UNIVERSITY OF CAPE TOWN MISSION STATEMENT

Our mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society.

Educating for life means that our educational process must provide:
* a foundation of skills, knowledge and versatility that will last a lifetime, despite a changing environment;
* research-based teaching and learning;
* critical inquiry in the form of the search for new knowledge and better understanding; and
* an active developmental role in our cultural, economic, political, scientific and social environment.

Addressing the challenges facing our society means that we must come to terms with our past, be cognisant of the present, and plan for the future. In this, it is central to our mission that we:
* recognise our location in Africa and our historical context;
* claim our place in the international community of scholars;
* strive to transcend the legacy of apartheid in South Africa and to overcome all forms of gender and other oppressive discrimination;
* be flexible on access, active in redress, and rigorous on success;
* promote equal opportunity and the full development of human potential;
* strive for inter-disciplinary and inter-institutional collaboration and synergy; and
* value and promote the contribution that all our members make to realising our mission.

To equip people with lifelong skills we must and will:
* promote the love of learning, the skill of solving problems, and the spirit of critical inquiry and research; and
* take excellence as the benchmark for all we do.

We are committed to academic freedom, critical scholarship, rational and creative thought, and free inquiry. It is part of our mission to ensure that these ideals live; this necessarily requires a dynamic process of finding the balance in a range of choices: choices between freedom and responsibility, rights and obligations, autonomy and accountability, transparency and efficiency, and permanence and transience; and of doing this through consultation and debate.
This handbook is part of a series that consists of
Book 1: Undergraduate Prospectus
Book 2: Authorities and information of record
Book 3: General rules and policies
Book 4: Academic calendar and meetings
Book 5: Student support and services
Books 6-11: Handbooks of the Faculties of Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law, Science
Book 12: Student fees
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Bachelor of Science (Audiology)..............................................................................BSc(Audiol)
Bachelor of Science (Speech-Language Pathology)............................................BSc(Sp-Lang Path)
Bachelor of Science (Occupational Therapy)......................................................BSc(Occ Ther)
Bachelor of Science (Physiotherapy).................................................................BSc(Physio)

Postgraduate diplomas and degrees offered

Postgraduate Diplomas:
  in Family Medicine
  in Health Economics
  in Healthcare Technology Management
  in Health Management
  in International Research Ethics
  in Nursing
  in Occupational Health
  in Palliative Medicine

Honours Degrees:
  Bachelor of Science in Medicine (Honours).................................................BSc(Med)(Hons)
  in Applied Anatomy
  in Bioinformatics
  in Biological Anthropology
  in Cell Biology
  in Exercise Science
  in Exercise Science (Biokinetics)
  in Human Genetics
  in Infectious Diseases and Immunology
  in Medical Biochemistry
  in Medical Physics
  in Nutrition and Dietetics
  in Pharmacology
  in Physiology
  in Radiobiology

Master’s Degrees:
  Master of Medicine (speciality training).........................................................MMed
  in Anaesthesia................................................................. MMed(Anaes)
  in Anatomical Pathology............................................................ MMedPath(Anat)
  in Cardio-thoracic Surgery........................................................ MMed(Cardiothor Surg)
  in Chemical Pathology ............................................................... MMedPath(Chem)
  in Clinical Pathology ....................................................................... MMedPath(Clin)
  in Clinical Pharmacology ...................................................................... MMed(Clin Pharm)
  in Dermatology ..................................................................................... MMed(Derm)
  in Emergency Medicine ........................................................................ MMed(Emerg Med)
  in Forensic Pathology ............................................................................ MMedPath(Foren)
  in Haematological Pathology ............................................................. MMedPath(Haem)
  in Medical Microbiology ....................................................................... MMedPath(MedMicrobiol)
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in Medical Virology ................................................................. MMedPath (Med Virol)
in Medicine .................................................................................. MMed(Med)
in Neurology ................................................................................... MMed(Neurol)
in Neurosurgery ............................................................................. MMed(Neurosurg)
in Nuclear Medicine ........................................................................ MMed(NucMed)
in Obstetrics and Gynaecology ..................................................... MMed(O&G)
in Occupational Medicine ............................................................ (Occ Med)
in Ophthalmology .......................................................................... MMed(Ophth)
in Orthopaedic Surgery ................................................................ MMed(Otol)
in Otorhinolaryngology .................................................................. MMed(Otol)
in Paediatrics .................................................................................. MMed(Paed)
in Plastic, Reconstructive and Maxillo-facial Surgery ........ MMed(Plast & Recon Surg)
in Psychiatry .................................................................................. MMed(Psych)
in Public Health .............................................................................. MMed(Publ Hlth)
in Radiation Oncology ................................................................. MMed(RadOncol)
in Radiology ..................................................................................... MMed(Rad)
in Surgery ......................................................................................... MMed(Surg)
in Urology .......................................................................................... MMed(Urol)

Master of Philosophy ........................................................................ MPhil

By coursework and dissertation:

in Bioethics
in Child & Adolescent Psychiatry (or Psychology)
in Disability Studies
in Emergency Medicine
in Forensic Mental Health
in Maternal & Child Health
in Occupational Health
in Paediatric Pathology
in Palliative Medicine
in Sports Medicine
in Sports Physiotherapy

In a number of sub-specialities

in Cardiology (Adult and Paediatric)
in Child & Adolescent Psychiatry
in Clinical Haematology
in Critical Care (Adult and Paediatric)
in Developmental Paediatrics
in Endocrinology (Adult and Paediatric)
in Gastroenterology (Medical and Surgical)
in Geriatric Medicine
in Medical Genetics
in Neonatology
in Nephrology (Adult and Paediatric)
in Paediatric Infectious Diseases
in Paediatric Neurology
in Paediatric Oncology
in Paediatric Pathology
in Pulmonology
in Rheumatology

By dissertation

Master of Family Medicine & Primary Care .................................. MFamMed

Master of Public Health ................................................................... MPH

Master of Science in Medicine ...................................................... MSc(Med)

By coursework and dissertation:
in Biomedical Engineering
in Genetic Counselling

By dissertation
*Master of Science* ................................................................. MSc

By coursework and dissertation:
in Audiology
in Speech-Language Pathology
in Nursing
in Occupational Therapy

