techniques to promote peace building, fair play, respect, tolerance and team work.</li> </ul>
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>The history, philosophy, cultural and traditional dimensions and principles of sport as a tool for peace building.</li> <li>The potential of sport for promoting human rights, children's rights, gender equity, human diversity and social inclusion.</li> </ul>

	<ul style="list-style-type: none"> <li>The role of sport as an international peace building tool of governments, NGO's, UN agencies, the media and other stakeholders.</li> <li>The requisite conceptual and management context if sport is to make a positive contribution to health, education, conflict prevention, transformation, reconstruction and development.</li> <li>Practical tools and techniques to promote peace building, fair play, respect, tolerance and team work.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	80	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0
Self-study:	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Policy, Implementation and Evaluation in Sport and Development
<b>Generic Module Name</b>	Policy, Implementation and Evaluation in Sport and Development 712
<b>Alpha-numeric Code</b>	<b>SDP712</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	PGDip (Sport for Development) (8020)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand policy related terminology, models and approaches to public policy, development and sport, and the need for institutionalizing policy capacity locally, nationally and internationally.</li> <li>Understand the theoretical and practical approaches to implementation of sport and social transformation programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop critical thinking and analytical skills to understand the role of planning, strategy, programmes, projects, operations management and public/ private partnerships in sport and development.</li> <li>• Develop an understanding of monitoring and evaluation models.</li> </ul>		
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>- The definitions of policy related terminology, concepts, models and approaches; institutional arrangements for policy management and capacity building locally, nationally and internationally</li> <li>- Theoretical and practical approaches to implementation of sport and social transformation programmes; The role of planning, strategy, programmes, projects, operations management and public/ private partnerships in sport and development</li> <li>- Monitoring and evaluation systems and frameworks to track the performance of sport and development programmes; Types of evaluation methodologies, indicators and evaluation principles and its application to sport and development</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	80	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab</i>	0
Self-study:	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Leadership, Culture and Diversity
<b>Generic Module Name</b>	Leadership, Culture and Diversity 714
<b>Alpha-numeric Code</b>	<b>SDP714</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester

<b>Programmes in which the module will be offered</b>	PGDip (Sport for Development) (8020)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand the theoretical approaches to leadership, culture and diversity with a specific focus on Africa.</li> <li>Understand the basic principles associated with leadership, culture, diversity, community and organisational development.</li> <li>Develop critical thinking and analytical skills to understand leadership in its human and social context.</li> <li>Develop a knowledge of leadership principles and apply them to their own lives.</li> <li>Demonstrate competence in the knowledge and skills required to perform leadership functions inclusive of facilitation, communication, organisation of human activities and capacity building.</li> </ul>		
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>Concepts and terminologies of leadership, culture and diversity</li> <li>The role of leadership, culture and diversity in the local and global context</li> <li>Good and bad practises of leadership: local and global examples</li> <li>Leadership styles and principles</li> <li>Leadership and personal and community development</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	80	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0
Self-study:	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

  

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Research Methods in Development Context
<b>Generic Module Name</b>	Research Methods in Development Context 715
<b>Alpha-numeric Code</b>	<b>SDP715</b>
<b>NQF Level</b>	8

<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDip (Sport for Development) (8020)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the research process and its challenges in the field of sport, development and peace in specific contexts.</li> <li>• Develop skills to design, present and implement a research design for research in the development context.</li> <li>• Understand the fundamental notions of participatory action research.</li> <li>• Understand the research ethics, their application in the research process and development context specific considerations.</li> </ul>		
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>• The Nature of Research and transcultural considerations</li> <li>• Problem formulation and Literature Review in the field of sport, development and peace</li> <li>• Research Paradigms and Designs</li> <li>• Participatory-Action-Research</li> <li>• Research Methods</li> <li>• Scientific Writing and Presentation Skills</li> <li>• Ethical issues in research and scholarship</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	80	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0
Self-study:	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Sport and Recreation as Psychosocial Tools in the context of Violence and Disasters		
<b>Generic Module Name</b>	Introduction to Economics and Public Sector Finance Management 718		
<b>Alpha-numeric Code</b>	<b>SDP718</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	PGDip (Sport for Development) (8020)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand the specific situation, needs and challenges caused by disasters, conflict and violence, and examine the role of sport and recreation in this context from a holistic and interdisciplinary perspective.</li> <li>Develop skills to plan and implement sport and games in this context, according to local culture, needs and challenges, and special groups of population (refugees, IDP, traumatised communities, ethnic groups in conflict, caregivers, etc.).</li> <li>Develop critical thinking and analytical skills to assess and evaluate psychosocial interventions through sport and recreation in the context of disasters, conflict and violence.</li> </ul>		
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>Fundamental notions and intervention principals in context of disaster, conflict, violence, forced migration and cultural clashes and trauma.</li> <li>Psychosocial notions and principles, cultural considerations, self-supporting processes and health concepts related to this context.</li> <li>Sport and games as psychosocial tools in the specific context and with special populations (refugees, IDP, traumatised communities, ethnic groups in conflict, caregivers, etc.).</li> <li>Need assessment and evaluation in the specific context.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	80	<i>Practicals p.w.</i>	0
			4 weeks block teaching

Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	10	<i>Supervision lab p.w.</i>	0
Self-study	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Health and Development
<b>Generic Module Name</b>	Health and Development 719
<b>Alpha-numeric Code</b>	<b>SDP719</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	PGDip (Sport for Development) (8020)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand health as a development issue.</li> <li>• Understand development as a health issue.</li> <li>• Critically evaluate the difference between “intervention” and “development”.</li> <li>• Understand the social, cultural, economic, gender and political aspects of the AIDS pandemic.</li> <li>• Understand the socially-constructed meanings of HIV and AIDS and other health issues and their link to foreign intervention and funding.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Review of current literature on basic knowledge about health and development and the AIDS pandemic.</li> <li>• Use of web-based materials on health and development for use in research and staying current with such issues.</li> <li>• The exploration of meaning and how it relates to the construction of multiple meanings around health and development.</li> <li>• The use of the ADIS pandemic to illuminate and critique various dynamics of development.</li> <li>• Sport, health and development</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None



Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	Lectures p.w.	0	4 weeks block teaching
Assignments & tasks:	80	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	10	Supervision lab p.w.	0	
Self-study	80			
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Introducing Public Health: its Basis and Scope
<b>Generic Module Name</b>	Introducing Public Health: its Basis and Scope 730
<b>Alpha-numeric Code</b>	<b>SPH730</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Public Health) (8846) PGDip (Interprofessional Education in Health) (8030)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Define and apply key concepts for this field including: health and ill-health in relation to individuals and populations; health determinants; the classification of diseases; the concept of burden of disease; social capital; health systems approach; prevalence and incidence of disease, and other terms and concepts referred to in Public Health, etc.</li> <li>Demonstrate understanding of the biological basis of disease.</li> <li>Demonstrate understanding of the social determinants of disease.</li> <li>Describe examples from the main disease groups and their risk factors.</li> <li>Demonstrate familiarity with common sources of Public Health information.</li> <li>Discuss key phases in the evolution of Public Health thinking and intervention.</li> <li>Identify and analyses the roles of different players in Public Health including national and international agencies.</li> <li>Describe key features of health systems in resource-poor countries in contrast to countries with high</li> </ul>

	<p>economic status, and the factors that influence these systems.</p> <ul style="list-style-type: none"> <li>• Demonstrate familiarity with approaches to and criteria for prioritizing Public Health problems.</li> <li>• Demonstrate familiarity with common strategies and interventions in the field of Public Health.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An overview of the field of Public Health.</li> <li>• The biological basis of disease and the social determinants of disease.</li> <li>• The changing patterns of disease.</li> <li>• The evolution of public health practice.</li> <li>• Comparative health systems.</li> <li>• Applying a Public Health approach.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	45	<i>Supervision lab p.w.</i>	0
Self-study:	90	<i>Clinical p.w.</i>	0
Other:	20		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Descriptive Epidemiology
<b>Generic Module Name</b>	Descriptive Epidemiology 731
<b>Alpha-numeric Code</b>	<b>SPH731</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Public Health) (8846)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand basic concepts of descriptive epidemiology.</li> <li>• Use appropriate indicators to measure health and disease.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe population health by using and interpreting simple bio-statistics.</li> <li>Use simple graphical representation techniques.</li> <li>Interpret epidemiological data.</li> <li>Report epidemiological events.</li> <li>Apply concepts and principles learned to Public Health practice.</li> </ul>		
<b>Main Content</b>	Topics covered will include: <ul style="list-style-type: none"> <li>Definition, scope, uses and application of descriptive epidemiology.</li> <li>Historical overview of the development of epidemiology.</li> <li>Sources and quality of health and population data.</li> <li>Introduction to measuring health and disease.</li> <li>Descriptive biostatistics.</li> <li>Interpretation of population health data.</li> <li>Presentation of population health information.</li> <li>Reporting epidemiological events.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	45	<i>Supervision lab p.w.</i>	0
Self-study:	90	<i>Clinical p.w.</i>	0
Other:	20		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Population Health and Development: A Primary Health Care Approach I
<b>Generic Module Name</b>	Population Health and Development 732
<b>Alpha-numeric Code</b>	<b>SPH732</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	PGDip (Public Health) (8846) PGDip (Interprofessional Education in Health) (8030)

<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Conduct a situational analysis in a local environment.</li> <li>• Analyze the burden and distribution of ill-health in selected contexts.</li> <li>• Discuss how physical, social, political, economic and environmental factors affect health in a local setting (i.e. social determinants of health).</li> <li>• Apply this knowledge to analyzing factors which affect Public Health practice in your local environment.</li> <li>• Identify Public Health problems, explore their contexts, analyze their immediate, underlying and root (IUR) causes and risk factors, and rank their priority using selected models.</li> <li>• Discuss how the legacy of colonial health systems have impacted on Africa</li> <li>• Explore how development can impact on the health status of the population.</li> <li>• Describe the origins, evolution and main features of PHC (and particular Comprehensive Primary Health Care).</li> <li>• Discuss key current debates in relation to PHC.</li> <li>• Plan how to apply a Comprehensive Primary Health Care Approach to address a local health problem.</li> </ul>		
<b>Main Content</b>	<p>This module introduces:</p> <ul style="list-style-type: none"> <li>• The inter-relationship of health, development and Primary Health Care.</li> <li>• The burden, distribution and pattern of ill-health in the world.</li> <li>• The political, social and economic context of health and disease.</li> <li>• The Primary Health Care approach.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	45	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	45	<i>Supervision lab p.w.</i>	0
Self-study:	90	<i>Clinical p.w.</i>	0
Other:	20		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Public Health (SOPH)		
<b>Module Topic</b>	Health Promotion for Public Health		
<b>Generic Module Name</b>	Health Promotion for Public Health 733		
<b>Alpha-numeric Code</b>	<b>SPH733</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	PGDip (Public Health) (8846)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define Health Promotion.</li> <li>• Describe how perceptions of health and the determinants of health influence approaches to Health Promotion.</li> <li>• Outline the development of the Health Promotion movement.</li> <li>• Describe the Ottawa Charter action areas and strategies and application in local Health Promotion projects.</li> <li>• Discuss selected approaches to Health promotion.</li> <li>• Discuss and classify the range of Health Promotion activities in your own context.</li> <li>• Apply selected Models of Change to a Health Promotion problem.</li> <li>• Distinguish appropriate methods for Health Promotion communication. Plan a Health Promotion programme including an appropriate evaluation strategy.</li> </ul>		
<b>Main Content</b>	<p>This module introduces:</p> <ul style="list-style-type: none"> <li>• Health Promotion.</li> <li>• The determinants of health.</li> <li>• The development of Health Promotion.</li> <li>• The significance of the Ottawa Charter.</li> <li>• The Settings Approach to Health Promotion.</li> <li>• Models of change in Health Promotion.</li> <li>• Programme development and planning in Health Promotion.</li> <li>• Communication strategies for Health Promotion.</li> <li>• Evaluation strategies.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	Mixed Mode Teaching Methodologies (On-line)
Assignments & tasks:	70	<i>Practicals p.w.</i>	

Practicals:	0	<i>Tutorials p.w.</i>	0	35 hours summer school
Assessments:	0	<i>Supervision lab p.w.</i>	0	
Self-study:	90	<i>Clinical p.w.</i>	0	
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Monitoring and Evaluation for Health Services Improvement I
<b>Generic Module Name</b>	Monitoring and Evaluation 734
<b>Alpha-numeric Code</b>	<b>SPH734</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	PGDip (Public Health) (8846)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the importance of monitoring and evaluation in district health management.</li> <li>• Review programme objectives.</li> <li>• Develop a conceptual framework for monitoring a project.</li> <li>• Develop monitoring and evaluation objectives.</li> <li>• Identify key indicators for each component, (e.g. output) of the conceptual framework.</li> <li>• Develop a monitoring tool for a project.</li> <li>• Apply the tool and analyse and interpret findings.</li> <li>• Write a monitoring report with recommendations for improvement.</li> <li>• Develop an evaluation plan for a project.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The role of monitoring and evaluation in district health management.</li> <li>• Monitoring and evaluation – strategies and tools.</li> <li>• Key concepts and issues in monitoring and evaluation.</li> <li>• Data analysis and interpretation.</li> <li>• Case studies of monitoring and evaluation activities in health.</li> </ul>
<b>Pre-Requisite Modules</b>	SPH731
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	70	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	90	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Management Strategies for Public Health I
<b>Generic Module Name</b>	Management Strategies for Public Health 735
<b>Alpha-numeric Code</b>	<b>SPH735</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	PGDip (Public Health) (8846)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe the District Health System and the rationale underpinning it.</li> <li>Identify management roles and describe the manager's role in leading a team through its stages of development.</li> <li>Apply conflict management concepts and models to a work situation.</li> <li>Analyze factors which influence people's motivation in the workplace.</li> <li>Evaluate leadership approaches in different scenarios</li> <li>Discuss the rationale for planning.</li> <li>Define key planning terms and describe the stages of the Planning Cycle</li> <li>Apply a planning tool to develop a plan for a small scale project.</li> <li>Apply the concepts of standardization and quality assurance to different systems.</li> <li>Demonstrate a basic understanding of how to interpret budgets.</li> <li>Develop a budget</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The module content includes:</li> <li>The District Health System</li> </ul>

	<ul style="list-style-type: none"><li>• Management and Leadership</li><li>• Managing people</li><li>• Managing conflict</li><li>• Motivation</li><li>• The Planning Cycle</li><li>• Use of information for planning and management</li><li>• Evaluating systems</li><li>• Developing and interpreting budgets</li></ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	90	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	110	<i>Clinical p.w.</i>	0
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Recreation and Leisure Studies
<b>Generic Module Name</b>	Recreation and Leisure Studies 415/715
<b>Alpha-numeric Code</b>	<b>SRE415/SRE715</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of community recreation and health care settings.</li> <li>• Demonstrate an understanding of Therapeutic Recreation (TR) in the community as an inclusive approach.</li> <li>• Show an understanding of the TR service through assessment of the community and the agency.</li> <li>• Report on the direct services in the TR industry.</li> <li>• Show an understanding of the special groups being serviced by TR.</li> </ul>



	<ul style="list-style-type: none"> <li>Report on the management and motivation of participants.</li> <li>Apply the TR process.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Overview of concepts and foundations of leisure and recreation</li> <li>Community recreation and health care settings</li> <li>Therapeutic Recreation (TR) an inclusive approach</li> <li>TR service through assessment of the community and the agency</li> <li>Direct services in the TR industry</li> <li>Show an understanding of the special groups being serviced by TR</li> <li>Management and motivation of participants</li> <li>Apply the TR process</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	1
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	15	<i>Supervision lab p.w.</i>	0
Self-study	25		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Exercise Physiology
<b>Generic Module Name</b>	Exercise Physiology 717
<b>Alpha-numeric Code</b>	<b>SRE717</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate a critical understanding of human physiological responses to exercise; an application of physiological concepts to sport performance, training, conditioning and rehabilitation</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate the use of more advanced methods of assessing physiological responses to exercise in normal individuals and elite sportspersons</li> <li>• Understand the physiological adaptations, both acute and chronic, to various categories of exercise: resistance, high-intensity and prolonged exercise</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Historical development of sport science</li> <li>• Research in sport and exercise science</li> <li>• Exercise, nutrition, body composition and weight control</li> <li>• Exercise bioenergetics: energy transfer systems and fuel utilization</li> <li>• Respiratory physiology; musculo-skeletal physiology, cardiovascular physiology; neurophysiology; endocrinology;</li> </ul>		
<b>Pre-Requisite Modules</b>	SRE113, SRE217 and SRE318		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	1
Assignments & tasks:	14	<i>Practicals p.w.</i>	0
Practicals:	8	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	28		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Motor Control and Development
<b>Generic Module Name</b>	Motor Control and Development 718
<b>Alpha-numeric Code</b>	<b>SRE718</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Know and understand the neuropsychological model of motor behaviour.</li> <li>• Know and understand the process of motor-control.</li> <li>• Know and understand motor learning and memory.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An overview of the neuropsychological approach of motor behaviour.</li> <li>• Sensory input and sensory integration.</li> <li>• Structure and function of the motor cortex.</li> <li>• Mechanisms for storing motor skills.</li> <li>• Feedback, transfer and practice of motor behaviour.</li> </ul>		
<b>Pre-Requisite Modules</b>	SRE113, SRE217 and SRE318		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	1
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	10	<i>Tutorials p.w.</i>	0
Assessments:	10	<i>Supervision lab p.w.</i>	0
Self-study:	25		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Psychology of Sport
<b>Generic Module Name</b>	Psychology of Sport 723
<b>Alpha-numeric Code</b>	<b>SRE723</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the practice of a sport psychologist.</li> <li>• To be able to integrate the theory and practice of sport psychology.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Various themes confronting a sport psychologist               <ul style="list-style-type: none"> <li>- Dysfunctional self-talk</li> <li>- Gender issues</li> <li>- Drug abuse</li> <li>- Staleness and burn-out</li> <li>- What makes a champion?</li> </ul> </li> <li>• Action research project on the experience of working as a sport psychologist</li> </ul>

<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	2
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	25		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Exercise Physiology
<b>Generic Module Name</b>	Exercise Physiology 727
<b>Alpha-numeric Code</b>	<b>SRE727</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Prescribe scientifically based exercise programmes for all groups of individuals.</li> <li>• Give advice on special aids to performance and exercising safely in extreme conditions.</li> <li>• Analyze research and current scientific information critically.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Appropriate training for aerobic power, anaerobic power and strength</li> <li>• Special aids to exercise training and performance</li> <li>• Exercise and training at altitude</li> <li>• Exercise in conditions of differing pressure</li> <li>• Exercise in thermal stress</li> <li>• Physical activity in children</li> <li>• Physical activity and aging</li> <li>• Gender differences</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None

<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	1
Assignments & tasks:	14	<i>Practicals p.w.</i>	0
Practicals:	8	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	28		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Motor Control and Development		
<b>Generic Module Name</b>	Motor Control and Development 728		
<b>Alpha-numeric Code</b>	<b>SRE728</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Know and understand motor development across the lifespan</li> <li>• Know how to test and train motor patterns in people</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Factors affecting motor development</li> <li>• A theoretical model for motor development</li> <li>• Childhood perception and motor development</li> <li>• Motor performance in adults</li> <li>• Aging and movement</li> <li>• Coordination and motor dysfunction</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	1
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	10	<i>Tutorials p.w.</i>	0