By dissertation:
in Audiology ................................................................. MSc(Audiol)
in Nursing ................................................................. MSc(Nurs)
in Nutrition ................................................................. MSc(Nut)
in Nutrition & Dietetics .......................................................... MSc(Nutr&Diet)
in Occupational Therapy .................................................... MSc(Occ Ther)
in Physiotherapy .......................................................... MSc(Physio)
in Speech-Language Pathology .................................. MSc(Sp-Lang Path)

**Doctoral degrees:**
- Doctor of Medicine ............................................. MD
- Doctor of Philosophy ............................................. PhD
- Doctor of Science in Medicine ................................ DSc(Med)

**Degree and diploma codes**

Each degree and diploma programme has a code, indicating
M = Faculty of Health Sciences
B = Bachelor's degree
G = Postgraduate Diploma
H = Honours degree
M = Master's degree
D = Doctoral degree
+ a 3-digit number

Example: BSc Physiotherapy = MB004

Each individual course within a degree or diploma programme has its own code, starting with the organisational code of the Department that offers it (see notes on course codes below. Departmental codes are given on page 188).

**The degree and diploma codes are as follows:**

MB003 BSc Occupational Therapy
MB004 BSc Physiotherapy
MB010 BSc in Speech-Language Pathology
MB011 BSc in Audiology
MB014 MBChB
MG007 Postgraduate Diploma in Occupational Health
MG009 Postgraduate Diploma in Health Management
MG010 Postgraduate Diploma in Healthcare Technology Management
MG011 Postgraduate Diploma in Palliative Medicine
MG012 Postgraduate Diploma in Nursing
MG014 Postgraduate Diploma in International Research Ethics
Notes on course codes

Every course in this handbook has a course name and a course code (or catalogue number). With the introduction of the PeopleSoft Student Administration system in 2006, the structure of course codes has changed, by the addition of one numeric character (from a total of seven characters to a total of eight characters).

Course codes up to and including 2005 had the structure:

AAA1nnS, where:
AAA is a 3 alpha character group identifying the department.
1 is a number identifying the year level at which the course is usually taken.
nn is a two character number that identifies the course uniquely.
S is a single alpha character, specifying the time period during which the course is offered.

From 2006, the structure changed by the addition of one numeric character. The structure is:

AAA1nnnS, where:
AAA is a 3 alpha group identifying the department.
1 is a number identifying the year level at which the course is usually taken.
nnn is a three character number that identifies the course uniquely.
S is a single alpha character, specifying the time period during which the
course is offered.

In many cases, the only change is the addition of a zero as the first identifying number. For example: AHS373F becomes AHS3073F.

Courses that previously used one of the characters G, T, E, K, L, N, Q, R, V or Y as the final alpha character (suffix) have had a new identifying number assigned, and now use one of the following possible suffixes, which refer to the following time periods:

A  1st quarter
B  2nd quarter
C  3rd quarter
D  4th quarter
F  1st semester
H  Full year - 1st and 2nd semesters
J  Summer term 1st session
L  Winter term
M  Multi term course
P  Summer term 2nd session
S  2nd semester
U  Summer term 1st and 2nd sessions
W  Full year - 1st and 2nd semesters
X  Special allocation
Z  Non standard period

Where to find rules and syllabus information about degrees, diplomas and UCT policies affecting students

(a) All students are required to study
   • The General rules for students in the Faculty (Page 16)
   • the general University rules applicable to all students in the University and published in

(b) Undergraduate students are advised to study the relevant rules and curriculum outlines in the
    section of this Handbook titled “Rules and curriculum outlines for undergraduate
    programmes”.

(c) Postgraduate students are advised to study the rules and curriculum outlines of the
    programmes for which they are registered under “Rules and curriculum outlines for
    postgraduate programmes”. Please note that PhD degrees are considered University-based
    (rather than faculty-based) degrees; hence the rules relating to PhD degrees are contained in

(d) Details about academic staff in the Faculty are contained in the second half of this Handbook,
    under the heading “Schools, Departments and Divisions.

Definitions used in this handbook

Concession: Formal Senate approval exempting a student from complying with a required rule.

Co-requisite course: A subject or course for which a student must be registered concurrently with
(at the same time as) another course.

Curriculum: Prescribed course of study for a degree or diploma.
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**DP (Duly performed) requirement:** Required minimum level of performance during the year to qualify a student to do an examination in a particular course or module.

**Exemption:** Exemption from a course means that, based on what a student has studied before, he/she need not register for this course.

**Formative or continuous assessments:** Evaluation of a student's performance (by means of written, oral or clinical work) during the year, before the final examination in a particular course.

**Health and Rehabilitation Sciences:** Physiotherapy, Occupational Therapy, Audiology, Speech-Language Pathology, Nursing and Nutrition and Dietetics.

**ISCE:** Integrated Structured Clinical Examination.

**Joint Staff:** Staff employed jointly by the University and the Provincial Government of the Western Cape (PGWC).

**Module:** A unit of study which is smaller than a course. It may be a smaller component within a course or may in some cases carry its own code.

**OSCE:** Objective Structural Clinical Examination.

**Performance-based assessments:** Assessments measuring skills acquired during an academic year in a programme. (Also see "formative assessments" above.)

**Summative assessment:** Final examination/s in a course at the end of the course.

**Prerequisite course:** A subject or course that a student must have completed in order to gain admission to a more senior course.

**Programme:** Within a degree (e.g. BSc(Med)(Hons)) there may be various individual programmes on offer (e.g. BSc(Med)(Hons) in Nutrition and Dietetics and BSc(Med)(Hons) in Exercise Science).

**Programme/course convenor:** Academic staff member in charge of offering the degree or diploma programme or a course with the degree or diploma programme.

**Semester:** A half-year.

**Minimum requirements for admission to an undergraduate degree**

The minimum requirement for admission to study for a Bachelor's degree programme is a matriculation certificate issued by the South African Certification Council (SAFCERT) endorsed to the effect that a student has met the minimum requirements for university admission (matriculation) in South Africa, OR a certificate exempting the student from this university admission (matriculation) endorsement, issued by the Matriculation Board.