Assessments:	10	<i>Supervision lab p.w.</i>	0	
Self-study:	25			
Other:	0			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Biokinetics
<b>Generic Module Name</b>	Biokinetics 730
<b>Alpha-numeric Code</b>	<b>SRE730</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Describe the theoretical background of Biokinetic action.</li> <li>• Discuss the development of Biokinetics.</li> <li>• Manage a professional biokinetics practice.</li> <li>• Observe a code of professional ethics.</li> <li>• Understand isokinetics and its application in testing and rehabilitation.</li> <li>• Describe labor classification of work-specific evaluation.</li> <li>• Perform emergency procedures and treatment.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The scope and being of Biokinetics.</li> <li>• Historical overview of the origin and development of the profession.</li> <li>• Hypokinetics, degenerative tendencies and destructive lifestyles.</li> <li>• Physical activity as a health conserving modality.</li> <li>• Planning of a biokinetic centre.</li> <li>• Regulations of local authorities concerning health services.</li> <li>• Multidisciplinary teamwork</li> <li>• General and financial management</li> <li>• Legal aspects</li> <li>• Ethical code for biokineticists</li> <li>• Local authorities</li> <li>• Industry</li> <li>• Private institutions</li> <li>• Physical and ergonomic demands and job specifications</li> <li>• Evaluation and classification of workers</li> <li>• Job specifications and profiles</li> </ul>

	<ul style="list-style-type: none"> <li>• Emergency plan and drills</li> <li>• Cardio-pulmonary resuscitation</li> <li>• Oxygen therapy</li> <li>• Liaison with local emergency services</li> <li>• Isokinetics procedures in assessment and rehabilitation</li> </ul>		
<b>Pre-Requisite Modules</b>	SRE224, SRE316, SRE331		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	2
Assignments & tasks:	14	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	36		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Physical Evaluation 1
<b>Generic Module Name</b>	Physical Evaluation 1 731
<b>Alpha-numeric Code</b>	<b>SRE731</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Competently perform orthopaedic assessment of the upper extremity, including the head, neck and back.</li> <li>• Competently perform physical/ ergological evaluation of joint and muscle condition and function.</li> <li>• Evaluate posture and body alignment.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• History of the injury/problem</li> <li>• Physical/Ergological evaluation of the upper extremity including the head, neck, and back.</li> <li>• Physical/Ergological evaluation of joint and muscle condition and function.</li> <li>• Posture and body alignment assessment <ul style="list-style-type: none"> <li>- Visually</li> <li>- Using video/photographic equipment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Exercise programme prescription for orthopedic rehabilitation</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	7	<i>Practicals p.w.</i>	0
Practicals:	15	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Physical Evaluation 1
<b>Generic Module Name</b>	Physical Evaluation 732
<b>Alpha-numeric Code</b>	<b>SRE732</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Competently perform orthopaedic assessment of the lower extremity, including the pelvic girdle</li> <li>Competently perform physical/ergological evaluation of joint and muscle condition and function</li> <li>Conduct proper gait analysis, interpretation, and follow-up</li> <li>Conduct proper postural analysis, interpretation, and follow-up</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>History of the injury/problem</li> <li>Physical/Ergological evaluation of the lower extremity including the pelvic girdle</li> <li>Physical/Ergological evaluation of joint and muscle condition and function</li> <li>Posture and body alignment assessment             <ul style="list-style-type: none"> <li>Visually</li> <li>Using video/photographic equipment</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>Simple and sophisticated procedures of gait analysis</li> <li>Exercise programme prescription for orthopedic rehabilitation</li> </ul>		
<b>Pre-Requisite Modules</b>	SRE731		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	3
Assignments & tasks:	7	<i>Practicals p.w.</i>	0
Practicals:	15	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	35		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Exercise Testing and Prescription
<b>Generic Module Name</b>	Exercise Testing and Prescription 733
<b>Alpha-numeric Code</b>	<b>SRE733</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024) BAHons Sport and Exercise Science (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Use exercise in the prevention, treatment and final phase rehabilitation of injury/ disease.</li> <li>Develop clinical skills in the use of exercise as a modality of treatment within the multi-disciplinary health-care setting.</li> <li>Contribute to community service and research development within the discipline of Biokinetics.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Exercise Testing and Prescription.</li> <li>Coronary heart disease risk assessment and risk reduction.</li> <li>Physical Activity and health promotion</li> <li>Special populations: disabled, diseased, children, elderly, pregnant.</li> </ul>

	<ul style="list-style-type: none"> <li>Physical assessment and exercise programme prescription.</li> <li>Labor classification and work specific evaluation.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	2
Assignments & tasks:	14	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	15	<i>Supervision lab p.w.</i>	0
Self-study:	36		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Exercise for Chronic Disease and Disability
<b>Generic Module Name</b>	Exercise for Chronic Disease and Disability 735
<b>Alpha-numeric Code</b>	<b>SRE735</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024) BAHons (Sport and Exercises Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Explain the effect of exercise on clients with chronic diseases and disabilities.</li> <li>Develop appropriate exercise programming to optimize functional capacity in persons with chronic diseases and/or disabilities.</li> <li>Develop an integrated model of care in which exercise prescription is emphasized as one of the therapeutic modalities of comprehensive health care.</li> <li>Explain the effects of pharmacological drugs on exercise capacity in persons with chronic diseases and/or disabilities.</li> <li>Develop a problem-oriented approach towards exercise management of persons with chronic disease and disability.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Pathophysiology of common chronic diseases and disabilities that limit functional capacity</li> <li>• Exercise response and adaptation in persons with chronic diseases and/or disabilities</li> <li>• Effects of commonly used medicines</li> <li>• Exercise testing and programming of individuals with chronic diseases and/or disabilities</li> <li>• Integrated model of comprehensive health-care</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	1
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	16		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Anatomy and Kinanthropometry
<b>Generic Module Name</b>	Anatomy and Kinanthropometry 736
<b>Alpha-numeric Code</b>	<b>SRE736</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021), BScHons (Biokinetics) (8024), BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and classify the components of the normal human anatomy and to describe the different body systems, followed by common disorders and diseases: pathology.</li> <li>• Apply the appropriate measurement techniques associated with anthropometry.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Main anatomical structures of the body, including musculoskeletal, cardiorespiratory, and neuroendocrine systems.</li> <li>• Anthropometric techniques.</li> <li>• Overview of direct and indirect methods of body composition assessment.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	23	<i>Practicals p.w.</i>	0
Practicals:	10	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	33		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Biokinetics Clinical Practice
<b>Generic Module Name</b>	Biokinetics Clinical Practice I737
<b>Alpha-numeric Code</b>	<b>SRE737</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Conduct a subjective and objective (physical) final phase assessment on individual clients or groups with various pathological conditions</li> <li>• Conduct a needs assessment of specific communities (e.g. geographical, sports, schools, etc.) specifically related to the scope of biokinetics</li> <li>• Identify and analyse problems specifically related to biokinetics in the context of the International Classification of Diseases (ICD-10)</li> <li>• Apply basic treatment techniques and manage clients in the final phase of rehabilitation</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Subjective and objective assessment of patients with disease</li> <li>• Management of the various chronic conditions using the following techniques: <ul style="list-style-type: none"> <li>- Basic mobilizations</li> <li>- Soft tissue massage</li> <li>- Strengthening and endurance</li> <li>- Motor relearning</li> <li>- Proprioceptive rehabilitation</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	5	<i>Lectures p.w.</i>	1
Assignments & tasks:	7	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	32		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Biokinetics Clinical Practice
<b>Generic Module Name</b>	Biokinetics Clinical Practice 738
<b>Alpha-numeric Code</b>	<b>SRE738</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	5
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Conduct a subjective and objective (physical) final phase assessment on individual clients or groups with various pathological conditions.</li> <li>• Conduct a needs assessment of specific communities (e.g. geographical, sports, schools, etc.) specifically related to the scope of biokinetics.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and analyse problems specifically related to biokinetics in the context of the International Classification of Diseases (ICD-10).</li> <li>Apply basic treatment techniques and manage clients in the final phase of rehabilitation.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Subjective and objective assessment of patients with disease.</li> <li>Management of the various chronic conditions using the following techniques:               <ul style="list-style-type: none"> <li>Basic mobilizations</li> <li>Soft tissue massage</li> <li>Strengthening and endurance</li> <li>Motor relearning</li> <li>Proprioceptive rehabilitation.</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	5	<i>Lectures p.w.</i>	1
Assignments & tasks:	7	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	32		
<b>Total Learning Time</b>	<b>50</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Applied Research Methods
<b>Generic Module Name</b>	Applied Research Methods 739
<b>Alpha-numeric Code</b>	<b>SRE739</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	30
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	BAHons (Biokinetics) (8021) BScHons (Biokinetics) (8024) BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate an understanding of the research process.</li> <li>Demonstrate a basic understanding of the processes involved in conducting research.</li> </ul>

	<ul style="list-style-type: none"> <li>• Formulate a research question, aims/objectives and hypotheses and a rationale for a research project.</li> <li>• Analyse, interpret research findings in the literature and write a review of literature.</li> <li>• Demonstrate an understanding of the various design and methodologies of both quantitative and qualitative research.</li> <li>• Apply appropriate methodologies and sampling procedures for data collection.</li> <li>• Collect data</li> <li>• Evaluate their own research findings and discuss the results, conclude and make appropriate recommendations.</li> <li>• Compile a research report</li> </ul>		
<b>Main Content</b>	<p>The Nature of Research</p> <ul style="list-style-type: none"> <li>- Introduction to research in Sport, Recreation and Exercise Science</li> <li>- Formulating an idea</li> <li>- Ethical issues in research and scholarship</li> </ul> <p>Problem formulation and Literature Review</p> <ul style="list-style-type: none"> <li>- Developing the Problem</li> <li>- Aims and objectives</li> <li>- Literature review</li> </ul> <p>Research Paradigms and Designs</p> <ul style="list-style-type: none"> <li>- Research paradigms and research designs in quantitative research</li> <li>- Research paradigms and research designs in qualitative research</li> </ul> <p>Research Methods</p> <ul style="list-style-type: none"> <li>- Quantitative research instruments</li> <li>- Ensuring scientific rigour</li> <li>- Reliability and validity</li> <li>- Qualitative research methodologies</li> <li>- Ensuring trustworthiness</li> <li>- Reflexivity</li> <li>- Subject selection/Sampling</li> <li>- Research ethics</li> </ul> <p>Writing the Research Report</p> <ul style="list-style-type: none"> <li>- Proposal and Research Report Structure</li> <li>- Writing an abstract</li> <li>- Referencing</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	0
Assignments & tasks:	36	<i>Practicals p.w.</i>	0
Practicals:	8	<i>Tutorials p.w.</i>	0

Assessments:	0	<i>Supervision lab p.w.</i>	0	teaching in January:
Self-study:	228			
Other:	0			
<b>Total Learning Time</b>	<b>300</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Sport Technology		
<b>Generic Module Name</b>	Sport Technology 740		
<b>Alpha-numeric Code</b>	<b>SRE740</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	10		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Show a critical understanding of Sport Technology.</li> <li>• Demonstrate an expertise in using Video Analysis Software.</li> <li>• Identify and analyse the new technologies in sport.</li> <li>• Analyze, report and give feedback from sport technology.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Video analysis of sport movement</li> <li>• Sport technology to assess fitness levels</li> <li>• Sport technology to assess and enhance technical skills.</li> <li>• Roles of sport technology in coaching</li> <li>• Current trends in sport technology</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	20	<i>Tutorials p.w.</i>	0
Assessments:	6	<i>Supervision lab p.w.</i>	0
Self-study:	30		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		



<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		
<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)		
<b>Module Topic</b>	Conditioning for Sport and Exercise		
<b>Generic Module Name</b>	Conditioning for Sport and Exercise 741		
<b>Alpha-numeric Code</b>	<b>SRE741</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply detailed knowledge of the science of sport conditioning in a sporting environment.</li> <li>• Apply detailed knowledge of performance testing in a sporting environment.</li> <li>• Apply detailed knowledge of programme prescription in a sporting environment.</li> <li>• Collect, analyses and interpret sport science information and apply it in conditioning programme prescription.</li> <li>• Produce and communicate sport conditioning information in well-formed arguments using appropriate academic discourse.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Scientific principles of performance conditioning techniques.</li> <li>• Applying performance testing techniques.</li> <li>• Training methods used to enhance performance.</li> <li>• Scientific support services.</li> <li>• Planning and administration of conditioning for sport and exercise.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	44	<i>Practicals p.w.</i>	0
Practicals:	20	<i>Tutorials p.w.</i>	0
Assessments:	20	<i>Supervision lab p.w.</i>	0
Self-study:	60		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Sports Nutrition
<b>Generic Module Name</b>	Sports Nutrition 742
<b>Alpha-numeric Code</b>	<b>SRE742</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the role of macronutrients and micronutrients in metabolism and their relevance in sport and exercise.</li> <li>• Discuss how the daily nutritional requirements are altered by sport and exercise.</li> <li>• Explain the current dietary recommendations for sports persons.</li> <li>• Calculate individual energy expenditure and needs based on the Level of physical activity.</li> <li>• Explain appropriate body composition for various sports and appropriate methods for gaining or losing weight</li> </ul>
<b>Main Content</b>	<p>Macronutrients:</p> <ul style="list-style-type: none"> <li>• Carbohydrate nutrition - sources, requirements and the importance of complex carbohydrates and dietary fibre.</li> <li>• Dietary fats - sources, requirements, the hazards of overconsumption and relevance of different types of fats.</li> <li>• Protein nutrition - amino acids, protein quality, requirements and food sources.</li> </ul> <p>Micronutrients:</p> <p>Role and importance of vitamins, minerals and water in sport and exercise.</p> <ul style="list-style-type: none"> <li>• Current nutritional recommendations prior to, during and after exercise.</li> <li>• Energy balance in sport and exercise</li> <li>• Nutritional aids for sport performance</li> </ul> <p>Problems associated with inadequate nutrition (malnutrition)</p>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	35	Lectures p.w.	2	
Assignments & tasks:	14	Practicals p.w.	0	
Practicals:	15	Tutorials p.w.	0	
Assessments:	0	Supervision lab p.w.	0	
Self-study:	35			
Other:				
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Sociology of Sport
<b>Generic Module Name</b>	Sociology of Sport 743
<b>Alpha-numeric Code</b>	<b>SRE743</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contextualize the current trends of the discipline both locally and globally.</li> <li>• Demonstrate a sociological understanding of human behavior and sport.</li> <li>• Apply a knowledge of sociological theories to human behavior and sport.</li> <li>• Critically analyses sport organization and participation in the South African multicultural society</li> <li>• Develop strategies by using sport for community development and to conduct social research</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Overview of the origins of the discipline of sociology of sport</li> <li>• Current status of the discipline</li> <li>• Sociological and community development theories</li> <li>• Sport and society in the South African, African and international context</li> <li>• Sport, sport organization and participation in a multicultural society</li> <li>• Critical challenges facing South African sport and local communities</li> <li>• The role of international development agencies and global initiatives, (civil society, the private sector,</li> </ul>

	government) on sport and development. <ul style="list-style-type: none"> <li>Social research in local community on various topics within the complex sociological framework of South African sport (such as gender and class issues, ethnic diversity, disability, poverty, conflict etc.)</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w</i>	2
Assignments & tasks:	22	<i>Practicals p.w.</i>	0
Assessments:	0	<i>Tutorials p.w.</i>	0
Practicals:	10		
Self-study:	40		
Other:			
<b>Total Learning Time</b>	<b>100</b>		
<b>Method of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Sport, Recreation and Exercise Science (SRES)
<b>Module Topic</b>	Community Health Promotion
<b>Generic Module Name</b>	Community Health Promotion 426/744
<b>Alpha-numeric Code</b>	<b>SRE426/744</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	BAHons (Sport and Exercise Science) (8013) B (Community Development) (8415)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Understand global trends in promoting community health</li> <li>Understand health promotion in a SA context.</li> <li>Understand physical activity epidemiology</li> <li>Understand national policy guidelines for physical activity and health</li> <li>Develop an integrated model of comprehensive health-care for SA</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Concepts in health promotion and physical activity epidemiology</li> <li>Global and national health challenges in physical activity and fitness</li> <li>Global and national trends and networks in physical activity and health promotion</li> <li>Physical activity research</li> </ul>

	<ul style="list-style-type: none"> <li>Understand various models of human behavior applicable to physical activity</li> <li>Develop an integrated model of comprehensive health-care for SA</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor	35	<i>Lectures p.w</i>	2
Assignments & tasks	14	<i>Practicals p.w.</i>	0
Assessments:	0	<i>Tutorials p.w.</i>	0
Practicals	15		
Self-study	36		
Total Learning Time	<b>100</b>		
<b>Method of Student Assessment</b>	Continuous Assessment: 60% Final Assessment: 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	This module involves an in-depth study of Child and Adolescent Mental Health Conditions and Treatments
<b>Generic Module Name</b>	Child and Adolescent Mental Health 814
<b>Alpha-numeric Code</b>	<b>NAP814</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Work as a specialist practitioner with other members of the health team within the health care system for the promotion of mental health and prevention of mental illness in children and adolescents.</li> <li>Conduct clinical assessment of families based on an approved model.</li> <li>Conduct clinical assessment and diagnose the most prevalent childhood and adolescent mental disorders based on international classification systems.</li> <li>Practice childhood and adolescent mental health nursing safely in a variety of settings within legal and ethical frameworks.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Theories of self-development</li> <li>International classification of mental disorders</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment of risk factors for mental disorders or mental health problems as pertinent to child and adolescent.</li> <li>• Nursing diagnoses</li> <li>• Commonly used treatment modalities</li> <li>• Management of child and youth abuse</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	4
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	8	<i>Supervision lab p.w.</i>	0
Self-study:	72	<i>Clinical p.w.</i>	0
Other: Project Work	25		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	This module involves an in-depth study of Community Mental Health Nursing
<b>Generic Module Name</b>	Community Mental Health Nursing 815
<b>Alpha-numeric Code</b>	<b>NAP815</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Enhance the functioning of the individual, group and community through expert psycho-education.</li> <li>• Assess and provide clients Psycho social rehabilitation (PSR).</li> <li>• Demonstrate knowledge of Mental Health legislation.</li> <li>• Develop the expertise of other nurses who do not have the required knowledge and skills in advanced psychiatric nursing care.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Role and functions of the psychiatric community.</li> <li>• Mental health resources and the correct referral pathways.</li> </ul>

	<ul style="list-style-type: none"> <li>• Value of psychosocial rehabilitation programmes.</li> <li>• Community-based preventative and promotive mental health strategies.</li> <li>• Prevention of and service provision for priority health problems.</li> <li>• Emergency psychiatric care.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	4
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	8	<i>Supervision lab p.w.</i>	0
Self-study:	72	<i>Clinical p.w.</i>	0
Other: Project Work	25		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing
<b>Module Topic</b>	Pathophysiology related to Disease States
<b>Generic Module Name</b>	Advanced Health Assessment and Diagnostic Reasoning 818
<b>Alpha-numeric Code</b>	<b>NAP818</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First or Second Semester
<b>Programmes in which the module will be offered</b>	MNurs
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Synthesize concepts of human anatomy and physiology at the cellular, tissue, organ, organ system, and organism Level.</li> <li>• Synthesize concepts of pathophysiology at the cellular, tissue, organ, organ system, and organism Level for conditions affecting individuals throughout the life span.</li> <li>• Analyze and interpret client history, including presenting symptoms, physical findings, and diagnostic information to develop appropriate differential diagnoses in all age groups.</li> </ul>