Further information on Faculty entrance requirements can be found in Book 1, *Information for Applicants for Undergraduate Degrees and Diplomas*. Non-South African (SADC) applicants who are accepted into a programme will have to apply direct to the Matriculation Board for matriculation exemption. For more information contact the Faculty Admissions Office on telephone number 406-6347.
Officers in the Academic Administration of the Faculty of Health Sciences

DEAN'S OFFICE AND FACULTY OFFICE
(Tel: 021 406 6101)

Professor and Dean:
M E Jacobs, MBChB DCM Cape Town FCP SA

Associate Professor and Deputy Dean:
G Perez, BDentistry Algiers, DHSM MDent (Community Dentistry) Witwatersrand

Faculty Manager: Academic Administration
B Klingenberg, BA HED OFS

Manager: Undergraduate Administration
K van Blerk

Manager: Postgraduate Administration
A Winckler, BA Pret

EDUCATIONAL DEVELOPMENT UNIT
(Tel: 021 406 6646)

Director of Education Development Unit:
N Hartman, BArts Stell BSocSc (Hons) UCT MSocSc UCT

Curriculum Development Officer:
M Alperstein, B Soc Sc (Nursing) Natal Dip.PHC (Education) Witwatersrand MPhil (Adult Education) Cape Town

Academic Development Officer:
D Appalasamy, BA (Hons) Unisa HDE (Higher Education) Natal MEd (Higher Education) Natal

Senior Lecturer (IT Education):
K Masters, BA Arts BArts(Hons) MA HDE Rhodes Further Diploma in Education (Computer Science) Stell Advanced Certificate in Higher Education Management Cape Town

PRIMARY HEALTH CARE DIRECTORATE
E47-25, Old Main Building, Groote Schuur Hospital (Tel: 021 406 6761)

Chair and Director:
To be appointed

Acting Director and Senior Lecturer (Joint appointment with School of Public Health & Family Medicine):
J Irlam, BSc (Med)(Hons) MPhil

Lecturers (Joint appointments with School of Public Health & Family Medicine):
L Vivian, BSc Hons MSc UK
M J Keikelame, MPhil Education Support Cape Town BSocSci (HonsPsy) UNIBOU RNRM HPTC Mafikeng
Community-based Education Manager:
F Molteno, BSocSc (Hons) MSocSc Cape Town

Facility Manager:
S Naidoo, RN RM CHN

Honorary Lecturer:
L Bitalo, MBChB Makerere MPH Nairobi

Site Facilitators (Joint appointment with School of Public Health & Family Medicine):
E Abrahams, BA UWC Dev studies Hons UWC
N S Mtshofeni, Dip Adult Ed & Adv Dip in Social Development
Z Ntwana, Dip Adult Ed UWC

Officers in Associated Teaching Hospitals

GROOTE SCHUUR HOSPITAL
Chief Executive Officer:
J Du Toit, MBChB MBA Dip Health Management

Chief Operational Officer:
S Kariem, MBChB MPhil (Public Health) Cape Town FCPHM SA

RED CROSS CHILDREN'S HOSPITAL
Chief Executive Officer:
D S Erasmus, MBChB BSc(Hons)(Microbiology) MSc (Virology) Cape Town BB&A Hons Stell

VICTORIA HOSPITAL
Senior Medical Superintendent:
D C O Stokes, MBChB Cape Town Postgrad Dip in Health Management Cape Town

SOMERSET HOSPITAL
Senior Medical Superintendent:
K Maart, MBChB Stell LLB UWC Postgrad Dip in Health Management Cape Town

VALKENBERG HOSPITAL
Senior Medical Superintendent:
B M M Eick, MBChB MD Germany

2 MILITARY HOSPITAL
Chief Executive Officer:
Col F J Matthee

Medical Superintendent:
Lt Col R Ismail, MBChB Cape Town

Contact details of administrative offices dealing with student matters

Notes:
• FHS = Faculty of Health Sciences.
• **UG = undergraduate; PG = postgraduate**
• **For telephone numbers of departments/divisions in the Faculty of Health Sciences see Faculty Structure on page 15.**

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<th>Query/problem:</th>
<th>Whom to approach:</th>
<th>Telephone:</th>
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<tbody>
<tr>
<td>Academic transcripts/ degree certificates:</td>
<td>Records Office (Kramer Law Building)</td>
<td>650 3595</td>
</tr>
<tr>
<td>Admission: Undergraduate</td>
<td>Faculty Office of Health Sciences</td>
<td>406 6328</td>
</tr>
<tr>
<td>Admission: Postgraduate</td>
<td>Faculty Office of Health Sciences</td>
<td>406 6751</td>
</tr>
<tr>
<td>Undergraduate student support and general undergraduate administration matters</td>
<td>Undergraduate Unit, Faculty Office of Health Sciences</td>
<td>406 6634</td>
</tr>
<tr>
<td>Postgraduate student administration matters</td>
<td>Postgraduate Administration, Faculty Office of Health Sciences</td>
<td>406 6751</td>
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<td>Computer laboratory queries:</td>
<td>Faculty Office of Health Sciences</td>
<td>406 6729</td>
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<td>Deferred examinations:</td>
<td>Records Office (Bremner Building)</td>
<td>650 2132</td>
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<tr>
<td>Fee problems/accounts</td>
<td>Central Fees Office (Bremner Building)</td>
<td>650 2142</td>
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<tr>
<td>Fee payments:</td>
<td>Cashier’s office, Kramer Building (09h30 to 15h30)</td>
<td>650 2207/2146</td>
</tr>
<tr>
<td>Financial assistance</td>
<td>Undergraduate Funding Office</td>
<td>650 2125</td>
</tr>
<tr>
<td></td>
<td>Postgraduate Funding Office</td>
<td>650 2206/3629</td>
</tr>
<tr>
<td>Leave of absence</td>
<td>Undergraduate student administration (FHS)</td>
<td>406 6559</td>
</tr>
<tr>
<td></td>
<td>Postgraduate student administration (FHS)</td>
<td>406 6327</td>
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### Student societies and organisations

**Health Sciences Students Council (HSSC):**

The HSSC is the official representative body for all undergraduate students in the Faculty. Voting members comprise a representative from each MBChB class, one from each class from the School of Health and Rehabilitative Sciences, and an Executive Committee of ten elected students who manage specific portfolios. It plays an important consultative role in the decision-making processes in the Faculty that impact on students. Through representation on a wide range of Faculty and UCT committees, it seeks to represent students' views and opinions at Faculty, provincial and national levels, on issues affecting health sciences students.

HSSC acts as the backbone of undergraduate student affairs at the Health Sciences Campus by trying to facilitate a spirit of mutual interaction and co-operation amongst all students and between various student societies. It serves as a channel of communication amongst students, students and staff, and between Health Sciences, Upper Campus UCT and other health sciences/medical faculties.

HSSC provides various student services, from co-ordinating commemorative clothing to the organisation of academic, social and sporting events. The official Faculty student publication Pulse is published on a fortnightly basis and is entirely student-run facilitated by the HSSC.

The HSSC office is on the ground floor of the Barnard Fuller Building and is open at lunchtimes (13h00 - 14h00) on Mondays. All undergraduate students registered in the Faculty of Health Sciences are welcome to attend its meetings on Mondays at 17h00 in Conference Room 1, Barnard Fuller Building, UCT Medical School.
To contact the HSSC email hssc@curie.uct.ac.za.

**Student Assistance Service (SAS):**
The SAS provides staff and student advisors to assist undergraduate students with financial, personal, academic or other problems throughout their undergraduate careers. SAS has an office on the ground floor of the Barnard Fuller Building. Students may also contact the Faculty's Undergraduate Student Administration Office for advice at telephone number 406 6634.

**Health Sciences Postgraduate Students' Association (PGSA):**
The PGSA council represents the interests of all postgraduate students in the Faculty of Health Sciences, serving as an important facilitator and co-ordinator of an array of functions and activities that enhance postgraduate social and academic life in the Faculty.

Members of the Council are assigned to represent postgraduate students at various student affairs structures and faculty decision-making bodies, such as the Faculty Board, Ethics Committee and Postgraduate Studies Committee. The Council also works closely with the Registrars' Association and the undergraduate Health Sciences Students Council (HSSC) in the Faculty of Health Sciences.

One or two members of the Council serve, along with representatives from other faculties, on the University's PGSA Exco, which then nominates representatives for various postgraduate University structures such as the Board for Graduate Studies and the Postgraduate Studies Funding Committee.

All postgraduate students are invited to make use of the Postgraduate Suite and the Medical Alumni Club, located on the 1st floor of the Barnard Fuller Building, as well as the Postgraduate Centre, currently under construction. To contact the PGSA or for further information regarding the PGSA, please e-mail pgsa@curie.uct.ac.za or visit the website at http://www.health.uct.ac.za/hspgsa/.

**The UCT Postgraduate Centre and Postgraduate Funding Office:**
The Postgraduate Centre was recently established in the Otto Beit Building, Upper Campus. This state-of-the-art facility houses the executive committee of UCT's Postgraduate Students Association (PGSA) as well as the Postgraduate Funding Office. The centre is equipped with IT facilities and includes a seminar room. This facility is open to all master's and doctoral students as well as to postdoctoral research fellows. Postgraduates are encouraged to make full use of this Centre, in particular the Funding Office, which administers all postgraduate bursaries and scholarships. The Postgraduate Centre may be contacted at gradcentre@uct.ac.za or visited at www.pgfo.uct.ac.za.

A Postgraduate (including IT) centre is also being set up in the Barnard Fuller building on the Health Sciences Campus. For more information call 021 406 6327.

**Student Health and Welfare Centres Organisation (SHAWCO):**
SHAWCO's aim is to provide health, youth development and social services that facilitate upliftment in disadvantaged communities in Cape Town.

SHAWCO relies on student volunteers to organise and work in its many projects, together with a director and 21 dedicated staff that run the various projects and provide the services at SHAWCO's community centres in Khayelitsha, Manenberg, Nyanga and Kensington.

There are various sectors, including:

The Youth Development sector that runs educational enrichment classes for students from disadvantaged educational background, in grades 3 - 12 (STEP); visual and performing arts classes (Grade 5-12) (SHAWCO ARTS); basic computer skills training for learners in grades 9-12, unemployed youth and teachers from local schools (SHAWCO IT); a food garden project (Masifundisane); a wetland rehabilitation project at the Khayelitsha centre; two women's
empowerment programmes ("Masizikhulise and Vroue Groei Saam" - both mean 'Women Grow Together'); a library (Khayelitsha); a sports project (Manenberg) and a life skills programme for children in institutions which runs at four homes and a children's hospital (Masizame).

*Clinics/Primary Health Care:* Students accompanied by a doctor go out with the mobile clinics to various under-served communities on Monday, Tuesday and Wednesday evenings. Each area served has an area team that is responsible for running the clinic. The areas are: Noordhoek, Joe Slovo, Brown's Farm (Phillipi), New Rest (Gugulethu) and Zibonele (Khayelitsha).

*Health Education Programme:* This consists of projects with Community Health Workers to educate patients about basic health matters.

*Adult Day Care:* Adult Day Care Clubs provide activities and meals to seniors and disabled adults that need care during the day.

SHAWCO's Health Sector is deeply committed to the principles of primary health care and works closely with other groups in the same field. It also recognises the vital role students can play in empowering the communities we serve. Students who wish to join SHAWCO's Health Sector can sign up at registration or contact the SHAWCO Office, Ground Floor, Barnard Fuller Building. Phone: 406-6437 or Email: shawco@shawco.org.

To find out more about the other student projects, contact the SHAWCO/RAG Office on Level 5, Students' Union, Upper Campus, Telephone Number: 650 2229 or 650 3525. Email: shawco@shawco.org. Head Office is located in Braemar Cottage, Faculty of Health Sciences, Anzio Road: telephone number 406 6740.

**Student support**

A Student Support Programme, providing both academic and non-academic support, is in place for all undergraduate Health Sciences students.

Additional academic support may be provided when required and students should feel free to request assistance from the course or programme convenor or from the Faculty Office where necessary.

Non-academic support is co-ordinated by a team comprising Faculty Office staff members and the Portfolio Manager for Student Development and Support. Non-academic support includes a student mentor scheme (whereby trained senior students mentor first year students), an orientation programme (which may include, for example, assistance with study methods, writing skills, and workshops in life skills) and support for Faculty student organisations.