	<ul style="list-style-type: none"> <li>Order and interpret common screening and diagnostic tests within the scope of practice.</li> <li>Evaluate common screening and diagnostic tests based on current evidence.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Client health history, including presenting symptoms, physical findings, and diagnostic information to develop appropriate differential diagnoses.</li> <li>Current common screening and diagnostic tests based on evidence. Most common pathological conditions for each of the major body systems – Cardiovascular, Hematopoetic, Respiratory, Endocrine, Immune, Gastrointestinal, Neurological, Integumentary, Musculoskeletal, Reproductive, Renal, Genetics, and Genitourinary.</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	Lectures p.w.	2
Assignments & tasks:	48	Practicals p.w.	8
Assessments:	20	Tutorials p.w.	2
Practicals:	64		
Self-study:	48		
Other: E-learning	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	This module provides learning opportunity to the student to practice independently as an Advanced Midwife.
<b>Generic Module Name</b>	Advanced Midwifery 820
<b>Alpha-numeric Code</b>	<b>NAP820</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate a coherent and critical understanding of the principles, theories and emerging issues and debates in Advanced midwifery.</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrate the ability to, identify, evaluate and refer problems using appropriate assessment methods which promote or threaten the health and life of the mother and her fetus during labor up to 42 days post-partum.</li> <li>• Be able to demonstrate competencies to screen and assess mothers complicated by psycho- social, physical problems.</li> <li>• Be able to competently manage and to refer low risk and complicated cases at ante-, intra and postnatal stage.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Development, testing, implementation and evaluation of evidence-based low and high risk protocols, guidelines and policies for maternal health problems.</li> <li>• Demonstrate competency to do assisted deliveries and associated operating theatre procedures.</li> <li>• Analyze community needs of mothers with high risk pregnancy and/or deliveries that are championed by advocacy.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	10	<i>Lectures p.w.</i>	2
Assignments & tasks:	48	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	50	<i>Clinical p.w.</i>	0
Other: On-line discussions and project work	58		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	This module provide the student with knowledge to Nurse High Risk Neonates
<b>Generic Module Name</b>	Advanced Neonatal Nursing Science Methods 821
<b>Alpha-numeric Code</b>	<b>NAP821</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)

<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a coherent and critical understanding of the principles, theories and emerging issues and debates in neonatal nursing.</li> <li>• Demonstrate the ability to identify, evaluate and refer problems which promote or threaten neonatal health using appropriate assessment methods.</li> <li>• Be able to demonstrate competencies to assess neonates complicated by psycho- social, physical problems.</li> <li>• Be able to competently manage complicated cases of at risk neonates and using appropriate referring strategies.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Development, testing, implementation and evaluation of evidence-based low and high risk protocols, guidelines and policies for neonates.</li> <li>• Analyze community needs neonates with complicated birth injuries.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	10	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	50	<i>Clinical p.w.</i>	0
Other: On-line discussions and project work	58		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Nursing
<b>Module Topic</b>	Theoretical underpinning of Advanced Practice Nursing and Midwifery
<b>Generic Module Name</b>	Advanced Nursing Practice and Client Management 825
<b>Alpha-numeric Code</b>	<b>NAP825</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)

<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyze and synthesize the philosophical basis of nursing, based on contemporary nursing theories/models and relevant to current socio-political context of nursing practice.</li> <li>• Analyze nursing and primary care nursing decisions and research imperatives, supported by a particular model or theory of nursing and take into consideration the legal and ethical frameworks of nursing practice.</li> <li>• Apply ethical decision making to common ethical problems.</li> <li>• Based on relevant research, provides health promotion, disease prevention, anticipatory guidance, and counseling to promote health, reduce risk factors, and prevent disease and disability.</li> <li>• Recognizes environmental health problems affecting clients/patients and provides health protection interventions that promote healthy environments for individuals, families, and communities, including international, national, regional and local environments.</li> <li>• Utilise the principles of health education to promote health and enable the individual, family, community to cope meaningfully with ill health and disease using current research as basis for practice.</li> <li>• Incorporate current technology in the delivery of care.</li> <li>• Evaluate implications of contemporary health policy on health care providers and consumers.</li> <li>• Monitor and ensure the quality of health care practice.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Critical analysis of mid-range practice theories (e.g. theory of reasoned action, stress/adaptation, etc)</li> <li>• Conceptual analysis</li> <li>• Theory of health promotion, Health policy and regulation related to health promotion</li> <li>• Applied epidemiology</li> <li>• Environmental health</li> <li>• Global priorities and Health Plan for South Africa</li> <li>• Legal aspects of clinical practice</li> <li>• Use of technology in health care; electronic health record, internet and others</li> <li>• Legislative and political structure; how to influence</li> <li>• Community resources; access for patient care</li> <li>• Methods of quality assurance</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	27	Lectures p.w.	1
Assignments & tasks:	10	Practicals p.w.	1

Assessments:	15	Tutorials p.w.	1	
Practicals:	100			
Self-study:	48			
Other: On line learning, lectures & group discussions	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Nursing
<b>Module Topic</b>	Identify range of therapeutic modalities and select most appropriate for given circumstances
<b>Generic Module Name</b>	Advanced Pharmacology and Treatment Modalities 826
<b>Alpha-numeric Code</b>	<b>NAP826</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Prescribe medication based on efficacy, safety, and cost as legally authorized (Integrates knowledge of pharmacokinetic processes, correct doses, routes, frequencies, and how to minimize adverse drug interactions).</li> <li>• Base identify therapeutic options as per client conditions.</li> <li>• Select apply and monitor treatment modalities as appropriate.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Pharmacokinetic processes.</li> <li>• Major classes of medication for common pathophysiology in each major body system - Cardiovascular, Hematopoetic, Respiratory, Endocrine, Immune, Gastrointestinal, Neurological (including pain and psychiatric), Integumentary, Musculoskeletal, Reproductive, Renal and Genitourinary. (e.g. Cardiovascular – betablockers, calcium-channel blockers, etc.; Immune – antibiotics, antiretrovirals, etc.)</li> <li>• Diagnostic reasoning for choosing one medication over another and one therapeutic approach over another.</li> <li>• For each medication – correct dosing (based on size, age, and other variables), route, frequency and how to minimize adverse drug interactions.</li> <li>• For each therapeutic approach, determine potential risks and measures to avoid or manage those.</li> </ul>
<b>Pre-requisite modules</b>	Advanced health assessment and diagnostic reasoning

<b>Co-requisite modules</b>	Advanced health assessment and diagnostic reasoning		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	Lectures p.w.	2
Assignments & tasks:	10	Practicals p.w.	1
Assessments:	15	Tutorials p.w.	2
Practicals	50		
Self-study	97		
Other: On line learning, lectures & group discussions	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Method of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	This module involves an in-depth study on Mental Health Assessments and Treatment Modalities
<b>Generic Module Name</b>	Advanced Mental Health Management 827
<b>Alpha-numeric Code</b>	<b>NAP827</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a coherent and critical understanding of the principles, theories, emerging issues and debates in psychiatric mental health nursing.</li> <li>• Assess and diagnose mental ill health using specific, acceptable diagnostic systems.</li> <li>• Manage the mental health care user (MCHU) in a multidisciplinary context.</li> <li>• Evaluate the appropriateness of selected intervention and treatment modalities for clients within legal and ethical frameworks.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Legislation</li> <li>• Assessment and Diagnosis of Mental Health Care Users</li> <li>• Treatment Modalities</li> <li>• Interactive therapies, psychopharmacology, adjunct and other biological therapies</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None

<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	4
Assignments & tasks:	25	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	8	<i>Supervision lab p.w.</i>	0
Self-study:	72	<i>Clinical p.w.</i>	0
Other: On-line discussions and project work	25		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	This module provides the student with learning opportunities to perform specialized procedures in Midwifery and Neonatology
<b>Generic Module Name</b>	Advanced Specializations in Midwifery and Neonatology 830
<b>Alpha-numeric Code</b>	<b>NAP830</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competency to apply specialist knowledge and skills in the provision of Advanced maternal, neonatal and reproductive health care for individuals, groups and communities.</li> <li>• Develop, promote, implement and evaluate strategies to prevent maternal and neonatal illness related to the overall reproductive health of the community including morbidity and mortality.</li> <li>• Be able to substantiated a point of view regarding emerging issues and debates relevant to midwifery and neonatology such as termination of pregnancy and infertility.</li> <li>• Demonstrate cultural sensitivity in the assessment, process and documentation of maternal and neonatal health care by utilization and comparing the various</li> </ul>

	cultural customs pertaining to the practice of midwifery and neonatology. • Apply quality assurance activities to enhance reproductive services.		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Critically analyze, assess and influence relevant policies, guidelines, legislation and ethical dilemmas.</li> <li>• Demonstrate the ability to complete advanced procedures of reproductive health in relation to STI Management</li> <li>• Papinicolou smears and any other specimen required.</li> <li>• Family planning including insertion of IUCD (the procedure of certificate in TOP is optional).</li> <li>• Prescribe and administer specific medication</li> <li>• Internal foetal monitoring</li> <li>• Amnioinfusion and amnioscopy</li> <li>• External cephalic version</li> <li>• Basic sonography</li> <li>• Be able to successfully arrange seminars/ workshops to educate and train new midwives and mothers in the promotion of maternal care including MTCT, ante and post natal exercise, Better Birth Initiative, Safe Motherhood Initiative, Baby Friendly Hospital Initiative, Kangaroo care.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	10	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	0
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	50	<i>Clinical p.w.</i>	0
Other: On-line discussions and project work	58		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

  

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	To develop and demonstrate familiarity with the research process
<b>Generic Module Name</b>	MNurs Mini-thesis 803/804
<b>Alpha-numeric Code</b>	<b>NUR803/NUR804</b>
<b>NQF Level</b>	9

<b>NQF Credit Value</b>	90		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	MNurs (8863)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to identify a research problem.</li> <li>• Synthesize literature to understand the context of the problem.</li> <li>• Choose appropriate methodology to answer the problem.</li> <li>• Draw up a research proposal for approval.</li> <li>• Conduct the research.</li> <li>• Write a formal report of the research and findings.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Participate in the research process to ensure the research proposal is approved by senate higher degrees and ethics committees in adequate time for the research to be conducted.</li> <li>• Completed research report is submitted at the applicable due date.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	NUR825, NUR829		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	100	<i>Lectures p.w.</i>	0
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	600	<i>Clinical p.w.</i>	0
Other: Field work depending on project	100		
<b>Total Learning Time</b>	<b>800</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Evaluation of Educational Theories and Models
<b>Generic Module Name</b>	Theoretical Foundations of Nursing Education 820
<b>Alpha-numeric Code</b>	<b>NUR820</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20



<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First Semester		
<b>Programmes in which the module will be offered</b>	MNurs (8863)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Create active and learner- centered environments in the teaching of nursing and midwifery both in clinical and classroom settings based on comprehensive and systematic understanding of adult development, learning and motivation theories.</li> <li>• Evaluate various theories and models of nursing and health based on a critical analysis of different own meaning perspectives about health and disease and how these impact on decision making in the practice of nursing and midwifery.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Current theoretical models.</li> <li>• Philosophical underpinnings of teaching and learning.</li> <li>• Theories of adult learning.</li> <li>• Contemporary approaches to teaching and learning (PBL/ CBA/CBE).</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	2
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	20	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	80	<i>Clinical p.w.</i>	0
Other: Field work depending on project	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	The Process of Curriculum Development and Evaluation
<b>Generic Module Name</b>	Curriculum Development 821
<b>Alpha-numeric Code</b>	<b>NUR821</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	MNurs (8863)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop a coherent curriculum for a particular nursing and/or midwifery program taking into account the principles of the NQF and the stipulations of the ETQA for nursing and midwifery education (SANC) in collaboration with peers.</li> <li>• Lead curriculum change and/or transformation in the education of nurses and midwives based on critical analysis of educational philosophy with regard to its implications for nursing and midwifery education.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Various conceptualizations of curriculum</li> <li>• Curriculum development process</li> <li>• Different models of curriculum development</li> <li>• Curriculum evaluation models</li> <li>• Design curriculum for a specific programme</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	36	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	12	<i>Supervision lab p.w.</i>	0
Self-study:	76	<i>Clinical p.w.</i>	0
Other: Group project	48		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Creative Active Classroom and Clinical Teaching
<b>Generic Module Name</b>	Teaching and Learning Methods 823
<b>Alpha-numeric Code</b>	<b>NUR823</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester

<b>Programmes in which the module will be offered</b>	M Nurs (8863)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Design and implement classroom and clinical learning sessions using appropriate teaching strategies based on expected learning outcomes taking into consideration the principles of adult learning.</li> <li>Plan and implement the assessment of classroom and clinical learning outcomes based on a comprehensive understanding of principles and strategies of assessment of learning outcomes with specific reference to professional education.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Media design, selection and presentation</li> <li>Teaching and learning environments (theoretical and clinical).</li> <li>Various teaching methodologies</li> <li>Assessment of learning both theoretical and clinical</li> <li>Electronic teaching and learning</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	56	<i>Practicals p.w.</i>	0
Practicals:	42	<i>Tutorials p.w.</i>	0
Assessments:	18	<i>Supervision lab p.w.</i>	0
Self-study:	56	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	Advanced Qualitative Research Methods
<b>Generic Module Name</b>	Advanced Qualitative Research Methods 825
<b>Alpha-numeric Code</b>	<b>NUR825</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)

<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of qualitative research design including the selection of participants, instrument selection and construction, analysis, and interpretation of the data.</li> <li>• Analyze a range of qualitative research methods and approaches with regard to their appropriateness for investigating particular research problems in nursing and midwifery.</li> <li>• Evaluate various philosophical underpinnings about qualitative research and how this impact on choice of design, instrument in conducting of nursing and midwifery related research.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Factors leading to the emergence of interest in qualitative methods.</li> <li>• Philosophical orientations and assumptions of qualitative research.</li> <li>• Compare and contrast qualitative research with other research paradigms.</li> <li>• Diverse orientations to knowledge development.</li> <li>• Various approaches to collecting qualitative data.</li> <li>• Data collection, analysis, validation, and presentation techniques of selected methods.</li> <li>• Key ethical dilemmas in conducting qualitative inquiry.</li> <li>• Approaches to analyzing and synthesizing qualitative data.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	35	<i>Lectures p.w.</i>	3
Assignments & tasks:	20	<i>Practicals p.w.</i>	0
Practicals:	88	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	50	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Nursing (SoN)
<b>Module Topic</b>	To introduce the student to appropriate quantitative research designs and methods that can be used when conducting research.
<b>Generic Module Name</b>	Advanced Quantitative Research Methods 829
<b>Alpha-numeric Code</b>	<b>NUR829</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MNurs (8863)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an evolving awareness of the importance of understanding quantitative research methods including experimental; quasi- experimental, non-experimental designs and ethics in research.</li> <li>• Synthesize concepts relevant to plan and execute a quantitative research project using the steps in the scientific research process.</li> <li>• Utilize knowledge and skills to initiate change and improve practice through capturing, analyzing, interpreting, presentation, publication and implementation of research findings.</li> <li>• Utilize a wide range of appropriate data bases (textual and electronic) to conduct an extensive and efficient literature search and to review, critique, interpret and summarize literature.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Research methodology</li> <li>• Problem formulation</li> <li>• Identifying/ developing appropriate conceptual frameworks</li> <li>• Sampling methods and techniques</li> <li>• Instrument development</li> <li>• Validity and Reliability</li> <li>• Pilot testing the instrument</li> <li>• Data collection methods</li> <li>• Data analysis (Hypothesis testing; levels of measurement; interpretation)</li> <li>• Proposal writing and reporting of findings</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	10	<i>Lectures p.w.</i>	3	
Assignments & tasks:	60	<i>Practicals p.w.</i>	0	
Practicals:		<i>Tutorials p.w.</i>	0	
Assessments:	12	<i>Supervision lab</i>	0	
Self-study:	58	<i>Clinical p.w.</i>	0	
Other: E-learning and on-line discussions	60			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

Faculty	Community and Health Sciences		
Home Department	Dietetics and Nutrition		
Module Topic	Nutrition Mini-Thesis		
Generic Module Name	Nutrition Mini-Thesis 803/804		
Alpha-numeric Code	NUT803 /804		
NQF Level	9		
NQF Credit Value	90		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	MPH (Nutrition) (8789)		
Year Level	9		
Main Outcomes	On completion of this module, students should be able to: Mastering the skill of research by developing a research question in the field of Therapeutic nutrition, foodservice management or community nutrition. Carry out and report on research in the form of a thesis		
Main Content	Primary task is to develop a research proposal towards evaluation of a nutrition intervention/programme, conducting research and preparing the research mini-thesis under the guidance of the supervisor(s) and submitting the mini-thesis for examination		
Pre-Requisite Modules	None		
Co-Requisite Modules	None		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	400	Lectures p.w.	0
Assignments & tasks:	0	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments	500		

Self-study	0		
Other:	0		
<b>Total Learning Time</b>	<b>900</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 0% Final Assessment: 100%		
<b>Assessment Module type</b>	Final Assessment (FA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Occupational Therapy		
<b>Module Topic</b>	Occupational Therapy		
<b>Generic Module Name</b>	Occupational Therapy 801/802		
<b>Alpha-numeric Code</b>	<b>OCT801/802</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	180		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	MSc (Occupational Therapy) (full thesis) (8118)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify, analyze and deal with complex research issues drawing systematically and creatively on the theory, research methods and literature of occupational therapy and related fields;</li> <li>Master advanced information retrieval and processing skills, and undertake a literature review;</li> <li>Master the application of research design, methods, techniques and technologies;</li> <li>Undertake a research project and write up a research thesis</li> </ul>		
<b>Main Content</b>	Research process		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	800	<i>Lectures p.w.</i>	0
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0		
Self-study	1000		
Other:	0		
<b>Total Learning Time</b>	<b>1800</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 0% Final Assessment: 100%		
<b>Assessment Module type</b>	Final Assessment (FA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Psychology Mini-Thesis
<b>Generic Module Name</b>	Psychology Mini-Thesis 803/804
<b>Alpha-numeric Code</b>	<b>PSY803/804</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	120
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815) MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Knowledge integration <ol style="list-style-type: none"> <li>a. Demonstrate a critical and coherent understanding and apply the research process</li> <li>b. Demonstrate comprehensive understanding of and be able to apply quantitative and qualitative research methodology</li> <li>c. Synthesise theoretical knowledge with practical research applications to address healthcare/ psychological challenges effectively</li> </ol> </li> <li>2. Research Skills development <ol style="list-style-type: none"> <li>a. Execute research protocols independently including literature review, data collection and analysis and interpretation</li> <li>b. Demonstrate mastery of the application of selected data collection and analysis techniques</li> <li>c. Apply ethical principles and guidelines in line with Health Professions Act (1974)</li> </ol> </li> <li>3. Communication <ol style="list-style-type: none"> <li>a. Effectively communicate research findings in the form of a minithesis</li> <li>b. Exhibit cultural competence and sensitivity in research practice through respecting diversity</li> <li>c. Demonstrate integrity in research adhering to ethical standards and regulatory requirements</li> </ol> </li> </ol>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Philosophy of research within the social sciences</li> <li>• Research problems, statements and questions</li> <li>• Research aims and objectives</li> <li>• Database search strategies</li> <li>• Literature review skills</li> <li>• Research Designs/ approaches</li> <li>• Methods of data collection</li> <li>• Methods of data analysis</li> <li>• Writing and academic conventions</li> <li>• Referencing conventions as per the most recent APA formulations</li> <li>• Methodological coherence and rigour</li> <li>• Ethics</li> </ul>



	• Administrative processes			
Pre-Requisite Modules	None			
Co-Requisite Modules	None			
Prohibited Module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table	
Contact with Supervisor(s)	650	Lectures p.w.	4	Supervision is scheduled outside of teaching timetable.
Assignments & tasks: Proposal & Ethics application	100	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments: Departmental review	50			
Self-study	300			
Other: PG administrative processes	100			
Total Learning Time	1200			
Methods of Student Assessment	Continuous Assessment (CA): 0% Final Assessment (FA): 100%			
Assessment Module type	Final Assessment (FA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Clinical Skills Training
<b>Generic Module Name</b>	Clinical Skills Training 812
<b>Alpha-numeric Code</b>	<b>PSY812</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Assess psychological functioning using the most recent DSM diagnostic system.</li> <li>• Evaluate and assess for appropriateness for psychotherapy.</li> <li>• Evaluate and conceptualise a contextually appropriate intervention.</li> <li>• Demonstrate clinical competence in clinical interventions in an assigned case load.</li> <li>• Monitor and evaluate progress and efficacy in treatment.</li> <li>• Apply appropriate record keeping as per ethics guidelines of the HPCSA.</li> </ul>