A booklet titled "Don't Panic" is handed to all undergraduate students at registration. This includes (amongst others) maps of the campuses and Groote Schuur Hospital, services available to students, information on and contact details of student organisations, and other helpful information. Similar information is made available to postgraduate students at registration.

Postgraduate students requiring support may contact the Faculty office and/or the academic staff members acting as Portfolio Managers: Postgraduate Student Support. (Call 406 6327 for more information.)

**Undergraduate academic year: 2007**

The 2007 term and registration dates for the various undergraduate degrees are given below.
MBChB

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BSc AUDIOLOGY AND Bsc SPEECH-LANGUAGE PATHOLOGY

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BSc OCCUPATIONAL THERAPY

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BSc PHYSIOTHERAPY

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Postgraduate academic year and important dates: 2007

Unless otherwise indicated, the last date on which postgraduate students doing programmes by coursework and dissertation may be allowed to register or re-register at the Faculty Office is 28 February. Students who register late are subject to a penalty fine. Please note that the payment of fees and registration are separate processes and students must ensure that they make the initial fee payment on or before the due date as stipulated in the 2007 Fees Booklet. Late payment of fees will incur a penalty surcharge.

New postgraduate students must please check their letters of acceptance for registration dates and times.

Also see General Rule FG14 on Page 19 for deadlines for submission of postgraduate dissertations.
and theses.

**Faculty Mission Statement**

"We will strive to maintain and enhance a Faculty of Health Sciences of true relevance and excellence, which will serve the community locally, nationally and beyond, by

- educating and developing health care personnel of quality;
- promoting understanding of the social context of disease and health;
- finding new ways of promoting health and combating disease;
- striving to improve knowledge and understanding of health, disability and disease;
- disseminating information which will prevent disease, promote health, and improve patient care and rehabilitation
- providing high quality health care;
- playing a leading role in developing new models of health care and influencing healthcare policy."

**Faculty of Health Sciences Charter**

*Adopted by the Faculty on 9 May 2002.*

"**Preamble**

Post-apartheid South Africa is emerging from decades of systematic discrimination that affected every aspect of society, including the health sector, resulting in profound inequities in health status in the population. Central to the reconstruction of South African society is the need to develop a culture of human rights based on respect for human dignity and non-discrimination.

Although there were significant attempts by staff, students and the institution to resist apartheid injustices, UCT was not immune to the racist, sexist, and other discriminatory practices and values that typified society under apartheid. As UCT grapples with transformation, we remain with the legacy of these discriminatory practices.

To overcome this legacy of apartheid and other forms of discrimination, the UCT Health Sciences Faculty has produced this Charter as a basis for transformation of the institutional culture of the Faculty to ensure that students and staff have access to an environment where they are able to realise their full potential and become active participants in the academic life of the Faculty.

**Principles**

*Non-discrimination*

The Faculty will not tolerate any form of negative discrimination and will uphold the University's policy on non-discrimination.

*Supportive Culture*

The Faculty will foster a supportive culture, where diversity and difference is respected, in order to encourage students and staff to reach their full potential in their activities of learning, working, teaching, research and service in the Faculty.

*Capacity-building*

The Faculty will strive to develop the skills of its employees and help to build the skills base of South Africans, in particular formerly disadvantaged South Africans, through various strategies at its disposal.

*Employment Equity*

The Faculty will strive to attract and retain talented black professionals by recognising their abilities, affirming their skills and ensuring an environment that is welcoming and supportive.
Facilitation of learning
The Faculty will strive to uphold and encourage the highest standards of teaching to create an atmosphere conducive to learning for all students.

Research
The Faculty will strive to uphold the highest ethical standards of research and ensure that research seeks to benefit the South African community.

Service
The Faculty will strive to ensure that students and staff uphold the highest standards of service to the community, including commitments to ethical principles and human rights.

Consultation
The Faculty will strive to consult with staff and students on major policy changes that may be undertaken by the Faculty and that affect them, and will seek to entrench transparency in its workings.

Monitoring and evaluation
The Faculty will endeavour to review its performance annually in the light of this Charter.

Community participation
The Faculty will strive to ensure participation of the community in decisions in the spirit of the Primary Health Care Approach adopted by the Faculty as its lead theme."

Faculty of Health Sciences Declaration (taken by all graduating students)

"With this Declaration:

I commit myself to the highest level of professional and clinical competence in my chosen field.

I shall strive to develop the necessary professional skills to improve the well-being of individuals, groups and communities in my care within available resources and sustainable facilities.

I shall respect the right of patients to participate in all decisions relating to their treatment and rehabilitation; and I shall promote both the human rights of individuals and public health needs to achieve improved population health and social cohesion.

I shall respect the dignity of all in my care and act without discriminating directly or indirectly against anyone, as laid out in our nation's Bill of Rights.

In the area of research, I shall be guided by the highest ethical standards and will advance knowledge only to benefit study participants and society at large.

I shall contribute, to the best of my ability, to upholding high ethical standards in the institutions and communities in which I work. I shall maintain confidentiality and work conscientiously, with integrity, sensitivity, empathy and compassion - beyond merely my own self-interest - in cooperative relationships with all other health care professionals and co-workers.

I shall resist institutional and other pressures to work against the tenets of this Declaration and I shall support professional activities to protect colleagues who are threatened with victimisation when acting in accordance with the highest moral standards.
I make this declaration solemnly, freely and upon my honour."