<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Psychological Assessment</li> <li>• Specialised screening requiring interpretation of psychological dynamics and dysfunction (including the use of approved assessment instruments).</li> <li>• Diagnosis (in-depth diagnosis of dynamics within an individual, couple group, community, social system or organisation according to accepted diagnostic methodology.</li> <li>• Psychological Intervention</li> <li>• Specialised, complex, advanced reconstructive and long-term therapy.</li> <li>• Advanced psycho-education and training</li> <li>• Promotion of primary, secondary and tertiary psychosocial well-being.</li> <li>• Psychotherapy</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	PSY820		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	28	<i>Practicals p.w.</i>	2
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments	25		
Self-study	0		
Other: Research	35		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Professional Ethics in Psychology
<b>Generic Module Name</b>	Professional Ethics in Psychology 813
<b>Alpha-numeric Code</b>	<b>PSY813</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critically engage with the ethical principles governing professional practice in research and treatment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply the HPCSA code of professional ethics to pursue ethical conduct as a psychologist.</li> <li>• Critically apply the ethical decision-making model to ethical dilemmas.</li> <li>• Apply key legislation surrounding professional ethics in South Africa.</li> <li>• Apply ethical principles within diverse populations.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The code of ethics for Psychologists</li> <li>• Ethical principles and standards in clinical practice e.g.               <ul style="list-style-type: none"> <li>- Confidentiality and its limits</li> <li>- Informed consent</li> <li>- Billing practices</li> <li>- Record keeping</li> </ul> </li> <li>• Models of ethical clinical practice research</li> <li>• Models of ethical decision making</li> <li>• Scope of practice</li> <li>• Mandated reporting</li> <li>• Ethical principles and standards in Psychological research e.g.               <ul style="list-style-type: none"> <li>- Informed consent and assent</li> <li>- Anonymity</li> <li>- The right to withdraw</li> </ul> </li> <li>• Research ethics in recruitment of participants</li> <li>• Burden of participation</li> <li>• Ethics in Dissemination of information/ publication</li> <li>• Use of inducements in research</li> <li>• Use of incentives</li> <li>• Reducing Bias</li> <li>• Key legislation governing professional ethics in South Africa               <ul style="list-style-type: none"> <li>- The SA Constitution and Bill of Rights</li> <li>- The Amended Children's Act</li> <li>- The Consumer Protection Act</li> <li>- The Disclosure of Information Act</li> <li>- The Mental Health Care Act</li> <li>- The Sexual Offences Act</li> </ul> </li> <li>• Advocacy and Human rights in Psychology Ethics and health</li> <li>• Ethical decision-making models</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	PSY820		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	23	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	35		

Self-study	0		
Other: Research	14		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Psychological Assessment		
<b>Generic Module Name</b>	Psychological Assessment 814		
<b>Alpha-numeric Code</b>	<b>PSY814</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Assess for appropriate psychometric test to be used with patients/clients.</li> <li>• Write comprehensive psychometric reports.</li> <li>• Administer psychometric tests.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Cognitive and emotional assessment in children and adolescents</li> <li>• Intellectual Disability</li> <li>• Intellectual and personality assessment in Adults</li> <li>• Developmental and scholastic assessment</li> <li>• The use of clinical scales in psychological evaluation</li> <li>• Neuro-psychological Assessment</li> <li>• Ethics and psychological assessment</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PSY812, PSY815, PSY816		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments	34		
Self-study	0		
Other: Research	14		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Clinical Interventions
<b>Generic Module Name</b>	Clinical Interventions 815
<b>Alpha-numeric Code</b>	<b>PSY815</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate integrated knowledge and engagement with approaches to psychological intervention models.</li> <li>• Critically review and reflect on the body of knowledge regarding approaches to psychotherapy.</li> <li>• Evaluate efficacy and effectiveness of psychological interventions.</li> <li>• Identify and critically evaluate the empirical basis of psychotherapeutic approaches</li> <li>• Apply and critique a range of psychological intervention models appropriate to differing age ranges.</li> <li>• Apply and critique a range of psychological intervention models appropriate to differential client groups individual, couple, family, groups.</li> <li>• Apply a range of specialised skills to develop treatment plans in the modalities covered and for different clinical groups</li> <li>• Apply and critique a range of psychological intervention models appropriate to client groups from different ethnic, socio –economic, social-cultural language contexts and differing age ranges.</li> <li>• Demonstrate mastery of assessment of suitability for psychotherapy</li> <li>• Present and communicate professional ideas about treatment planning and implementation, evaluation of progress, and prognosis to a range of audiences</li> <li>• Develop theoretical formulation of clinical presentations</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Approaches to psychological intervention</li> <li>• Empirical basis of psychotherapy</li> <li>• Manualised treatments (e.g. CBT, DBT)</li> <li>• Insight-oriented therapies (e.g. object relations, Family Group therapy)</li> <li>• Assessment of appropriateness for psychotherapy</li> <li>• Treatment contexts (inpatient, outpatient etc)</li> <li>• Clinical populations and treatment considerations</li> <li>• Treatment types (short, medium and long term)</li> <li>• Developing treatment plans</li> <li>• Developing theoretical formulations</li> </ul>

<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	PSY820		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	56	<i>Tutorials p.w.</i>	0
Assessments	20		
Self-study	0		
Other: Research	28		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Child and Adult Psychopathology
<b>Generic Module Name</b>	Child and Adult Psychopathology 816
<b>Alpha-numeric Code</b>	<b>PSY816</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <p>Demonstrate advanced knowledge and engagement with symptoms of major mental health categories from the DSM and ICD classification systems.</p> <ul style="list-style-type: none"> <li>• Apply diagnostic decision-making to account for clinical presentations.</li> <li>• Identify and critically evaluate multiple sources of knowledge regarding mental health symptoms, course and treatment.</li> <li>• Apply a range of specialised skills to case material to identify, analyse, and diagnose select mental health difficulties.</li> <li>• Present and communicate professional ideas and diagnostic decision-making to a range of audiences.</li> <li>• Critically review and reflect on the body of knowledge regarding approaches to psychopathology for personal, ethical, and professional development.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop clinical reasoning to clarify symptoms for the purpose of developing differential and working diagnoses.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Mainstream and critical approaches to mental health problems</li> <li>DSM and ICD classification system</li> <li>Symptoms of all disorders identified by the DSM classification system</li> <li>Nosology of all disorders identified by the DSM classification system</li> <li>Conventions for developing and reporting differential and provisional diagnoses</li> <li>Assessment of Functioning</li> <li>Aetiological Formulation</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	PSY820		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	56	<i>Lectures p.w.</i>	4
Assignments & tasks:	37	<i>Practicals p.w.</i>	0
Practicals:	32	<i>Tutorials p.w.</i>	0
Assessments	40		
Self-study	35		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100%		
	Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Counselling Skills Training
<b>Generic Module Name</b>	Counselling Skills Training 817
<b>Alpha-numeric Code</b>	<b>PSY817</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Apply assessment of psychological functioning using the DSM criteria.</li> <li>Assess appropriateness for psychotherapy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conceptualise and apply a contextually appropriate intervention.</li> <li>• Demonstrating counselling competence in counselling interventions in an assigned case load.</li> <li>• Monitor and evaluate progress and efficacy of treatment.</li> <li>• Apply appropriate record keeping as per ethical guidelines of the HPCSA.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Basic Counselling Skills</li> <li>• Cognitive Behavioural Psychotherapy</li> <li>• Psychodynamic Psychotherapy</li> <li>• Narrative Therapy</li> <li>• Couple and Family Therapy</li> <li>• Group Therapy</li> <li>• Crisis Intervention</li> <li>• Community Intervention</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PSY851, PSY852, PSY850		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	54	<i>Tutorials p.w.</i>	0
Assessments	18		
Self-study	36		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40 %		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Counselling Interventions
<b>Generic Module Name</b>	Counselling Interventions 818
<b>Alpha-numeric Code</b>	<b>PSY818</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply and critique a range of psychological intervention models.</li> <li>• Evaluate psychological intervention efficacy.</li> </ul>



	<ul style="list-style-type: none"> <li>• Apply and critique a range of psychological intervention models appropriate to differing age ranges of children, adolescents and adults.</li> <li>• Apply and critique a range of psychological intervention models appropriate to differential client groups: individual, couple, family, groups.</li> <li>• Apply and critique a range of psychological intervention models appropriate to client groups from different ethnic, socio –economic, social-cultural and language contexts.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Psychodynamic therapies</li> <li>• CBT</li> <li>• Family therapy</li> <li>• Group therapy</li> <li>• Couples therapy</li> <li>• Child therapy - Models of play therapy</li> <li>• Short term models of intervention</li> <li>• Focused interventions:</li> <li>• HIV/Aids</li> <li>• Trauma, Loss and bereavement</li> <li>• Crisis intervention</li> <li>• Substance use/abuse intervention</li> <li>• Community intervention</li> <li>• Sport</li> <li>• Career</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PSY817, PSY850, PSY851, PSY852		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	54	<i>Tutorials p.w.</i>	0
Assessments	18		
Self-study	36		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40 %		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Contextual, Community and Health Psychology
<b>Generic Module Name</b>	Contextual, Community and Health Psychology 819
<b>Alpha-numeric Code</b>	<b>PSY819</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester

<b>Proposed semester to be offered</b>	Second Semesters		
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate advanced knowledge and engagement with mainstream and critical approaches to Community Psychology</li> <li>• Apply a social justice perspective to mental health challenges at a community level.</li> <li>• Identify, critically evaluate and apply research within the community psychology framework (e.g. PAR).</li> <li>• Identify, critically evaluate and apply research within the critical psychology framework.</li> <li>• Apply a range of specialised skills to case material</li> <li>• Apply a range of specialised skills to develop community interventions</li> <li>• Identify, analyse, and address select mental health difficulties within a community context.</li> <li>• Present and communicate professional ideas to stakeholder groups.</li> <li>• Critically review and reflect on the body of knowledge regarding approaches to health psychology.</li> <li>• Evaluate health belief determinants of behavior change</li> <li>• Demonstrate integrated learning and competence in identified skills</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Theory and praxis of Community Psychology</li> <li>• Research methods in Community psychology</li> <li>• Critical perspectives to community psychology (e.g. Marxism)</li> <li>• Prevention and health promotion</li> <li>• Theories of lifestyle changes</li> <li>• Research in health psychology</li> <li>• The burden of disease in South Africa including <ul style="list-style-type: none"> <li>◦ Diseases of lifestyle,</li> <li>◦ Communicable diseases</li> <li>◦ Epidemiology</li> </ul> </li> <li>• Prevention, Health Promotion and Harm reduction approaches</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	PSY820		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	Lectures p.w.	2
Assignments & tasks:	34	Practicals p.w.	1
Practicals:	10	Tutorials p.w.	0
Assessments	14		

Self-study	14		
Other: Research	20		
<b>Total Learning Time</b>	100		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Clinical Psychology Internship
<b>Generic Module Name</b>	Internship 820
<b>Alpha-numeric Code</b>	<b>PSY820</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an in-depth understanding of ethics in the clinical psychology profession.</li> <li>• Apply ethics principles to clinical case work, clinical administration and clinical case management.</li> <li>• Demonstrate clinical competency in compiling test batteries to conduct psychological and neuropsychological assessments in order to develop differential and working diagnoses.</li> <li>• Demonstrate clinical competency in clerking patients, mental status examination and developing diagnoses to account for the clinical presentation using the DSM and ICD diagnostic systems</li> <li>• Demonstrate clinical competency in the development of clinical interventions in an assigned caseload and in different treatment settings.</li> <li>• Demonstrate clinical competence in the monitoring and evaluation of progress and efficacy in treatment</li> <li>• Demonstrate clinical and administrative competence in clinical communication and record keeping as per professional guidelines of the HPCSA and operational requirements of the work-integrated learning site (internship)</li> <li>• Demonstrate clinical competence in the application of community psychology principles and theory to conduct needs assessments, develop interventions, negotiate entry, stakeholder engagements, and develop indirect psychological services such as psychoeducation and advocacy.</li> <li>• Demonstrate clinical competence in the assessment of the ability to understand legal and clinical processes</li> </ul>

	<p>with forensic populations, and to develop and conduct appropriate interventions.</p> <ul style="list-style-type: none"> <li>• Demonstrate competence in professional skills required to participate actively in clinical case conferences and ward rounds as part of multi-disciplinary teams</li> <li>• Demonstrate competence to engage in profession-oriented activities as outlined by the HPCSA and required by the WIL site</li> <li>• Demonstrate mastery of professional competencies facilitated through professional development</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Code of ethics and legislation pertaining to clinical competence and service delivery.</li> <li>• Psychological assessment and report writing</li> <li>• Neuropsychological assessment and report writing</li> <li>• Clinical clerking and intake, mental status examination</li> <li>• Diagnosis of pathology using the DSM and ICD diagnostic systems</li> <li>• Clinical interventions including treatment with groups and individuals in different treatment settings</li> <li>• Caseload management.</li> <li>• Monitoring and evaluation of progress and efficacy in treatment</li> <li>• Clinical communication and record keeping as per professional guidelines of the HPCSA and operational requirements of the work-integrated learning site (internship)</li> <li>• Community psychology principles, theory and intervention.</li> <li>• Legal and clinical processes with forensic populations.</li> <li>• Clinical communication in multi-disciplinary teams, clinical case presentation and ward rounds</li> <li>• Profession-oriented activities as outlined by the HPCSA and required by the WIL site</li> <li>• Professional competencies facilitated through professional development (e.g. cognitive complexity, reflexivity, ability to evaluate clinical work, professional communication and discipline-specific language).</li> </ul>		
<b>Pre-Requisite Modules</b>	PSY 811, PSY 812, PSY 813, PSY 814, PSY 815, PSY 816, PSY 803 Also reflected in revised Progression Rule		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Work Integrated Learning (WIL)	120	<i>Lectures p.w.</i>	0
Professional competencies	40	<i>Practicals p.w.</i>	0
Reports	10	<i>Tutorials p.w.</i>	0
Profession oriented activity	10		
			Schedule is determined by WIL site. Full-time: 40-hour p.w. WIL

Case conference & ward rounds	10			
Multi-Disciplinary Team functioning	10			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Philosophical and Social Issues
<b>Generic Module Name</b>	Philosophical and Social Issues 831
<b>Alpha-numeric Code</b>	<b>PSY831</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate sound understanding of the philosophy of science and meta-theory with the aim of differentiating between philosophical and social issues.</li> <li>• Critically engage with the assumptions and foundational issues of psychology in the context of ontology, epistemology and the history of psychological research.</li> <li>• Critically reflect on the implications that philosophical assumptions and values exert on research practice.</li> <li>• Demonstrate sound knowledge of critical theories with an emphasis on indigenous knowledge systems, decoloniality and African psychologies with the aim of reviewing the relevance and applicability of these theories within a South African context.</li> <li>• Interrogate the forms of reasoning used to arrive at conclusions in psychology.</li> <li>• Critically engage with the scope and limits of psychological knowledge and to interrogate proclaimed scientific methods.</li> <li>• Critically reflect on the implications of the relationship between psychological knowledge and society.</li> <li>• Evaluate the role of ethics to uphold sound research practice.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• What is philosophy? The nature of philosophical questions and analysis</li> <li>• The philosophy of science: <ul style="list-style-type: none"> <li>- Questions of epistemology and ontology</li> <li>- The role of worldview and theory in epistemology and ontology</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Paradigms in science</li> <li>• Traditions in trouble: The evolution of scientific traditions: A model of social science</li> <li>• Indigenous Knowledge Systems, Decoloniality and African Psychologies</li> <li>• Contemporary positions in psychology (for example: Capability approach, Feminism and Standpoint theory)</li> <li>• Ethics and research</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	2
Assignments & tasks:	50	<i>Practicals p.w.</i>	3
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	30		
Self-study	0		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0 %		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Programme Evaluation
<b>Generic Module Name</b>	Programme Evaluation 832
<b>Alpha-numeric Code</b>	<b>PSY832</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical thinking and evaluate program effectiveness through critical analysis, identifying strengths, weaknesses, and areas for improvement in programme evaluation.</li> <li>• Apply various methodologies and frameworks to assess program effectiveness, demonstrating understanding of different approaches to programme evaluation.</li> </ul>

	<ul style="list-style-type: none"><li>• Differentiate between formative and summative evaluation methods and apply them effectively in assessing program development and outcomes.</li><li>• Demonstrate proficiency in utilising measurement techniques specific to program evaluation, ensuring accuracy and reliability in data collection and analysis.</li><li>• Recognize and address ethical dilemmas inherent in program evaluation, adhering to ethical guidelines and principles throughout the evaluation process.</li></ul> <p>Project Design and Implementation: Design and execute comprehensive program evaluation projects, including planning, data collection, analysis, and reporting, to provide actionable insights for program improvement.</p>			
Main Content	<ol style="list-style-type: none"><li>1. Definition of key concepts and the purpose of evaluation<ul style="list-style-type: none"><li>• History and background</li><li>• Why evaluate programmes?</li></ul></li><li>2. Approaches to and principles of evaluation</li><li>3. Monitoring and evaluation<ul style="list-style-type: none"><li>• Measures and indicators</li><li>• Who are the stakeholders?</li></ul></li><li>4. Types of evaluation<ul style="list-style-type: none"><li>• Formative and summative evaluation</li><li>• Clarificatory and hybrid evaluation types</li></ul></li><li>5. Programme evaluation using qualitative research methods<ul style="list-style-type: none"><li>• Primary data collection methods and data analysis</li><li>• Reporting findings</li></ul></li><li>6. Programme evaluation using quantitative research methods<ul style="list-style-type: none"><li>• Primary data collection methods and data analysis</li><li>• Reporting findings</li></ul></li><li>7. Ethics in evaluation</li><li>8. Writing an Evaluation Report<ul style="list-style-type: none"><li>• Purpose and steps in writing an evaluation report</li></ul></li><li>9. Programme evaluation project plans</li></ol>			
Pre-Requisite Modules	None			
Co-Requisite Modules	None			
Prohibited Module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	14	Lectures p.w.	2	
Assignments & tasks:	32	Practicals p.w.	3	
Practicals:	10	Tutorials p.w.	0	
Assessments	0			
Self-study	32			
Other: Community Group work	12			
Total Learning Time	100			

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0 %
<b>Assessment Module type</b>	Continuous Assessment (CA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Advanced Qualitative Methodology
<b>Generic Module Name</b>	Advanced Qualitative Methodology 833
<b>Alpha-numeric Code</b>	<b>PSY833</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the philosophical principles that underpin qualitative research, enabling critical reflection on research approaches and paradigms.</li> <li>• Identify, compare, and evaluate various qualitative research methodologies, selecting appropriate methods based on research objectives and contextual factors.</li> <li>• Apply systematic approaches and procedures in qualitative research methods, including data collection techniques and sampling strategies, to ensure rigor and reliability in research outcomes.</li> <li>• Proficiently analyze qualitative data using appropriate techniques and software tools, extracting meaningful insights and interpretations to address research questions effectively.</li> <li>• Demonstrate autonomy and ethical sensitivity in navigating ethical challenges inherent in qualitative research, making informed decisions that uphold research integrity and protect participants' rights and welfare.</li> </ul>
<b>Main Content</b>	<ol style="list-style-type: none"> <li>1. Introduction to qualitative research, the philosophical underpinnings of qualitative research and the nature of qualitative inquiry.</li> <li>2. Designs in qualitative research <ul style="list-style-type: none"> <li>• Case studies and observation research</li> <li>• Grounded theory</li> <li>• Phenomenology</li> <li>• Ethnography</li> <li>• Participatory action research</li> </ul> </li> <li>3. Data collection methods in qualitative research <ul style="list-style-type: none"> <li>• Interviews (individual and focus group interviews)</li> <li>• Visual methods (digital storytelling and photovoice)</li> <li>• Online research and using poetry in research</li> </ul> </li> </ol>



	4. Data analysis in qualitative research <ul style="list-style-type: none"> <li>• Thematic analysis;</li> <li>• Discourse analysis;</li> <li>• Phenomenological analysis</li> <li>• Narrative analysis</li> </ul> 5. Rigour in qualitative research <ul style="list-style-type: none"> <li>• Trustworthiness, reflexivity and ethics</li> </ul> 6. Dissemination and Translation of knowledge 7. Practical skills (e.g. interviews, transcribing)		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	32	<i>Practicals p.w.</i>	3
Practicals:	10	<i>Tutorials p.w.</i>	0
Assessments	0		
Self-study	32		
Other: Specify supervision	14		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0 %		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Survey Research Methods
<b>Generic Module Name</b>	Survey Research Methods 834
<b>Alpha-numeric Code</b>	<b>PSY834</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Collect, analyze and evaluate information, integrate quantitative research methods with Psychology, identify and solve problems.</li> <li>• Understand survey research methods.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction and overview of Positivism</li> <li>• Types of survey designs</li> <li>• Conceptualization and measurement</li> <li>• Questionnaire construction</li> <li>• Sampling</li> <li>• Overview of data analysis</li> </ul>

<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	36	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0		
Self-study	36		
Other: Supervision	14		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60 %		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Advanced Quantitative Techniques
<b>Generic Module Name</b>	Advanced Quantitative Techniques 835
<b>Alpha-numeric Code</b>	<b>PSY835</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of the quantitative research design process, including the ability to translate research inquiries into operationalized study designs effectively.</li> <li>• Evaluate and select suitable research designs for specific research inquiries, demonstrating the capacity to tailor designs to align with research objectives effectively.</li> <li>• Assess, select, and create appropriate measurement instruments for use in quantitative research studies, ensuring validity, reliability, and alignment with research objectives.</li> <li>• Develop comprehensive sampling plans that align with research objectives, considering appropriate sampling techniques and strategies to enhance the generalizability of research findings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply diverse data collection methods effectively, selecting and utilizing techniques that best suit the research context and objectives to ensure comprehensive data collection.</li> <li>• Statistical Analysis Competency: Choose, apply, and interpret statistical techniques proficiently, demonstrating the ability to analyze quantitative data accurately and derive meaningful conclusions in accordance with research aims. Ethical</li> <li>• Research Practice: Conduct research ethically and responsibly within and across diverse groups, demonstrating sensitivity to ethical considerations and adherence to ethical guidelines and standards throughout the research process.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Quantitative research methodology</li> <li>• Ethics in research</li> <li>• Designs</li> <li>• Sampling</li> <li>• Instrument evaluation</li> <li>• Cross-cultural research</li> <li>• Data collection</li> <li>• Univariate and Multivariate statistics</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	28	<i>Lectures p.w.</i>	2
Assignments & tasks:	44	<i>Practicals p.w.</i>	4
Practicals:	30	<i>Tutorials p.w.</i>	0
Assessments	48		
Self-study	50		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0 %		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Measurement Design and Construction
<b>Generic Module Name</b>	Measurement Design and Construction 836
<b>Alpha-numeric Code</b>	<b>PSY836</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester

<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate autonomy in making ethical decisions related to test development and construction, applying ethical principles and guidelines to ensure the integrity and fairness of psychometric measures.</li> <li>• Critically engage in the development of ethical standards concerning measurement and design issues in psychometric measure development, contributing to the establishment of ethical frameworks and guidelines within the field</li> <li>• Exhibit the ability to design psychometric measures within the research psychologist's scope of practice, including the creation, translation, adaptation, and validation of measures that are reliable, valid, and culturally sensitive.</li> </ul>
<b>Main Content</b>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Tests, measurements, and assessment: issues of terminology</li> <li>• Measurement levels: relevance for test construction</li> <li>• Types of tests:             <ul style="list-style-type: none"> <li>- norm referenced versus criterion referenced</li> <li>- educational tests versus psychological tests: distinction and different kinds e.g. intelligence, personality, language tests etc</li> <li>- purposes of tests e.g. selection (admission), screening, diagnostic etc; high stakes versus low stakes testing.</li> </ul> </li> </ul> <p>How do we construct tests?</p> <ul style="list-style-type: none"> <li>• The process of test construction</li> <li>• Frameworks and constructs</li> <li>• Item analysis (choose item difficulty and item discrimination for practical example)</li> <li>• Scale construction</li> </ul> <p>The meaning of test scores</p> <ul style="list-style-type: none"> <li>• The meaning of raw scores</li> <li>• The transformation of scores</li> <li>• The setting of standards: brief overview</li> <li>• Norm setting:             <ul style="list-style-type: none"> <li>- Percentiles</li> <li>- Age and grade scores</li> <li>- Standard and standardised scores</li> <li>- Normalised scores</li> </ul> </li> <li>• Equating scores: what it is, and why and when do/can we equate tests?</li> </ul> <p>Psychometric properties of tests</p> <p>Validity: what it is, and how do we evaluate it? (choose one aspect of validity as a practical example)</p> <ul style="list-style-type: none"> <li>• Reliability: what it is, and how do we evaluate it? (choose one form of reliability for a practical example)</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the implications of reliability for error of measurement and test score interpretation?</li> <li>• The relationship between validity and reliability</li> </ul> <p>The distinction between Item Response Theory and classical test theory and implications for test development and evaluation (psychometric properties of tests)</p> <p>Ethics and standards in testing and test development and history of testing</p> <ul style="list-style-type: none"> <li>• The history of testing in SA and internationally (focus on USA): relevance for ethics and legislation:</li> <li>• Code of conduct of psychologists: International and SA</li> <li>• Code of conduct for educational testing: International</li> <li>• APA Standards</li> <li>• Legislation in SA: Employment Equity Act; draft legislation on testing in schools</li> </ul> <p>Cross cultural and cross linguistic testing</p> <ul style="list-style-type: none"> <li>• What it is</li> <li>• APA Standards on fairness and bias; relevance for SA</li> <li>• The development of cross cultural and cross linguistic tests: 22 guidelines of the International Test Commission</li> <li>• Central concepts: group differences, fairness, equivalence and bias.</li> <li>• How do we evaluate it?</li> </ul> <p>Critical testing</p> <ul style="list-style-type: none"> <li>• What is "critical testing"?</li> <li>• Why is "critical testing" important for researchers?</li> <li>• How do we do "critical testing", backwash, argumentation, consequences of testing and stakeholder involvement</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	30	<i>Practicals p.w.</i>	4
Practicals:	0	<i>Tutorials p.w.</i>	
Assessments	24		
Self-study	32		
Other:	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0 %		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Contextual and Community Psychology
<b>Generic Module Name</b>	Contextual and Community Psychology 839
<b>Alpha-numeric Code</b>	<b>PSY839</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in problem-solving by utilizing a diverse range of specialized skills such as reflective practice, active listening, and effective communication to develop a social justice agenda for inquiry.</li> <li>• Apply these skills to address complex and challenging problems within research psychology, considering the consequences of solutions or insights generated within a specialized context.</li> <li>• Conduct a critical evaluation of mainstream approaches to psychology, analyzing their strengths, weaknesses, and implications for research and practice, fostering a deeper understanding of alternative perspectives within the field.</li> <li>• Develop a clear and comprehensive understanding of the political context and hierarchical relations within the political system, recognizing their influence on psychological well-being and social justice issues, and integrating this understanding into research and practice within psychology.</li> <li>• Articulate and apply the role of research psychologists within community contexts, aligning practices with the scope of practice as guided by the Health Professions Council of South Africa (HPCSA).</li> <li>• Demonstrate an awareness of ethical considerations and professional responsibilities when engaging with communities in research and intervention initiatives.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Community Psychology</li> <li>• Research in Community Psychology</li> <li>• Theories and models of Community Psychology</li> <li>• Critical perspectives to Community Psychology (e.g. Marxism)</li> <li>• Prevention and Promotion</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	14	Lectures p.w.	2	
Assignments & tasks:	32	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	0			
Self-study	32			
Other: Group project	12			
<b>Total Learning Time</b>	<b>100</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Health Psychology
<b>Generic Module Name</b>	Health Psychology 840
<b>Alpha-numeric Code</b>	<b>PSY840</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	10
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Design, select, and apply innovative methods, techniques, processes, or technologies proficiently to investigate complex, practical, and theoretical problems within the discipline of health psychology.</li> <li>• Explore, analyze, and critically evaluate pertinent health concepts, theories, and models discussed in the course, demonstrating a comprehensive understanding of their application in various contexts.</li> <li>• Investigate and analyze the interconnections between lifestyle, wellness, and illness, and develop interventions at an appropriate level considering contextual factors and systemic influences within the health psychology domain.</li> <li>• Utilize a diverse array of specialized skills to identify determinants of behavioural change based on health beliefs, addressing complex and challenging problems within the discipline of health psychology effectively.</li> <li>• Identify, evaluate, and critically assess current processes of knowledge production surrounding health psychology research, demonstrating literacy in scholarly discourse and research methodologies within the field.</li> <li>• Understand the relevance and application of health psychology research within the South African context,</li> </ul>

	proficiently accessing, processing, and managing information to generate specialist insights and contribute to the advancement of the discipline.		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Health Research Methods <ul style="list-style-type: none"> <li>◦ Correlational Designs</li> <li>◦ Randomised Control Designs (RCT)</li> <li>◦ Cross-Sectional Designs</li> <li>◦ Quasi-Experimental Designs</li> <li>◦ Longitudinal Designs</li> </ul> </li> <li>• Health Promotion Theories and Models <ul style="list-style-type: none"> <li>◦ Health Belief Model (explains, - and predicts individuals' health-related behaviours)</li> <li>◦ Protection Motivation Theory (explains how individuals make decisions about engaging in protective behaviours)</li> <li>◦ Syndemic Theory (explains the interconnectedness of health issues, such as infectious diseases, mental health disorders, substance abuse, socioeconomic factors etc.)</li> <li>◦ Individual, Family, Community (IFC) Model (highlights the interconnectedness of individual, family, and community factors in managing HIV/AIDS)</li> </ul> </li> <li>• Lifestyle Factors, Health and Mental Wellbeing <ul style="list-style-type: none"> <li>◦ Substance dependence (use, misuse, abuse)</li> <li>◦ Chronic illness</li> <li>◦ Food (in-) security</li> <li>◦ HIV/AIDS</li> <li>◦ Gender based violence/Intimate partner violence (GBV/IPV)</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	14	<i>Lectures p.w.</i>	2
Assignments & tasks:	44	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0		
Self-study	42		
Other: Group project	0		
<b>Total Learning Time</b>	<b>100</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous I Assessment (CA)		



<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Research Skills
<b>Generic Module Name</b>	Research Skills Training 842
<b>Alpha-numeric Code</b>	<b>PSY842</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	MA (Psychology) (8813)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to design, select, and apply innovative and appropriate research methods effectively to address complex social challenges from a research psychologist perspective.</li> <li>• Apply suitable data collection techniques, data analysis processes, or technologies to address contextually relevant social challenges, demonstrating proficiency in research methodology and analytical skills within the field of research psychology.</li> <li>• Develop a guided research project grounded within ethical principles and professional practice standards of research psychology, ensuring integrity, validity, and relevance in addressing identified social challenges.</li> <li>• Communicate research findings, insights, and implications to relevant audiences, participants, and collaborators using an eportfolio format, demonstrating clarity, coherence, and professionalism in conveying information within the research context.</li> </ul>
<b>Main Content</b>	<p>Main content includes</p> <ul style="list-style-type: none"> <li>• Review studies (Rapid, Scoping and Systematic reviews)</li> <li>• Mixed methods</li> <li>• Using various platforms for data management of review studies (open source and licensed software)</li> <li>• Analyze quantitative data using SPSS.</li> <li>• Interpreting descriptive and inferential statistics</li> <li>• Analyze qualitative data using ATLAS.ti</li> <li>• Ethics</li> <li>• Debriefing/Counseling</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	28	Lectures p.w.	2	
Assignments & tasks:	84	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	6			
Self-study	58			
Other: Group Work	24			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%			
<b>Assessment Module type</b>	Continuous Assessment (CA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Research Psychology Internship
<b>Generic Module Name</b>	Internship 848
<b>Alpha-numeric Code</b>	<b>PSY848</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	MPsych (Structured) (8815)
<b>Year Level</b>	2 or 3
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Identify psychosocial issues requiring research in South Africa and to design innovative research methods for psychosocial research in South Africa.</li> <li>Demonstrate applied competence in research methodology, inclusive of, amongst others different means of data collection, the use of Online platforms and both qualitative and quantitative data analysis.</li> <li>Demonstrate the ability to design, manage and conduct research which contributes to the integration of psychological theory and practice, report on such research, and implement the findings of such research in policy and practice.</li> <li>Conduct all aspects of psychological research and adhere to the scope of practice following guidelines for professional practice of the HPCSA and the Professional Board for Psychology, and to consider various aspects of psychological practice and research in a manner which is cognisant of and sensitive to socio-economic status, culture, race, gender, disability, sexual orientation, and other forms of diversity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish protocols and contracts with clients (individuals, groups, organizations, government departments) and to apply counseling skills to debrief and manage possible emotional reactions from participants during research studies.</li> <li>• Develop innovative psychological measures which are sensitive to the needs of the diverse South African population towards the design, manage, evaluate and implement a range of psychologically based programmes in diverse settings and organizations such as health, education and labour.</li> <li>• Demonstrate applied competence in information and records management, financial and human resource management, and entrepreneurship.</li> <li>• Consider relevant aspects of legislation; ability to perform psychological practice and research in contexts such as those related to criminal, civil and family matters.</li> <li>• Advise on the development of policy applicable to a variety of sectors and issues, based on various aspects of psychological theory and research.</li> <li>• Demonstrate thorough knowledge of the code of professional ethics of the HPCSA and the Professional Board for Psychology, as well as of research ethics as expressed in national and international guidelines.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Research and Project management.             <ul style="list-style-type: none"> <li>- Planning, management and coordination of research programmes, including learning about project management.</li> </ul> </li> <li>• Understanding Project Terms of Reference (ToR) and the writing of a research proposal including the project budget.             <ul style="list-style-type: none"> <li>- Liaison with clients and understanding the deliverables of the project.</li> <li>- Compiling a research proposal that meets the technical specifications required of the ToR.</li> <li>- Compiling a budget with timelines and deliverables.</li> </ul> </li> <li>• Reviewing literature             <ul style="list-style-type: none"> <li>- Desktop review of relevant literature</li> </ul> </li> <li>• Data gathering (design study; adapt and develop data gathering instruments; undertake pilot study; fieldwork).             <ul style="list-style-type: none"> <li>- Methods used to undertake the study, including sampling strategy.</li> <li>- Adapt and design survey questions, develop interview protocols, focus group questions etc. Measurement instruments and data collection strategy. Conduct interviews, focus groups, and surveys.</li> </ul> </li> <li>• Data analysis and interpretation of results.             <ul style="list-style-type: none"> <li>- Data preparation and coding (use of software to capture qualitative and quantitative data).</li> <li>- Data analysis</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Dissemination of results.               <ul style="list-style-type: none"> <li>Compiling reports.</li> <li>Presentation of results. Submission of paper for publication or presentation of paper at a conference.</li> </ul> </li> <li>Research ethics and ethics for psychological research.               <ul style="list-style-type: none"> <li>Relevant legislation, Ethics and Professionalism</li> </ul> </li> <li>Administration               <ul style="list-style-type: none"> <li>Maintaining a logbook of all activities and structured supervision events (includes minutes of meetings)</li> <li>The timely formulation and submission of three quarterly reports and one final integrated report</li> <li>Scheduling formalised and structured supervision sessions with the internal supervisor (40 hours) and the university-based supervisor (4 sessions)</li> <li>Reflection on learning that occurred and the acquisition of research-related competencies</li> <li>Reflection on personal growth</li> <li>Reflection on areas of further development</li> <li>Accounting for the ethical challenges inherent in all research activities</li> </ul> </li> </ul>		
<b>Pre-Requisite Modules</b>	Refer to progression rules J.289 PSY803, PSY831, PSY832, PSY833, PSY835, PSY836, PSY839, PSY840, PSY842		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
WIL	120	<i>Lectures p.w.</i>	4
Professional competencies	40	<i>Practicals p.w.</i>	0
Reports	10	<i>Tutorials p.w.</i>	0
Profession oriented activity	10		
Case conference & ward rounds	10		
MDT functioning	10		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100% Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Community Mental Health and Wellbeing
<b>Generic Module Name</b>	Community Mental Health and Wellbeing 850
<b>Alpha-numeric Code</b>	<b>PSY850</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	20
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters

<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply a social justice perspective.</li> <li>• Evaluate the differences between mainstream and community psychology approaches.</li> <li>• Evaluate and apply research within the community psychological framework.</li> <li>• Apply theoretical knowledge to case studies.</li> <li>• Apply different research strategies within community psychology context.</li> <li>• Critique articles on community psychological research</li> <li>• Conceptualise link between lifestyle, wellness and illness.</li> <li>• Evaluate health belief determinants of behavior change.</li> <li>• Apply health psychology research.</li> <li>• Critique and debate research methodology.</li> <li>• Evaluate the relevance of health psychology in South Africa.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Ecological Systems Theory and Application</li> <li>• Critical Approaches in Community Psychology</li> <li>• Community psychology and research</li> <li>• African Cosmology, Psychology and Social Support and Community resources.</li> <li>• Prevention, Empowerment and Health promotion</li> <li>• Mental Health – Interaction with social forces</li> <li>• Interventions in the context of HIV/AIDS and TB in South Africa.</li> <li>• Substance Abuse</li> <li>• Crime and Violence</li> <li>• Sport Psychology theory and intervention</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PSY817, PSY851, PSY852		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	54	<i>Tutorials p.w.</i>	0
Assessments	18		
Self-study	36		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Psychology		
<b>Module Topic</b>	Assessment in Counselling Practice		
<b>Generic Module Name</b>	Assessment in Counselling Practice 851		
<b>Alpha-numeric Code</b>	<b>PSY851</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Assess for appropriate psychometric test to be used with patients/clients.</li> <li>Write comprehensive psychometric reports.</li> <li>Administer psychometric tests.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Cognitive and emotional assessment in children and adolescents.</li> <li>Intellectual Disability</li> <li>Intellectual and personality assessment in Adults.</li> <li>Developmental and scholastic assessment.</li> <li>The use of clinical scales in psychological evaluation.</li> <li>Ethics and psychological assessment.</li> <li>Career assessment</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PSY817, PSY850, PSY852		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	54	<i>Tutorials p.w.</i>	0
Assessments	18		
Self-study	36		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Psychology
<b>Module Topic</b>	Psychopathology and Developmental Processes
<b>Generic Module Name</b>	Psychopathology and Developmental Processes 852
<b>Alpha-numeric Code</b>	<b>PSY852</b>
<b>NQF Level</b>	9