**Nobel Laureates**
Former students and staff members who have won Nobel prizes:

Prof Alan Cormack (Radiology; Physics)

**Fellows in the Faculty**
The Council of the University established Fellowships for members of the permanent staff in recognition of original distinguished academic work of such quality as to merit special recognition. The following are current members of staff of the Faculty of Health Sciences who have received Fellowships:

- Prof S R Benatar, Department of Medicine
- Prof P C Bornman, Department of Surgery
- Prof E Bateman, Department of Medicine
- Prof F Brombacher, Department of Clinical Laboratory Sciences
- Prof B Mayosi, Department of Medicine
- Assoc Prof P Meissner, Department of Medicine

**Distinguished Teachers in the Faculty**
Students may nominate (to the Registrar's office) academic staff for UCT's Distinguished Teacher Awards. Faculty of Health Sciences staff who have received Distinguished Teacher Awards are:

- 2005 Dr M Blockman (Pharmacology)
- 2004 Assoc Prof V Burch (Medicine)
- 2003 Assoc Prof G Louw (Human Biology)
- 2003 Dr P Berman (Chemical Pathology)
- 2002 Assoc Prof J Krige (General Surgery)
- 2001 Dr C Slater (Human Biology)
- 2000 Assoc Prof A Mall (General Surgery) Prof D Knobel (Forensic Medicine)
- 1998 Prof MFM James (Anaesthesia)
- 1993 Prof JC de Villiers (Neurosurgery)
- 1989 Prof EJ Immelman (General Surgery)
- 1988 Assoc Prof G R Keeton (Medicine)
- 1987 Dr C Warton (Anatomy & Cell Biology)
- 1985 Prof A Forder (Medical Microbiology)
- 1984 Dr AH Robins (Pharmacology)
- 1982 Prof W Gevers (Medical Biochemistry)
- 1981 Prof R Kirsch (Medicine)
GENERAL RULES FOR STUDENTS IN THE FACULTY

[Note: All students must also familiarise themselves with the general rules for all students at UCT, contained in Handbook 3 of this series.]

Registration dates and late registration
FG1 All students are required to adhere to the undergraduate and postgraduate registration dates set out in this Handbook and/or notices sent to students by the university administration in the year preceding registration/re-registration. Students who register late are charged a penalty fine.

Registration of undergraduate students with the Health Professions Council of South Africa
FG2.1 All undergraduate students are required to register with the Health Professions Council of South Africa upon admission to their respective degree programmes and are bound by that Council's regulations. Final year MBChB students are registered as student interns with the Health Professions Council of South Africa and, upon their qualification, as interns, and are bound by that Council's regulations. Qualified students are required to do two years' internship and a year's community service. Upon qualifying in their final year of study, students in the BSc Audiology, BSc Speech-Language Pathology, BSc Occupational Therapy and BSc Physiotherapy degree programmes are required to register with the relevant Professional Board of the Health Professions Council of South Africa and do a year's community service before they may practise in their respective disciplines.

FG2.2 From the first year of study, BSc Physiotherapy students are required to subscribe to the South African Society of Physiotherapy in order to obtain student professional malpractice insurance.

Hepatitis B immunisation
FG3 It is compulsory for all undergraduate students to have received a full course of Hepatitis B immunisation by the end of October of their first year of study. Students will not be permitted to register for the second year of study until they have submitted to the Faculty Office written proof that they have received a full course of such vaccination. Candidates who register for the BSc(Med)(Hons) degree in Nutrition & Dietetics are required to produce proof of having received a full course of Hepatitis B immunisation by the end of May of their first year of registration.

Rules for degrees and diplomas, and changes to courses and curricula
FG4.1 Every candidate for a degree or diploma must attend and complete such qualifying courses or perform such work as may be specified in the rules for that degree, diploma or certificate. The University reserves the right to revise its rules from time to time, and any alteration of or addition to the rules for any degree or diploma shall, on the date specified in the notice of promulgation of such alteration or addition, become binding upon all candidates for that degree or diploma.

FG4.2 The University has made every effort to ensure the accuracy of the information in its handbooks. However, it reserves the right at any time, if circumstances dictate, to
(i) make alterations or changes to any of the published details of the courses and curricula on offer; or
(ii) add to or withdraw any of the courses or curricula on offer.

**Ethical norms, dress and fitness to practise health care**

**FG5.1** Undergraduate students are expected to act in accordance with the ethical norms laid down by The Health Professions Council of South Africa. Students who are found guilty of unprofessional conduct may be required to terminate their registration in the Faculty.

Where a student who qualifies for the award of the degree or diploma for which he/she is registered, or where a student, in the course of his/her studies, following professional assessment, is deemed unfit to practise health care, the Dean will report the outcome of such professional assessment to the relevant regulatory body and inform the student accordingly.

*[Notes: The Medical Dental and Supplementary Health Service Professions Act of 1974 (as amended in 1997) provides for the establishment of the Health Professions Council of South Africa and Professional Boards for health professions to provide for control over education, training, registration and practices of health professionals and to provide for matters connected therewith. Section 1(b) defines "impaired" as: "a mental or physical condition, or abuse of or dependence on chemical substances, which affects the competence, attitude, judgement or performance of a student or a person registered in terms of this Act". Section 1(g) defines "unprofessional conduct" as: "improper or disgraceful or dishonourable or unworthy conduct or conduct which, when regard is had to the profession of a person who is registered in terms of this Act, is improper or disgraceful or dishonourable or unworthy."

A student or practitioner is required to:

(a) report impairment in another student or practitioner to the Council if he or she were convinced that such other student or practitioner was impaired as defined in the Act;
(b) self-report his or her impairment to the Council if he or she was aware of his or her own impairment or has been publicly informed of being impaired or has been seriously advised by a colleague to act appropriately to obtain help in view of an alleged or established impairment.]*

**FG5.2** Students are expected to dress appropriately, particularly when they are in contact with patients. Regulations in regard to dress in the hospitals and on the Health Sciences Faculty campus are obtainable from the Faculty Office.

**Continuous assessment**

**FG6** The performance of each student is subject to continuous assessment in all courses prescribed for the degree or diploma. The student's attendance and academic standard of work performed during any course will be taken into account in determining the result obtained by him/her in that course.

**Admission, readmission and re-registration of candidates**

**FG7.1** Applicants to this Faculty of Health Sciences who have been refused re-registration in this or another faculty will not generally be accepted.

**FG7.2** Except by permission of the Senate, a student shall not be admitted to register in the following academic year of study unless he/she has satisfactorily completed all the courses prescribed and satisfactorily performed all the work required for the preceding year.
FG7.3 A student in any undergraduate degree who fails one or more courses prescribed in any year of study may be required to repeat all courses prescribed for that year, including courses he/she may have passed before, unless the Senate exempts him/her from re-attendance and/or re-examination in a course or courses passed by him/her on the ground that he/she has attained a standard regarded by the Senate as sufficiently high in the course/s concerned.