<b>NQF Credit Value</b>	20		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Psychology) (8815)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically and apply knowledge of DSM classification system to case material.</li> <li>• Demonstrate familiarity with ICD classification system.</li> <li>• Generate differential and provisional diagnoses that attests to mastery of the nosology of disorders and mental health problems.</li> <li>• Integrate case information into aetiological and theoretical formulations.</li> <li>• Discriminate between diagnostic overshadowing.</li> <li>• Discriminate between primary and secondary diagnoses for the purposes of determining the focus of clinical attention.</li> <li>• Develop treatment plans for selected mental health problems.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Psychopathology and development processes</li> <li>• Diagnosis in Mental Health</li> <li>• DSM and ICD Systems</li> <li>• Personality Disorders</li> <li>• Depressive Disorders</li> <li>• Bipolar and Related Disorders</li> <li>• Anxiety Disorders</li> <li>• Obsessive-Compulsive and Related Disorders</li> <li>• Eating Disorders</li> <li>• Trauma and Stressor Related Disorders</li> <li>• Substance-Related and Addictive Disorders</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	PSY817, PSY850, PSY851		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	52	<i>Lectures p.w.</i>	2
Assignments & tasks:	40	<i>Practicals p.w.</i>	2
Practicals:	54	<i>Tutorials p.w.</i>	0
Assessments	18		
Self-study	36		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Social Work		
<b>Module Topic</b>	Social Work Thesis		
<b>Generic Module Name</b>	Social Work Thesis 801/802		
<b>Alpha-numeric Code</b>	<b>SCW801/802</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	60		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Social Work) (8828)		
<b>Year Level</b>	1 or 2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to select and implement appropriate research designs, methods, techniques and technologies for a specific research problem in the chosen field of social work.</li> <li>• Engage in current research and professional study related to the chosen field and present and communicate the findings according to criteria for a research report.</li> </ul>		
<b>Main Content</b>	None		
<b>Pre-Requisite Modules</b>	SCF812, SCF813		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0	<i>Supervision lab p.w.</i>	0
Self-study	0		
Other: Research	600		
<b>Total Learning Time</b>	<b>600</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 0% Final Assessment (FA): 100%		
<b>Assessment Module type</b>	Final Assessment (FA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Public Health Research
<b>Generic Module Name</b>	MPH Mini-Thesis 803/804
<b>Alpha-numeric Code</b>	<b>SPH803 / SPH804</b>
<b>NQF Level</b>	9



<b>NQF Credit Value</b>	60		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Undertake research by developing a research question in the field of Public Health, carry it out and report on research in the form of a mini-thesis.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• An overview of the research process.</li> <li>• Research frameworks: Positivist, Interpretivist, qualitative, quantitative research</li> <li>• Research designs</li> <li>• Refining your research question to ensure it fits with your research problem</li> <li>• Literature Reviews</li> <li>• Appropriate methodology and research design</li> <li>• Data collection, analysis, interpretation, limitations</li> <li>• Writing up a mini-thesis.</li> </ul>		
<b>Pre-Requisite Modules</b>	SPH855, SPH856, SPH857, SPH859		
<b>Co-Requisite Modules</b>	SPH868, SPH850, SPH863, SPH851, SPH864, SPH866, SPH853, SPH870, SPH865, SPH854, SPH867, SPH871, SPH872, SPH873, SPH874, SPH861 or SPH866, SPH862		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	150	<i>Lectures p.w.</i>	0
Assignments & tasks:	0	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	450	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>600</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 0 % Final Assessment (FA): 100%		
<b>Assessment Module type</b>	Final Assessment (FA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	MPH Full-Thesis
<b>Generic Module Name</b>	MPH Full-Thesis 805 /806
<b>Alpha-numeric Code</b>	<b>SPH805 / SPH806</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15

Duration	Year		
Proposed semester to be offered	2 years Full-time 3 years Part-time		
Programmes in which the module will be offered	M (Public Health) (8801)		
Year Level	1		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Mastering the skill of research by developing a research question in the field of public health, designing, carrying out and reporting on research in the form of a thesis.</li><li>• Demonstrate capacity to link research with policy and practice in Public Health.</li><li>• Demonstrate understanding of the substantive elements of Public Health relevant to Africa including: Public Health and the Primary Health Care (PHC) approach, district health systems and their development, management and evaluation; Health Promotion.</li><li>• Demonstrate leadership in applying research to the transformation of the health system in a developing country context from a predominantly curative hospital based service to a high quality comprehensive community-based, participatory and equitable system.</li></ul>		
Main Content	Primary tasks are to develop a research proposal towards a research question grounded in the public health context; conduct research, analyze and interpret data in relation to the field of public health and the needs of the health system; prepare the research thesis under the guidance of the supervisor(s) and submit the thesis for examination.		
Pre-Requisite Modules	None		
Co-Requisite Modules	None		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	800	Lectures p.w.	0
Assignments & tasks:	0	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0
Assessments:	0	Supervision lab p.w.	0
Self-study:	0	Clinical p.w.	0
Other: Research and writing time	1000		
Total Learning Time	1800		
Methods of Student Assessment	Continuous Assessment (CA): 0 % Final Assessment (FA): 100%		
Assessment Module type	Final Assessment (FA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Public Health (SOPH)		
<b>Module Topic</b>	Evidence-based Human Resource Planning		
<b>Generic Module Name</b>	Evidence-based Human Resource Planning 850		
<b>Alpha-numeric Code</b>	<b>SPH850</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First or Second Semester		
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Locate, using critical reasoning, the role of human resource (HR) planning within the broader context of planning for the health sector.</li> <li>• Identify information requirements for human resource planning.</li> <li>• Apply different HR planning methods.</li> <li>• Analyse and Interpret human resource information for planning and decision making in the public health sector.</li> <li>• Collect, collate, interpret and use human resource data for monitoring and planning.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Role of human resources information in planning and decision-making.</li> <li>• Key issues in human resource planning.</li> <li>• Major health workforce planning methods.</li> <li>• Monitoring Human Resource Information</li> <li>• Collection and collation of data.</li> <li>• Development of health workforce plans.</li> <li>• Presentation, interpretation and use of information</li> </ul>		
<b>Pre-Requisite Modules</b>	SPH871		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Public Health (SOPH)		
<b>Module Topic</b>	Understanding and Analyzing Health Policy		
<b>Generic Module Name</b>	Health Policy Analysis 851		
<b>Alpha-numeric Code</b>	<b>SPH851</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First or Second Semester		
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the varied and iterative nature of policy change processes to assess and review a programme.</li> <li>• Include, and demonstrate the role of, implementation in a policy change process.</li> <li>• Identify key components and factors facilitating and constraining policy and implementation processes.</li> <li>• Conduct comprehensive analyses of policy and implementation processes.</li> <li>• Apply theoretical frameworks and approaches in understanding policy and implementation processes and apply specific policy analysis tools.</li> <li>• Use policy analysis for strategic planning.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Key issues in policy analysis.</li> <li>• Theoretical frameworks and approaches used in health policy analysis.</li> <li>• Key health policy debates.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	30	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Public Health (SOPH)		
<b>Module Topic</b>	Population Health and Development: A Primary Health Care Approach		
<b>Generic Module Name</b>	Population Health and Development 855		
<b>Alpha-numeric Code</b>	<b>SPH855</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss how political, economic and social factors impact on the health of societies in Africa.</li> <li>• Critically discuss the implementation of Primary Health Care in developing countries over the past three decades and the factors facilitating and constraining its implementation.</li> <li>• Understand and apply the policy, resources, structures and tools required to operationalise Comprehensive Primary Health Care programmes.</li> <li>• Understand the challenges of applying the principles of Comprehensive Primary Health Care Approach within a district health context.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The Determinants of Health in Africa.</li> <li>• Three Decades of PHC: A Review.</li> <li>• Systems that Support Comprehensive Primary Health Care.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	30		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Measuring Health and Disease - Intermediate Epidemiology
<b>Generic Module Name</b>	Intermediate Epidemiology 856
<b>Alpha-numeric Code</b>	<b>SPH856</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize prominent global and national trends in health and disease.</li> <li>• Critically review and interpret epidemiological information.</li> <li>• Interpret key epidemiological indicators of community health and illness.</li> <li>• Appraise epidemiology research findings.</li> <li>• Apply descriptive epidemiology concepts and principles to effective Public Health practice.</li> <li>• Formulate and test a hypothesis by applying analytical statistics.</li> <li>• Use a statistical software package, to analyse epidemiological data.</li> <li>• Write an epidemiological report.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Concepts of epidemiological health information</li> <li>• The health transition</li> <li>• The natural history of disease</li> <li>• Risk, association and causation</li> <li>• Common epidemiological investigations (infectious diseases, outbreaks, screening and surveillance)</li> <li>• Study designs</li> <li>• Data management</li> <li>• The analysis and interpretation of data</li> <li>• Representation of health information and reporting on an epidemiological event</li> <li>• The role and structure of literature review</li> <li>• Critical appraisal of literature</li> <li>• The role of systematic reviews and meta-analyses in evidence-based Public Health</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	0	Lectures p.w.	0	(synchronous online teaching and facilitation within a distance learning program)
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments:	30	Supervision lab p.w.	0	
Self-study:	60	Clinical p.w.	0	
Other:	30			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Management Strategies for the Public Health Services
<b>Generic Module Name</b>	Public Health Management 857
<b>Alpha-numeric Code</b>	<b>SPH857</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801) MPH (Nutrition) (8789)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand approaches to the concepts of leadership and management.</li> <li>Evaluate their role and practice as leaders/managers in the context of the public health system.</li> <li>Critically apply conceptual tools for thinking about organisational change.</li> <li>Analyse every day management and service delivery problems, and plan improvements to address these problems.</li> <li>Understand the scope of human resource management and the systems and skills required for managing relationships with people - down, up and out – in their organisational environment.</li> <li>Appraise systems requirements for managing information, finances and other resources to achieve better health.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Management as part of health systems</li> <li>The leadership ladder</li> <li>The everyday life of a manager</li> <li>Understanding and managing change</li> <li>Managing people and teams</li> </ul>

	<ul style="list-style-type: none"> <li>Managing resources – financing, information, human resources, drugs and other supplies</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Health Promotion for Public Health
<b>Generic Module Name</b>	Health Promotion for Public Health 859
<b>Alpha-numeric Code</b>	<b>SPH859</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate critical awareness of the current debates and dilemmas in Health Promotion.</li> <li>Present a critical understanding of the main theoretical approaches used in Health Promotion, demonstrating awareness of their strengths and limitations in programme design.</li> <li>Demonstrate the ability to plan, implement and evaluate a Health Promotion programme.</li> <li>Apply Health Promotion and planning knowledge to a comprehensive health programme.</li> </ul> <p>Present a critical understanding of the main theoretical approaches used in Health Promotion, demonstrating awareness of their strengths and limitations in programme design</p>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>A context for Health Promotion.</li> <li>Theoretical perspectives.</li> </ul>



	<ul style="list-style-type: none"> <li>• Planning in Health Promotion.</li> <li>• Practical approaches to implementation.</li> <li>• Evaluating Health Promotion programmes.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	30		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Qualitative Research Methods
<b>Generic Module Name</b>	Qualitative Research Methods 860
<b>Alpha-numeric Code</b>	<b>SPH860</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Articulate an understanding of theoretical (philosophical) underpinnings of qualitative forms of research.</li> <li>• Clarify the characteristics, purpose and application of qualitative research methods.</li> <li>• Demonstrate awareness of the kinds of questions best addressed by qualitative research methods.</li> <li>• Analyze and discuss examples of selected qualitative approaches.</li> <li>• Demonstrate an understanding of principles underlying participative, collaborative and action-orientated forms of research.</li> <li>• Critique examples of qualitative research in terms of such issues as credibility, rigour, auditability and sampling.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflect critically on the process of data collection and analysis.</li> <li>• Describe and use ethical procedures in qualitative research.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Historical and theoretical underpinnings of qualitative research.</li> <li>• Characteristics, purpose and application of qualitative research methods in Public Health.</li> <li>• Designing qualitative studies</li> <li>• Data collection, sampling and saturation.</li> <li>• Ethical procedures in qualitative research.</li> <li>• Data analysis</li> <li>• Selected approaches to qualitative research including</li> <li>• Ethnography, Phenomenology, Grounded Theory and Action Research.</li> <li>• Rigour in qualitative research</li> </ul>		
<b>Pre-Requisite Modules</b>	SPH862		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other	30		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Quantitative Research Methods
<b>Generic Module Name</b>	Quantitative Research Methods 861
<b>Alpha-numeric Code</b>	<b>SPH861</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate understanding of the ethical principles for conducting research with human subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>Distinguish between the designs of the most common types of quantitative research studies.</li> <li>Define and identify association, causation, bias and confounding within the context of quantitative research.</li> <li>Apply concepts of validity, reliability and precision within the context of quantitative research.</li> <li>Apply basic data collection, data management, data handling and project management for quantitative research.</li> <li>Analyse and interpret health data using biostatistics and statistical computing techniques.</li> <li>Define and apply the basic elements of a research proposal and research report.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Ethical concepts in research with human subjects, including informed consent.</li> <li>Types and design of research studies.</li> <li>Association, causation, bias and confounding in quantitative research.</li> <li>Application of the concepts of validity, reliability and precision for quantitative study design.</li> <li>Data collection and data management.</li> <li>Basic Statistics, including measures of association, statistical testing, and sample size and power.</li> <li>Presenting and communicating quantitative study results.</li> <li>Review of research proposal writing and reporting with applications for programme management.</li> </ul>		
<b>Pre-Requisite Modules</b>	SPH862		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	30		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

  

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SOPH)
<b>Module Topic</b>	Public Health Research
<b>Generic Module Name</b>	Public Health Research 862
<b>Alpha-numeric Code</b>	<b>SPH862</b>

<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Year		
<b>Proposed semester to be offered</b>	Both Semesters		
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss a range of key research approaches in Public Health.</li> <li>• Identify a Public Health research problem.</li> <li>• Develop an appropriate research question.</li> <li>• Undertake a critical literature review on the study topic.</li> <li>• Explore the application of the Qualitative and Quantitative approaches to the problem.</li> <li>• Apply different research designs.</li> <li>• Elaborate and discuss appropriate research methodologies.</li> <li>• Select appropriate sampling techniques for qualitative and quantitative research.</li> <li>• Discuss analytical techniques for qualitative and quantitative research.</li> <li>• Elucidate factors affecting validity, rigour and generalisability.</li> <li>• Critically assess Research Ethics issues and strategies.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Public Health research approaches</li> <li>• Critical review of literature</li> <li>• Formulation of research aims and objectives</li> <li>• Qualitative and Quantitative research designs</li> <li>• Quantitative and Qualitative methodologies</li> <li>• Sampling techniques</li> <li>• Data analysis</li> <li>• Measures for research rigor</li> <li>• Research ethics</li> <li>• Critically</li> </ul>		
<b>Pre-Requisite Modules</b>	SPH856		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0

Self-study:	60	<i>Clinical p.w.</i>	0	
Other: synchronous online teaching & facilitation)	30			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	School of Public Health (SOPH)			
<b>Module Topic</b>	Alcohol Problems: A Health Promotion Approach			
<b>Generic Module Name</b>	Alcohol Problems: A Health Promotion Approach 863			
<b>Alpha-numeric Code</b>	<b>SPH863</b>			
<b>NQF Level</b>	9			
<b>NQF Credit Value</b>	15			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	First or Second Semester			
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Apply different models of alcohol use and approaches to dealing with problem drinking.</li> <li>• Develop a plan, in a real context, demonstrating an understanding of a comprehensive approach to drinking problems, including prevention, promotion and rehabilitation activities.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the burden of disease and social problems related to alcohol.</li> <li>• Complexity of causes and effects of alcohol misuse in society, and models of understanding the problem.</li> <li>• Community based programme planning and development using the Ottawa Charter as a framework.</li> <li>• Skills development in participatory methods for stimulating community action.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0	Mixed Mode Teaching Methodologies (On-line)
Assignments & tasks:	60	<i>Practicals p.w.</i>	0	
Practicals:	0	<i>Tutorials p.w.</i>	0	
Assessments:	0	<i>Supervision lab p.w.</i>	0	

Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Dietetics and Nutrition
<b>Module Topic</b>	Micronutrient Malnutrition
<b>Generic Module Name</b>	Micronutrient Malnutrition 848
<b>Alpha-numeric Code</b>	<b>SPH864</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801) MSc (Nutrition Management) (8778)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe the characteristics, biochemical and physiological roles and food sources of a range of micronutrients.</li> <li>Apply detailed knowledge of key micronutrients, namely vitamin A, iodine, iron and zinc, to programme planning.</li> <li>Describe the application and limitations of recommended micronutrient intakes (RIs), namely Dietary Reference Intakes (DRIs) and the WHO Recommendations.</li> <li>Apply the two different recommended intakes in programme planning.</li> <li>Analyse the causes of micronutrient deficiencies using the UNICEF Conceptual Framework.</li> <li>Critically analyse success factors in Public Health micronutrient interventions.</li> <li>Plan policy Level interventions to address micronutrient deficiencies at Public Health Level.</li> <li>Develop effective Public Health micronutrient programmes using three key intervention strategies, i.e. Micronutrient supplementation, food fortification and dietary diversification.</li> <li>Describe monitoring and evaluation strategies for each micronutrient deficiency control strategy.</li> <li>Select appropriate indicators for each micronutrient deficiency control strategy.</li> <li>Summarise the impact of micronutrient deficiency control programmes on health, disease and development.</li> </ul>

	Academic learning outcomes include reading academic texts; read and develop visual texts and demonstrate cognitive, conceptual and writing skills.		
<b>Main Content</b>	<p>The module consists of three units.</p> <ul style="list-style-type: none"> <li>Unit 1 provides a basic understanding of micronutrients- what they are and how they function and food sources and dietary recommendations.</li> <li>In unit 2, a range of tools and competencies needed for the planning and development of micronutrient intervention programmes are introduced and some generic skills relating to programme design are explored, including advocacy, monitoring and evaluation.</li> <li>In Unit 3, the three key strategies for addressing micronutrient deficiencies at the Public Health Level are introduced. These key strategies include micronutrient supplementation, food fortification and dietary diversification. A number of case studies demonstrating best practice in micronutrient interventions are provided.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	20	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	120	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 100 % Final Assessment (FA): 0%		
<b>Assessment Module type</b>	Continuous Assessment (CA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SoPH)
<b>Module Topic</b>	Monitoring and Evaluation in Health and Development Programmes
<b>Generic Module Name</b>	Monitoring and Evaluation 866
<b>Alpha-numeric Code</b>	<b>SPH866</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)

<b>Year Level</b>	1 and 2		
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Critically evaluate a monitoring and evaluation system</li> <li>• Develop a monitoring system for a small project</li> <li>• Compile an evaluation plan for a project</li> <li>• Analyze data and convert into information</li> <li>• Synthesize information and literature</li> <li>• Create an evaluation report</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The context of programme monitoring and evaluation.</li> <li>• Key concepts and issues in monitoring and evaluation</li> <li>• Designing programme monitoring and evaluation.</li> <li>• Data sources and selecting indicators.</li> <li>• Analysing data and reporting results.</li> <li>• Challenges in evaluating health and development programmes.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	30	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	30		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SoPH)
<b>Module Topic</b>	Epidemiology and Control of Non-communicable Diseases
<b>Generic Module Name</b>	Epidemiology and Control of Non-communicable Diseases 867
<b>Alpha-numeric Code</b>	<b>SPH867</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First or Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1 and 2



<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand the basic epidemiological concepts related to chronic diseases.</li> <li>Critically argue why chronic diseases are a concern globally.</li> <li>Describe epidemiological transition incorporating social, behavioural, cultural and environmental factors.</li> <li>Describe and analyse the modifiable and non-modifiable risk factors for chronic diseases.</li> <li>Discuss global strategies for reducing chronic diseases.</li> <li>Critically analyse barriers to the implementation of global strategies for the prevention and control of CNCDs in order to develop local preventive strategies.</li> <li>Use a Public Health approach to plan interventions for primary prevention and management of chronic diseases in your area.</li> <li>Analyse the resources and skills required at local Level in order to implement appropriate interventions.</li> <li>Discuss the Public Health approach to determinants of health.</li> <li>Critically evaluate disease specific strategies.</li> <li>Discuss barriers to the implementation of global strategies and be able to suggest measures to overcome these barriers.</li> <li>Formulate monitoring and evaluation strategies for programmes.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Overview of the epidemiology of chronic diseases- including concepts such as rates, risk, causation, prevalence</li> <li>Epidemiologic Transition incorporating social, behavioral, cultural and environmental dynamics</li> <li>Modifiable and non-Modifiable risk factors</li> <li>Prevention and management of chronic diseases</li> <li>An integrated Public Health approach to managing chronic diseases</li> <li>Importance and approach to Surveillance and Monitoring</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0

Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	School of Public Health (SoPH)		
<b>Module Topic</b>	Globalisation and Health		
<b>Generic Module Name</b>	Globalisation and Health 868		
<b>Alpha-numeric Code</b>	<b>SPH868</b>		
<b>NQF Level</b>	9		
<b>NQF Credit Value</b>	15		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	First or Second Semester		
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)		
<b>Year Level</b>	1 and 2		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically appraise existing evidence of links between globalisation/global change and health.</li> <li>• Explain the relationship between health and key aspects of global trade.</li> <li>• Explain the relationship between health and global climate change.</li> <li>• Explain the relationship between health/health systems and key aspects of global health governance, and policies and practices of major global actors in these areas.</li> <li>• Propose measures that are needed to address those aspects of globalisation which lead to increased inequity in health and access to health care between and within countries.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Public Health and links to globalisation.</li> <li>• Globalisation and its impact on health.</li> <li>• Global environmental changes and health.</li> <li>• Health systems and globalisation.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Mixed mode teaching methodologies (online)			

Self-study:	60	<i>Clinical p.w.</i>	0	
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Dietetics and Nutrition			
<b>Module Topic</b>	Public Health Nutrition: Policy and Programming			
<b>Generic Module Name</b>	Nutrition Policy and Programming 870			
<b>Alpha-numeric Code</b>	<b>SPH870</b>			
<b>NQF Level</b>	9			
<b>NQF Credit Value</b>	15			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801) MPH (Nutrition) (8789)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically assess the appropriateness of nutrition and related interventions or programmes to address a given nutrition situation.</li> <li>• Identify key factors contributing to success or failure of interventions or programmes to address nutrition problems.</li> <li>• Design an appropriate nutrition communication strategy for interventions or programmes to address nutrition problems.</li> <li>• Plan and implement appropriate interventions or programmes to address nutrition problems.</li> <li>• Monitor and evaluate interventions or programmes to address nutrition problems.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Overview of nutrition situation globally.</li> <li>• Historical overview of nutrition programmes.</li> <li>• Socio-political and technical factors contributing to successful nutrition programmes.</li> <li>• Nutrition policies.</li> <li>• Designing nutrition programmes.</li> </ul>			
<b>Pre-Requisite Modules</b>	None			
<b>Co-Requisite Modules</b>	None			
<b>Prohibited Module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0	Mixed Mode Teaching
Assignments & tasks:	60	<i>Practicals p.w.</i>	0	Methodologies
Practicals:	0	<i>Tutorials p.w.</i>	0	(On-line)

Assessments:	0	<i>Supervision lab p.w.</i>	0	
Self-study:	60	<i>Clinical p.w.</i>	0	
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	Introduction to Health Workforce Development
<b>Generic Module Name</b>	Health Workforce Development 871
<b>Alpha-numeric Code</b>	<b>SPH871</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First or Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the key components and roles of health workforce development in the health sector within local and international contexts.</li> <li>Critically engage with the rationale, benefits and pitfalls of major human resources development strategies.</li> <li>Conduct a human resource study of an organization using relevant evidence.</li> <li>Develop appropriate, evidence-based human resources strategies.</li> <li>Evaluate and apply principles and tools of monitoring and evaluation of human resources for health (HRH).</li> </ul>
<b>Main Content</b>	<p>This module provides an introduction to the scope and main functions of human resources development (HRD). It covers all major areas of HRD (planning, preparing and managing the health workforce), and places them in the context of health systems development and health sector transformation. It introduces students to the most important debates in the field today. Most topics will be picked up in greater detail in subsequent specialized modules.</p>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	Rational Medicines Use
<b>Generic Module Name</b>	Rational Medicines Use 873
<b>Alpha-numeric Code</b>	<b>SPH873</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Advocate for rational medicine use and its importance within health systems;</li> <li>• Identify and analyse the application of quantitative methods to identify medicine use problems;</li> <li>• Evaluate qualitative methods and their application to investigate medicine use and prescribing behavior;</li> <li>• Identify and analyse the importance of determining efficacy, safety, effectiveness and cost effectiveness of medicines in decision making;</li> <li>• Evaluate the importance of clinical evidence in decision making and formulary management;</li> <li>• Critically evaluate the principles of the anti-microbial resistance concept and the role of rational medicine use in its prevention</li> <li>• Critically review the role of Pharmaceutical and Therapeutics Committees (PTCs) in all of the above;</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Rational medicines use and problems associated with irrational medicine use;</li> <li>• Medicines use problems using several quantitative methods such as, prescribing indicator studies, application of defined daily dose (DDD) and ABC, VEN and therapeutic category analyses;</li> </ul>

	<ul style="list-style-type: none"> <li>Qualitative methods to investigate prescribing behaviour and medicine use;</li> <li>Promotion of rational medicine use including educational, managerial and regulatory interventions;</li> <li>Medicines Use Evaluation (MUE) and its application to programmes such as tuberculosis programme;</li> <li>Essential Medicines Concept and the development of Standard Treatment Guidelines (STGs) and Essential Medicines Lists (EMLs) using evidence-based decision making principles;</li> <li>Infection Control and Antimicrobial Resistance (AMR) concepts with respect to global and local situations and multifaceted strategies required to contain AMR</li> <li>Stewardship of Pharmaceutical Therapeutic Committees (PTCs).</li> <li>Development of a plan for a defined medicine use problem to quantify, investigate, and intervene, with evaluation.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	Medicines Supply Management
<b>Generic Module Name</b>	Medicines Supply Management 874
<b>Alpha-numeric Code</b>	<b>SPH874</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1

<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate a medicine supply chain and to identify potential bottlenecks at each Level (medicine registration, product selection, procurement, storage and distribution) that may impede medicine access.</li> <li>• Apply a set of tools, frameworks and policies for improving the performance of medicine supply chains.</li> <li>• Process medicines logistics data with a view to generate insights from key indicators.</li> <li>• Identify a specific research problem in the supply of medicine in any geographical context, to develop a research proposal (method of enquiry), collect data from relevant sources and to generate insights for addressing this problem</li> <li>• To demonstrate the ability to integrate professional experiences and academic resources to communicate and defend Rational Medicines Use interventions in medicine supply management</li> <li>• Design a quality improvement plan for a medicines supply system</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Policy, Laws and Regulations applicable to medicines;</li> <li>• Product selection, forecasting/quantification and supply planning for medicines;</li> <li>• Procurement and quality assurance;</li> <li>• Storage and distribution of medicines;</li> <li>• Inventory Management Systems for managing medicines;</li> <li>• Logistics Management Information Systems for managing medicines;</li> <li>• Monitoring and Evaluation of managing medicines supply;</li> <li>• Financing mechanisms for managing medicines.</li> <li>• Quality improvement planning for medicine supply systems.</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40 % Final Assessment (FA): 60%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	Pharmaceutical Policy and Management
<b>Generic Module Name</b>	Pharmaceutical Policy and Management 875
<b>Alpha-numeric Code</b>	<b>SPH875</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First or Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the key role that pharmaceuticals play in health systems</li> <li>• Critically explore and analyse how access to and rational use of pharmaceuticals play a key function in health systems</li> <li>• Identify how the health and pharmaceutical policy process are linked together at different levels of the health system</li> <li>• Demonstrate how policies can be developed and incorporated into management systems to improve access and use of medicines</li> <li>• Analyse existing policy instruments that have been used to manage the delivery of pharmaceutical systems</li> <li>• Prepare a policy brief and critically review an existing policy document</li> <li>• Develop an implementation plan for a new policy that would include monitoring and evaluation indicators.</li> <li>• Identify the importance of community involvement in policy development, health promotion and in the design and implementation of interventions.</li> <li>• Evaluate the particular pharmaceutical policy needs for medicines with particular characteristics such as vaccines or controlled substances</li> <li>• Analyse points in the pharmaceutical supply and use chain that are particularly vulnerable to corruption and suggest policy and managerial approaches to address these vulnerabilities.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Health and pharmaceutical system models</li> <li>• Health Policy Analysis methods applicable to pharmaceutical policy issues</li> <li>• Access frameworks policies and indicators</li> <li>• Rational use frameworks policies and indicators</li> <li>• Pharmaceutical policy implementation planning,</li> </ul>



	including defining objectives, activities, monitoring and evaluation <ul style="list-style-type: none"> <li>• Policy Briefs - review and production</li> <li>• Health Promotion - pharmaceutical access and rational use</li> <li>• Pharmaceutical policy and management of particular medicines</li> <li>• Corruption in pharmaceutical systems - prevention and policy actions</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	Health Policy and Systems Research
<b>Generic Module Name</b>	Introduction to Health Policy and Systems Research 876
<b>Alpha-numeric Code</b>	<b>SPH876</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First or Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Identify researchable health policy and systems issues, including those focused on action to strengthen health systems and the processes of policy change.</li> <li>• Formulate substantively relevant health policy or health systems research questions, by drawing on relevant empirical work, practice knowledge, and theoretical insights.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the range of research purposes, questions and strategies used within health policy and systems research (HPSR).</li> <li>Identify appropriate research strategies and study designs for different HPSR issues, purposes and question types.</li> <li>Show awareness of critical issues in, and approaches to, ensuring rigour in HPSR.</li> <li>Analyse critical ethical issues for HPSR.</li> <li>Source HPSR materials and critically appraise HPSR empirical papers.</li> <li>Appreciate the value of multiple perspectives (positional and disciplinary) in conducting HPSR.</li> <li>Identify how the complex and socially constructed nature of health policy and health systems is addressed in HPSR methodology.</li> <li>Plan activities that support the use of research evidence for and in decision-making, through researcher–policy maker/practitioner engagement.</li> <li>Recognise that personal skills, such as reflexivity, listening and facilitation, are critical to being a health policy and systems researcher.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The focus and field of HPSR</li> <li>HPSR questions and perspectives</li> <li>Introduction to HPSR protocol and design</li> <li>HPSR design: turning questions into projects</li> <li>Rigour, trustworthiness and generalisable claims</li> <li>Developing an HPSR protocol outline</li> <li>Pitching the idea</li> <li>Influencing health policy and practice</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	Introduction to Complex Health Systems
<b>Generic Module Name</b>	Introduction to Complex Health Systems 877
<b>Alpha-numeric Code</b>	<b>SPH877</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First or Second Semester
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically discuss the dynamic and complex nature of health systems by reflecting on and describing their value bases and functioning, their components and the central roles and behaviours of a range of agents.</li> <li>• Discuss health systems as social constructions, influenced by and influencing the agents within them, as well as influenced by broader political and economic forces, generating public value and contributing to societal development.</li> <li>• Apply these understandings to the assessment of a health system and compare and contrast between health systems.</li> <li>• Apply relevant analytical skills and an understanding of complex systems in order to develop ideas about action to strengthen health systems.</li> <li>• Develop the personal communication, teamwork and leadership skills which are important for supporting health system change.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• What is a health system?</li> <li>• Frameworks for describing and analysing health systems</li> <li>• Understanding the Thai experience of health system development</li> <li>• Whole system change – PHC and UHC</li> <li>• Recognising agents in health systems</li> <li>• Exploring power, agency and mindsets</li> <li>• Managing change in health systems</li> <li>• Intervening in health systems</li> <li>• Health system complexity and change</li> </ul>
<b>Pre-Requisite Modules</b>	None
<b>Co-Requisite Modules</b>	None
<b>Prohibited Module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments:	0	<i>Supervision lab p.w.</i>	0
Self-study:	60	<i>Clinical p.w.</i>	0
Other:	0		
<b>Total Learning Time</b>	<b>150</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health (SoPH)
<b>Module Topic</b>	Health Information Systems
<b>Generic Module Name</b>	Health Information Systems 878
<b>Alpha-numeric Code</b>	<b>SPH878</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health) (8801)
<b>Year Level</b>	2
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyse the use of information in evidence-based management public health services.</li> <li>• Assess the different sources used in evidence based management in public health services.</li> <li>• Evaluate the components and sub systems of a health information system.</li> <li>• Apply data quality checks to different health information data sets.</li> <li>• Interpret information for evidence based planning and management pertaining to management of health services.</li> <li>• Monitor and evaluate district health information systems.</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• Different sources of information as evidence</li> <li>• Monitoring, planning, management.</li> <li>• Decision making in the public health service.</li> <li>• Interpretation of information for decision-making and for reporting</li> <li>• Data quality and integrity checks</li> </ul>
<b>Pre-requisite modules</b>	None
<b>Co-requisite modules</b>	None

Prohibited module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table  (synchronous online teaching and facilitation within a distance learning program)
Contact with lecturer / tutor:	0	Lectures p.w.	0	
Assignments & tasks:	30	Practicals p.w.	0	
Assessment:	30			
Practicals:	0	Tutorials p.w.	0	
Selfstudy	60			
Other:	30			
Total Learning Time	150			
Method of Student Assessment	Continuous Assessment (CA): 40% Final Assessment (FA): 60%			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	How to read, critique, conduct and use different types of systematic reviews
<b>Generic Module Name</b>	Different types of systematic reviews 879
<b>Alpha-numeric Code</b>	<b>SPH879</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters
<b>Programmes in which the module will be offered</b>	M (Public Health)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Understand the role of different systematic reviews in Public Health and Health Systems research;</li> <li>Understand the purpose and methods for different types of systematic reviews, including scoping reviews, systematic reviews of effectiveness, qualitative evidence synthesis, overviews of systematic reviews and rapid reviews;</li> <li>Understand and apply the broad steps involved in conducting a systematic review (adapted for different types of systematic reviews);</li> <li>Develop and refine a review question and protocol;</li> <li>Develop a search strategy;</li> <li>Screen primary studies according to pre-determined eligibility criteria;</li> <li>Extract relevant data from included studies;</li> <li>Critically appraising the methodological quality of included studies;</li> <li>Assess the certainty or confidence of systematic review findings;</li> </ul>

	<ul style="list-style-type: none"><li>Analyse and synthesise data from included studies into results;</li><li>Understand the Evidence-to-Decision framework in using evidence from systematic reviews in policy decisions.</li></ul>			
Main Content	<ul style="list-style-type: none"><li>Principles of systematic reviews, including their methodological and practical application;</li><li>Introduction to different types of systematic reviews, including their purpose in public health research, policy and practice;</li><li>Steps in conducting a systematic review;</li><li>Methodological quality of primary studies included in a systematic review (e.g. Critical Appraisal Skills Programme Checklist);</li><li>Certainty or confidence in systematic review findings (GRADE and GRADE CERQual tools)</li><li>Evidence-to-Decision framework</li></ul>			
Pre-Requisite Modules	SPH862 or similar module			
Co-Requisite Modules	None			
Prohibited Module Combination	None			
Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	0	Lectures p.w.	0	
Assignments & tasks:	30	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessment:	30			
Self-study	60			
Other:	30			
Total Learning Time	150			
Methods of Student Assessment	Continuous Assessment 40% Final Assessment 60% Students must pass both assessments with a minimum of 50% to pass the module. Students may resubmit the Formative Assessment (Assignment 1) once if they got a mark below 50%. A resubmission will not be awarded more than 50%.			
Assessment Module type	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	School of Public Health
<b>Module Topic</b>	The role of Health Economics in Community Health Systems
<b>Generic Module Name</b>	Health Economic Evaluation 880
<b>Alpha-numeric Code</b>	<b>SPH880</b>
<b>NQF Level</b>	9
<b>NQF Credit Value</b>	15
<b>Duration</b>	Year
<b>Proposed semester to be offered</b>	Both Semesters

<b>Programmes in which the module will be offered</b>	M (Public Health)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse budget allocations and health financing and their implications for community health systems</li> <li>Discuss the strengths as well as limitations of how resources (e.g. financial and HR) for health are allocated in LMICs (efficiency gains and demonstrating value for money)</li> <li>Apply the economic principles of community health systems for effective service utilisation</li> <li>Apply the principles of the economic evaluation (cost-effectiveness analysis) of public health interventions in aiding decision making around resource allocation</li> <li>Conduct a cost analysis or cost-effectiveness analysis or costutility analysis</li> <li>Critique the health economics guidance on evaluating complex public health interventions</li> <li>Assess the economic impact of health technology in the context of public health interventions</li> <li>Apply the methodology and process of synthesizing evidence for economic evaluations of public health interventions</li> </ul>		
<b>Main Content</b>	<p>The module will specifically focus on;</p> <ul style="list-style-type: none"> <li>Principles of economic evaluations (alongside RCTs and “natural experiments”) with a particular focus on cost-effectiveness analysis and cost-utility analysis. <ul style="list-style-type: none"> <li>Reporting and presenting cost-effectiveness results</li> <li>Long term economic modelling of health outcomes</li> </ul> </li> <li>Financial sustainability of health service delivery at the community level. <ul style="list-style-type: none"> <li>This could cover areas such as; Human resources for health, Service use and costs, Health outcomes, Health technology assessments, financing, equity and inequalities and Pharmaceutical markets (in particular the availability and cost of drugs)</li> </ul> </li> <li>Introduction to evaluation of complex interventions through a health economics lens</li> <li>Evidence synthesis for economic evaluations of public health interventions</li> </ul>		
<b>Pre-Requisite Modules</b>	None		
<b>Co-Requisite Modules</b>	None		
<b>Prohibited Module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	0	<i>Lectures p.w.</i>	0
Assignments & tasks:	30	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0

Assessment:	30			distance learning program)
Self-study	60			
Other:	0			
<b>Total Learning Time</b>	<b>150</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment 40% Final Assessment 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences			
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development			
<b>Module Topic</b>	Mini-Thesis			
<b>Generic Module Name</b>	Mini-Thesis 803/804			
<b>Alpha-numeric Code</b>	<b>SRD803/804</b>			
<b>NQF Level</b>	8			
<b>NQF Credit Value</b>	60			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	<p>On completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Plan and conduct a research study</li> <li>• Develop an idea for a mini research thesis and its motivation</li> <li>• Review relevant literature/ provide theoretical framework</li> <li>• Outline a research design, methodology and methods of data collection</li> <li>• Collect relevant data</li> <li>• Present, interpret and discuss the results</li> <li>• Draw conclusions and offer recommendations</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• All aspects relevant to the planning and writing of a research thesis.</li> <li>• Preparing a mini-thesis for submission for examination</li> </ul>			
<b>Pre-requisite modules</b>	None			
<b>Co-requisite modules</b>	None			
<b>Prohibited module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	50	Lectures p.w.	0	Block Week Teaching: 2x 3 week blocks per year
Assignments & tasks:	20	Practicals p.w.	0	
Practicals:	0	Tutorials p.w.	0	
Assessments	0			
Self-study	530			
Other:	0			
<b>Total Learning Time</b>	<b>600</b>			