FG7.4 The Faculty may refuse to admit or readmit any student to any course or courses in the Faculty, or, if the student is already admitted or readmitted to such course or courses, may withdraw that student's right to continue the course or courses if the student, in the opinion of the Senate, is unfit or does not qualify to undertake the work of the course or courses in terms of the general Faculty or University rules, or the rules governing the course or courses, or the readmission conditions that may have been laid down in specific cases.

FG7.5 An undergraduate student who is repeating one or more course(s) in any academic year of study and who applies and is permitted to register for one or more course(s) from the next academic year of study in addition to the course(s) which he/she is repeating, will be subject to the readmission rules of the Faculty in respect of the full load of courses for which he/she is registered.

FG7.6 Except by permission of the Senate, a student who fails the same course twice, or who fails a course in a year in which he/she is repeating this or another course (where this is allowed), may be required to withdraw from the programme for which he/she is registered.

FG7.7 Unless otherwise specified, a student taking a course consisting of various subcomponent shall be required to pass (with 50%) each individual subcomponent as well as the course as a whole.

Supplementary examinations and/or additional training time

FG8 An undergraduate student who fails any course or courses may be permitted by the Senate to write a supplementary examination and/or may be required to spend additional clinical training time in one or more of the courses failed and repeat the examination/s in the course/s failed. A student who is repeating a theoretical course may also be required to repeat and pass a clinical course or courses which he/she has already completed and passed, to ensure uninterrupted practice in clinical skills training.

Examination dates and results

FG9 It is the responsibility of students themselves to check with the Faculty Office what decisions have been taken by the Faculty Examinations Board/s regarding their academic progress (for example whether they are required to write supplementary examinations). Students themselves are also responsible for checking with the Faculty Office the dates and times of examinations and supplementary/deferred examinations (where this applies).

Fieldwork and insurance cover

FG10.1 Undergraduate and some postgraduate students receive clinical instruction in a variety of settings, which include community settings. The Faculty will take every precaution at its disposal to ensure the safety of students who are trained in community settings. While the University arranges professional indemnity and some personal accident insurance cover for all registered students, students who use their own vehicles to travel to fieldwork sites are advised to take out their own insurance cover for their vehicles.
FG10.2  In many cases, University transport is made available to enable groups of undergraduate students to attend fieldwork sites that are some distance from the Faculty's campus. Students who are required to attend fieldwork requirements for which Faculty transport is not available will be responsible for their own transport and transport costs to fieldwork sites.

Withdrawal from a programme or course
FG11  Students wishing to withdraw from a programme for which they are registered must complete the required forms and submit these to the Faculty Office by the specified dates to avoid being charged the full year's fees. Students wishing to change their curricula must do so before the university deadlines for such charges, to avoid being charged a penalty fee. (Also see General Rules and Policies, handbook 3 of this series.)

Plagiarism
FG12  Plagiarism is the act of stealing and using as one's own, the ideas, or the expression of the ideas, of another. A student who is found guilty of plagiarism by the University Court shall be penalised. The severity of the penalty will depend on the nature and circumstances of the act of plagiarism. Students are required to submit all assignments with a declaration indicating that they are aware that plagiarism is wrong, and that they have adopted an appropriate convention.

[Note: See General Rules and Policies, handbook 3 of this series.]

Postgraduate registration periods
FG13  Postgraduate students who exceed the following maximum registration periods will be required to pay an annual penalty equal to 50% of the annual tuition fee:
(i)  For Postgraduate Diplomas: a maximum period of 3 academic years;
(ii) For master's programmes (both by coursework and dissertation and by dissertation only): 5 academic years;
(iii) For PhD programmes: 6 academic years;
(iv) For MD programmes: 6 academic years.
Requests for exemption from the penalty must be submitted, with the support of the programme convenor in each case, to the Dean (via the Faculty Office Administration).

Dates for submission of postgraduate dissertation/theses
FG14  Submission of dissertations/theses for examination:
•  for June graduation – 15 March (intention to submit must be reported by 10 January for doctoral candidates and 15 February for master's candidates).
•  for December graduation – 15 August (intention to submit must be reported by 20 June for doctoral candidates and 20 July for master's candidates).
RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB) (MB014)
[This degree qualifies the holder thereof, after an internship, community service, and upon registration with the Health Professions Council of South Africa, to practise as a medical doctor.]

General Rules for MBChB

Age Limit
FBA1 The degree shall not be conferred until the student has attained the age of 21 years.

Duration of the degree programme
FBA2 The curriculum for the degree extends over at least six years of full-time study.

Clinical instruction for MBChB students
FBA3 Clinical instruction may be given in, amongst others, the Groote Schuur, Somerset, Peninsula Maternity, Jooste, Red Cross War Memorial Children's and Princess Alice Orthopaedic Hospitals, and by the staff of the City Park Hospital, Valkenberg Hospital, day hospitals, municipal clinics, the Public Vaccination Station and at various fieldwork sites. Every student is expected to provide himself/herself with the required instruments for clinical work.

MBChB Curriculum (MB014)
[The curriculum for the MBChB aims to produce a competent, undifferentiated doctor with the attitudes, knowledge and skills to enter the health care field with confidence. This entails a balance between preventive, promotive, curative and rehabilitative health care, in a primary health care setting. It promotes communication skills, teamwork, professional values and competent clinical practice, in the context of the primary, secondary and tertiary health care systems. The educational approach equips students with critical thinking and lifelong learning skills. The curriculum consists of core components and options (where students select from various Special Study Modules).

The curriculum structure is set out below:

Each year is divided into two semesters: even-numbered semesters are in the first half of the year and odd-numbered semesters in the second half. Year 1, for example, consists of semester 1 (January to June) and semester 2 (July to November).]

Overview
FBA4 Semesters 1 and 2 (first year)
The examination in the courses in these two semesters constitute the First Professional Examination. Students must successfully complete this examination before they may register for semester 3.

Semesters 3, 4, 5 & 6 (second and third years)
Semesters 3, 4 & 5 lead to examinations that constitute the Second Professional Examination. Students must successfully complete this examination before they may
register for Semester 6.

**Semesters 7 to 12 (fourth to sixth years)**
These semesters represent the clinical clerkships. They aim to produce a doctor well prepared for internship, community service and independent practice.