<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 0% Final Assessment (FA): 100%
<b>Assessment Module type</b>	Final Assessment (FA)
<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development
<b>Module Topic</b>	Concepts and Trends in Sports for Development
<b>Generic Module Name</b>	Concepts and Trends in Sports for Development 811
<b>Alpha-numeric Code</b>	<b>SRD811</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss and reflect on the different sociology of sport and sport for development philosophy and</li> <li>• Conceptual frameworks and how they relate to the diverse sports-related interventions.</li> <li>• Recognize the historical and cultural context of sport for development.</li> <li>• Identify and discuss key issues in the field of sport for development.</li> <li>• Argue about the different foci informed by global and stakeholder priorities.</li> <li>• Critically evaluate sport for development programmes to theoretical and practical information.</li> <li>• Unpack 'lessons from the field' that might inform different stakeholders on their possible role and positioning in the field of development.</li> </ul>
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>• Theoretical and cultural understanding of sport and development</li> <li>• Roles and responsibilities of stakeholders in sport for development</li> <li>• Interventions and guidelines for sport for development initiatives</li> <li>• The role of sport as a development tool of governments NGOs, the media and other stakeholders.</li> <li>• International development cooperation in the field of sport and development</li> <li>• Recent research and literature in the field of sport for development</li> </ul>
<b>Pre-requisite modules</b>	None
<b>Co-requisite modules</b>	None

<b>Prohibited module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer: / tutor:	30	<i>Lectures p.w.</i>	0	Block Week Teaching: 2x 3 week blocks per year
Assignments & tasks:	80	<i>Practicals p.w.</i>	0	
Practicals:	4	<i>Tutorials p.w.</i>	0	
Assessments	6			
Self-study	80			
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development
<b>Module Topic</b>	Applied Research Methods
<b>Generic Module Name</b>	Applied Research Methods 812
<b>Alpha-numeric Code</b>	<b>SRD812</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>Analyse the theoretical and philosophical bases of research in Sports for Development from various perspectives.</li> <li>Identify a research problem in Sports for Development and design a research proposal.</li> <li>Discuss ethical issues in research in Sports for Development.</li> <li>Collect, analyse research data.</li> <li>Write and present a research report.</li> </ul>
<b>Main Content</b>	<p><b>Unit 1: Research Theory</b></p> <ul style="list-style-type: none"> <li>Research theory and philosophy - Hermeneutics, empiricism, phenomenology, idealism, critical theory and rationalism, positivism and contemporary research theories.</li> <li>Types of research methodologies - Historical, comparative, descriptive correlational, experimental, evaluation, action, feminist/identity politics and cultural.</li> <li>Research problem and hypothesis - Null and alternative, statistical and non-statistical hypotheses.</li> </ul>

	<ul style="list-style-type: none"> <li>Literature review - Critiques, style, referencing and plagiarism</li> <li>Research sample and sampling methods</li> <li>Ethics in research - Informed consent/indemnity</li> <li>Validity, reliability and objectivity issues</li> <li>Research proposal/thesis writing - Format</li> </ul> <p><b>Unit 2: Qualitative Research Methods (Emphasis on interpretive techniques)</b></p> <ul style="list-style-type: none"> <li>Ethnography; Case study; Biography;</li> <li>Interview techniques; design and analysis of interview data; Focus group method and data analysis</li> <li>Observational methods and analysis</li> <li>Audiovisual technique, data and image analysis</li> <li>Multi-method or Mixed research methods               <ul style="list-style-type: none"> <li>Qualitative and quantitative</li> <li>Triangulation</li> </ul> </li> </ul> <p><b>Unit 3: Quantitative Techniques</b></p> <ul style="list-style-type: none"> <li>Descriptive statistics</li> <li>Types of data/measurement</li> <li>Graphing techniques</li> <li>Sampling</li> <li>Inferential Statistics: Statistical significance and hypothesis testing; T-test; Chi square statistic/non-parametric statistical methods; Correlation methods (E.g. Pearson's product moment correlation); Regression (Simple linear regression); Analysis of variance/post-hoc tests; Computer-based data analysis</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	50	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	10		
Self-study	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60 % Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences		
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development		
<b>Module Topic</b>	Gender in Sport		
<b>Generic Module Name</b>	Gender in Sport 820		
<b>Alpha-numeric Code</b>	<b>SRD820</b>		
<b>NQF Level</b>	8		
<b>NQF Credit Value</b>	20		
<b>Duration</b>	Semester		
<b>Proposed semester to be offered</b>	Second Semester		
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)		
<b>Year Level</b>	1		
<b>Main Outcomes</b>	<p>On completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>To provide knowledge on concepts and theories of Social Inclusion/Exclusion and in relation to gender and sport.</li> <li>Recognize the historical and cultural contexts of gender sports, as well as the potential of social inclusion to promote integration, recognition of various and variable abilities and skills, and understand as a potential for human and societal development.</li> <li>Critically discuss inclusion, well-being, rights, identity and group formation.</li> </ul>		
<b>Main Content</b>	<ul style="list-style-type: none"> <li>Different gender-related concepts 'embodied' be 'femininity', 'masculinity' and assumptions around sexuality.</li> <li>Key elements of addressing gender inequality inherent in various international declarations and actions or praxis.</li> <li>Gender inequality as it has manifested in different spheres, roles and practices excluding women and girls' access to participation.</li> <li>Formulate guidelines and propose an 'agenda for change' for different sectors such as public, private and particularly NGOs working in the field of providing inclusive sport for development opportunities in diverse communities.</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0		
Block Week Teaching: 2x 3 week blocks per year			

Self-study	100			
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40% Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development
<b>Module Topic</b>	Sport, Peace and Social Transformation
<b>Generic Module Name</b>	Sport, Peace and Social Transformation 823
<b>Alpha-numeric Code</b>	<b>SRD823</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the historical context of sport, including cultural and traditional dimensions, as well as the philosophy and principles of sport to promote education, health, development and peace.</li> <li>• Continuously explore the potential of sport in its human and social context for promoting human rights, equality, social mobility, inclusion, violence and crime prevention and peace building.</li> <li>• Critically examine and assess sport as an international peace building tool of governments, NGO's, UN agencies, the media and other stakeholders.</li> <li>• Demonstrate critical thinking and analytical skills for the complexity of using sport as a tool for social transformation, peace building and development locally, nationally and internationally</li> <li>• Evaluate the opportunities and challenges facing international sport in promoting peace and international understanding.</li> <li>• Demonstrate familiarity with current research and global role players in the field of sport, peace building and development.</li> </ul>
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>• The history, philosophy and principles of sport as a tool for peace building</li> <li>• Cultural and traditional dimensions of sport to promote education, health, development and peace</li> </ul>

	<p>the potential of sport for promoting human rights, children's rights, gender equity, human diversity and social inclusion</p> <ul style="list-style-type: none"> <li>• The role of sport as an international peace building tool of governments, NGO's, UN agencies, the media and other stakeholders.</li> <li>• The requisite conceptual and management context if sport is to make a positive contribution to health, education, conflict prevention, transformation, reconstruction and development.</li> <li>• The challenges facing international sport in promoting peace and international understanding. Practical tools and techniques to promote peace building, fair play, respect, tolerance and team work. Recent research and literature in the field of sport, peace building and development.</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0
Assignments & tasks:	80	<i>Practicals p.w.</i>	0
Practicals:	4	<i>Tutorials p.w.</i>	0
Assessments	6		
Self-study	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development
<b>Module Topic</b>	Socio-Economic Development
<b>Generic Module Name</b>	Socio-Economic Development 824
<b>Alpha-numeric Code</b>	<b>SRD824</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)
<b>Year Level</b>	1

<b>Main Outcomes</b>	<p>On completion of this module, students will be able to</p> <ul style="list-style-type: none"> <li>• To provide knowledge on concepts and theories of Human Development from a Multidisciplinary perspective.</li> <li>• Introduce Students to Sociological Perspectives of Development.</li> <li>• Provide Students with the knowledge of how to apply human development values to different policy frameworks.</li> </ul>
<b>Main Content</b>	<p><b>Unit One:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Main Concepts</li> </ul> <p><b>Unit Two:</b></p> <ul style="list-style-type: none"> <li>• Evolution of Human Development theory</li> <li>• Economic Development theories</li> <li>• State intervention theory (Post WWI I State Planning)</li> <li>• Redistribution theories</li> <li>• Neo liberal theories</li> <li>• Sociological theories and Dependency theories</li> <li>• Modernization theories</li> <li>• Colonial Theories - Marx</li> <li>• Political Philosophy and Science (Rawls, Nozick, Raz, Dworkins)</li> <li>• Theories of democracy and Power</li> <li>• Theories on the Role of the state</li> <li>• Religious and theological theories)</li> <li>• Other Development Frameworks</li> <li>• Poverty Reduction strategy papers (PRSPs), Sector Wide Frameworks (SWFs) and Medium Term Expenditure Frameworks (MTEF)</li> </ul> <p><b>Unit Three:</b> Human Development and Capability</p> <ul style="list-style-type: none"> <li>• Constituent elements (Alkire)</li> <li>• Functionings and Freedoms</li> <li>• Key insights of capability approach</li> <li>• Multidimensionality</li> <li>• Focus on human needs</li> <li>• Centrality of freedoms, agency, participation, empowerment</li> <li>• Multidisciplinary and Complementarity</li> <li>• Diversity of populations</li> <li>• Operationalization of capability approach using HDI and MDGs</li> </ul> <p><b>Unit Four:</b> Development Programs and Approaches: Policy and Strategy for Human Development</p> <ul style="list-style-type: none"> <li>• The policy cycle</li> <li>• Setting of Human Development objectives</li> <li>• Social, Political and Economic strategies</li> <li>• Development of Human Development strategies</li> <li>• Costing of Human Development programmes</li> <li>• Implementation of Human Development programmes</li> <li>• Monitoring and evaluation of Human Development programmes</li> </ul>

	<ul style="list-style-type: none"> <li>Human Development advocacy tools and processes</li> <li>Human development reports - principles of Human Development Reporting</li> </ul> <b>Unit Five: Social Development</b> <ul style="list-style-type: none"> <li>Social development - defining the concept and the strategy</li> <li>Critical issues of Social development</li> <li>Aspects of social change and development</li> <li>Stratification and power - social inequality</li> <li>Gender; A Social Stratum</li> <li>The Social Stratification of Peasantry</li> <li>Social Capital Theory</li> <li>Social consequences of development policies and theories (historical perspectives and transitions)</li> </ul> <b>Unit Six:</b> <ul style="list-style-type: none"> <li>Factors influencing Human Development and Social Development</li> </ul>		
<b>Pre-requisite modules</b>	None		
<b>Co-requisite modules</b>	None		
<b>Prohibited module Combination</b>	None		
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>
Contact with lecturer / tutor:	40	<i>Lectures p.w.</i>	0
Assignments & tasks:	60	<i>Practicals p.w.</i>	0
Practicals:	0	<i>Tutorials p.w.</i>	0
Assessments	0		
Self-study	100		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40% Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development
<b>Module Topic</b>	Sport and Community Development
<b>Generic Module Name</b>	Sport and Community Development 825
<b>Alpha-numeric Code</b>	<b>SRD825</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	First Semester
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)
<b>Year Level</b>	1



<b>Main Outcomes</b>	<p>On completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and evaluate the historical context of sport and community development including cultural and traditional dimensions</li> <li>• Distinguish various theories and principles for Sport and Community Development</li> <li>• Critically assess the role of sport in communities in South Africa and Africa today</li> <li>• Critically assess the role of sport in communities in Development Cooperation</li> <li>• Demonstrate familiarity with Sport and Community Development in practise</li> <li>• Evaluate the benefits, opportunities, challenges and weaknesses of Sport and Community Development</li> <li>• Demonstrate critical thinking and analytical skills for the complexity of sport as opportunity for Community Development, Social Transformation and Development Cooperation</li> </ul>			
<b>Main Content</b>	<p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> <li>• The history, philosophy and principles of sport as a tool for community development</li> <li>• Cultural and traditional dimensions of sport to promote education, health, community development and development</li> <li>• The potential of sport for promoting human development, youth development, gender equity, human diversity and social inclusion</li> <li>• The role of sport as an international development cooperation tool for community development.</li> <li>• The requisite conceptual and management context if sport is to make a positive contribution to community development in the areas of health, education, conflict prevention, transformation, reconstruction and development.</li> <li>• Recent research and literature in the field of sport, development and community development.</li> </ul>			
<b>Pre-requisite modules</b>	None			
<b>Co-requisite modules</b>	None			
<b>Prohibited module Combination</b>	None			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>	<b>Other teaching modes that does not require time-table</b>	
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0	Block Week Teaching: 2x 3 week blocks per year
Assignments & tasks:	80	<i>Practicals p.w.</i>	0	
Practicals:	6	<i>Tutorials p.w.</i>	0	
Assessments	4			

Self-study	80		
Other:	0		
<b>Total Learning Time</b>	<b>200</b>		
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40% Final Assessment (FA): 60%		
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)		

<b>Faculty</b>	Community and Health Sciences
<b>Home Department</b>	Interdisciplinary Centre for Sport Science and Development
<b>Module Topic</b>	Sport Ethics
<b>Generic Module Name</b>	Sport Ethics 826
<b>Alpha-numeric Code</b>	<b>SRD826</b>
<b>NQF Level</b>	8
<b>NQF Credit Value</b>	20
<b>Duration</b>	Semester
<b>Proposed semester to be offered</b>	Second Semester
<b>Programmes in which the module will be offered</b>	MPhil (Sport for Development) (8651)
<b>Year Level</b>	1
<b>Main Outcomes</b>	<p>On completion of this module, students will be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• The Olympic values and the meaning of sportpersonship</li> <li>• The causes and incidence of doping, (sexual) abuse, corruption, violence and traffic in young players from Africa to Europe.</li> <li>• The barriers in sport that seem to block managers from being convinced of the use of integrity management.</li> <li>• Appropriate approaches and instruments of integrity management</li> </ul>
<b>Main Content</b>	<ul style="list-style-type: none"> <li>• The two major approaches in integrity management</li> <li>• Describe within these two approaches the major instruments for integrity management</li> <li>• Causes of cheating in sport</li> <li>• What is the Magglingen declaration all about?</li> <li>• Do the international sport bodies such as FIFA and the IOC well in terms of observing the universal declaration of human rights according Giulianotti?</li> <li>• Describe Giulianotti's reasoning on the universalism or relativism of the universal human rights: are the human rights an essential Western cultural conception?</li> </ul>
<b>Pre-requisite modules</b>	None
<b>Co-requisite modules</b>	None
<b>Prohibited module Combination</b>	None

Breakdown of Learning Time	Hours	Timetable Requirement per week		Other teaching modes that does not require time-table
Contact with lecturer / tutor:	30	<i>Lectures p.w.</i>	0	Block Week Teaching: 2x 3 week blocks per year
Assignments & tasks:	50	<i>Practicals p.w.</i>	0	
Practicals:	30	<i>Tutorials p.w.</i>	0	
Assessments	10			
Self-study	80			
Other:	0			
<b>Total Learning Time</b>	<b>200</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 40% Final Assessment (FA): 60%			
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)			

Faculty	Community and Health Sciences		
Home Department	Occupational Therapy		
Module Topic	Thesis		
Generic Module Name	Thesis 901/902		
Alpha-numeric Code	OCT901/902		
NQF Level	9		
NQF Credit Value	360		
Duration	Year		
Proposed semester to be offered	Both Semesters		
Programmes in which the module will be offered	PhD (8950)		
Year Level	8		
Main Outcomes	On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• Plan and conduct a research study</li><li>• Develop an idea for a research thesis and its motivation</li><li>• Review relevant literature/ provide theoretical framework</li><li>• Outline a research design, methodology and methods of data collection</li><li>• Collect relevant data</li><li>• Present, interpret and discuss the results</li><li>• Draw conclusions and offer recommendations</li></ul>		
Main Content	<ul style="list-style-type: none"><li>• All aspects relevant to the planning and writing of a research thesis.</li><li>• Preparing a thesis for submission for examination</li></ul>		
Pre-Requisite Modules	None		
Co-Requisite Modules	None		
Prohibited Module Combination	None		
Breakdown of Learning Time	Hours	Timetable Requirement per week	Other teaching modes that does not require time-table
Contact with lecturer / tutor:	1200	Lectures p.w.	0
Assignments & tasks:	0	Practicals p.w.	0
Practicals:	0	Tutorials p.w.	0

Assessments:	0	<i>Supervision lab p.w.</i>	0	
Self-study:	2400	<i>Clinical p.w.</i>	0	
Other:	0			
<b>Total Learning Time</b>	<b>3600</b>			
<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 0 % Final Assessment (FA): 100%			
<b>Assessment Module type</b>	Final Assessment (FA)			

## MODULES FROM OTHER FACULTIES

### **Refer to Faculty of Arts and Humanities Calendar:**

Anthropology	ANT131/ ANT132/ ANT222/ ANT232/ ANT331/ ANT332
English for Education Development English	EED111/ EED117/ EED121/ EED127 ENG111/ENG121/ENG211/ ENG221/ ENG311/ ENG321
Ethics	ETH111/ETH211/ ETH311
History	HIS153/ HIS154/ HIS224/ HIS231/ HIS331/ HIS332
Sociology	SOC151/ SOC152/ SOC234/ SOC324

### **Refer to Faculty of Economic and Management Sciences Calendar:**

#### **Undergraduate:**

Gender and Development	FSH123/FSH127
SA Politics and Government Management	GOV132 MAN132/ MAN201/ MAN206/ MAN231/ MAN233/ MAN303/ MAN314/ MAN325
Quantitative Literacy for Commerce	QLC141
Public Administration	PUA131/PUA232

#### **Postgraduate:**

Advanced Marketing Policy and Strategy	MAN702
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### **Refer to Faculty of Natural Sciences Calendar:**

Biotechnology	BTN214/ BTN216
Chemistry	CHM114/ CHE116/ CHM119/ CHM126/ CHM128
Computer Literacy	COS114/ COS124
Human Biology	HUB114/ HUB117/ HUB118/ HUB124/ HUB127/ HUB128/ HUB218/ HUB228
Life Sciences	LSC141
Medical Bioscience	MBS111/MBS121/MBS123/MBS130/MBS214/ MBS217/MBS218/MBS231/MBS232/MBS331/ MBS332
Medical Microbiology	MIC251/ MIC252
Pharmacology (CHS)	PCL210/PCL315/PCL410
Pharmacology	PHA204
Physics for Physiotherapy	PHY106
Physics for CHS	PHY115/ PHY118/ PHY218
Physiology	PSE319/ PSE329
Statistics	STA501

### **Refer to Faculty of Law Calendar:**

Welfare Law	WEL321
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## EXPLANATION OF SYMBOLS AND REMARKS ON ACADEMIC TRANSCRIPT

<b>A</b>	75-100%	Pass with Distinction
<b>B</b>	70-74%	Pass
<b>C</b>	60-69%	Pass
<b>D</b>	50-59%	Pass
<b>E</b>	45-49%	Fail
<b>F</b>	40-44%	Fail
<b>G</b>	39-0%	Fail
<b>No Year mark</b>		Absent from the examination: No results
<b>SPG</b>		Absent from the examination but with special permission to write the supplementary examination on medical or non-medical grounds.
<b>SAG</b>		Supplementary examination granted on academic grounds.
<b>SUB</b>		Failed to obtain the required sub minimum and have to repeat the course.
<b>Ceased Programme</b>		Ceased studying the programme.
<b>DNQ</b>		Did not qualify to write the examination
<b>ABS</b>		Absent from the examination
<b>SDA</b>		Senate Discretionary Assessment granted
<b>External Credit Transfer</b>		An external module completed at another institution deemed equivalent to be credited toward a qualification for which the student is registered.
<b>Internal Credit Transfer</b>		A module completed at this institution credited toward a qualification for which the student is registered.

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