**Curriculum Outline**
The courses prescribed for each semester are as follows:

**FBA5.1 Semesters 1 and 2 (first year)**
- PPH1001F Becoming a Professional
- PPH1002S Becoming a Health Professional
- HUB1006F Introduction to Integrated Health Sciences: Part 1
- HUB1007S Introduction to Integrated Health Sciences: Part 2
- CEM1011F Chemistry
- PHY1025S Physics

[Note: For the Intervention Programme outline, see 7.4 below.]

**FBA5.2 Semesters 3, 4 and 5 (second and third years)**
- LAB2000S Integrated Health Systems Part IB
- PPH2000W Becoming a Doctor Part IA
- SLL2002H Becoming a Doctor Part IB
- HUB2017H Integrated Health Systems Part IA
- PPH3000F Becoming a Doctor Part 2A
- SLL3002F Becoming a Doctor Part 2B
- LAB3009F Integrated Health Systems Part 2

Plus, in semester 4, one of the following Special Study Modules:–

**FBA5.3 Semester 6 (third year)**
- MDN3001S Introduction to Clinical Practice

**FBA5.4 Semesters 7 and 8 (fourth year)**
- PRY4000W Psychiatry
- OBS4003W Obstetrics
- MDN4011W Medicine (including Therapeutics)
- PPH4013W Public Health
- PPH4014W Primary Health Care (including Family Medicine)

In addition, the teaching in Anaesthesia will commence in fourth year and continued and examined in fifth year.

**FBA5.5 Semesters 9 to 10 (fifth year)**
- AAE5000H Anaesthesia
- PPH5000H Primary Health Care Elective
- PED5001W Paediatrics (including Paediatric Surgery)
- MDN5002W Medical and Surgical specialities (including Dermatology, Otorhinolaryngology, Neurology, Neurosurgery, Rheumatology, Orthopaedics)
- OBS5003W Obstetrics and Gynaecology
- CHM5003W Surgery (including General Surgery, Plastic Surgery and Urology)
- MDN5003H Pharmacology and Applied Therapeutics
- CHM5004H Trauma and Ophthalmology
LAB5008H Forensic Medicine

FBA5.6 **Semesters 11 and 12 (sixth year)**

CHM6000W Surgery
MDN6000W Medicine (including Dermatology)
OBS6000W Obstetrics and Gynaecology
PPH6000W Primary Health Care
PRY6000W Psychiatry
PED6000W Paediatrics (including Paediatric Surgery)

**Duly Performed requirements**

FBA6.1 Students must meet the Duly Performed (DP) requirements for a course that has such requirements in order to qualify to write the examination in that course. DP requirements reflect their importance in the development of professional attitudes. Continuous assessment, contribution to team and group work, responsibility for self-learning and respect amongst fellows are key features of the curriculum that are assessed in DP requirements.

FBA6.2 Students will be informed about which learning activities are compulsory. Absence on ground of illness requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the course convenor or, if necessary, the Head of Department.

FBA6.3 Students are required to complete a logbook and portfolio for certain courses. Should these be incomplete, students could be refused a DP, and hence refused access to the final examination.

FBA6.4 An Assessment Board will meet at the end of each course, prior to the course examinations, to decide whether individual students have met the DP requirements for the course.

**Progression rules and the Intervention Programme**

FBA7.1 Apart from continuous assessment throughout each course, students are also assessed and/or examined at the end of a course or clinical block, and are required to undergo such written, clinical, and oral examinations at the end of the year as may be prescribed. Students are required to obtain an overall pass mark of at least 50% for each course, and, if the course includes more than one discipline, to pass each of the subcomponents of the course with at least 50%.

The Senate (via the Faculty Examination Board) may permit a student who fails a course if, in its judgement, he or she has performed adequately in the work of the course, to write a supplementary examination. The result of any such supplementary examination is usually added to the class (or year-) mark in order to determine the final result for the course.

FBA7.2 A student who fails a course prescribed for semester 1 or semester 2 will be required to transfer to the Intervention Programme. Students who enter the Intervention Programme spend two years completing the courses prescribed for semesters 1 and 2 of the standard curriculum, as well as specific Intervention Programme courses, before they proceed to semester 3 (second academic year of the MBChB programme).

*Note: During semester 1, diagnostic measurements take place to ascertain students’ learning difficulties, especially difficulties in scientific reasoning skills, quantitative*
literacy skills, language skills, communication skills and problem-solving abilities. Students who do not meet certain minimum requirements in semester 1 will proceed to the Intervention Programme (IP) in the second half of the first year. The Intervention Programme starts in mid-year of the first year of study and ends in June of the second year. Students then continue with the standard second semester, starting in July of their second year of study.]

FBA7.3 The First Professional Examination (end of semester 2)
The examinations for the courses prescribed for semesters 1 and 2 taken together constitute the First Professional Examination. A student must successfully complete the First Professional Examination (i.e. complete all courses prescribed for semesters 1 & 2) before being permitted to take any of the courses prescribed for Semester 3 (second academic year of MBChB).

FBA7.4 Intervention Programme
(a) Any student who fails PPH1001F, HUB1006F and/or CEM1011F may be transferred to the Intervention Programme. The following courses must be passed during the Intervention Programme by a student who enters the Intervention Programme after Semester 1:
• HUB1010S Fundamentals of Integrated Health Sciences Part 1
• HUB1011F Fundamentals of Integrated Health Sciences Part 2
• CEM1011H Chemistry.

(b) Once the student has passed HUB1010S, HUB1011F and CEM1011H, he/she may proceed to Semester 2. He/she will register for:
• HUB1007S Introduction to Integrated Health Sciences: Part 2
• PHY1025S Physics
• PPH1002S Becoming a Health Professional.

(c) Once the student has passed these three courses, he/she has passed the First Professional Examination, and he/she may proceed to semester 3 (second academic year of the standard curriculum).
[Note: A student who fails any course in the Intervention Programme may be refused readmission. (See Readmission Rules FBA8.]

FBA7.5 Semesters 3 and 4 (second academic year of study)
A student who fails at the end of semester 4 will be required to repeat the year, and may be required to repeat all courses prescribed for semesters 3 and 4, including the Special Study Module, if he/she obtained less than 60% for this module.

FBA7.6 The Second Professional Examination (end of semester 5)
The examinations for the courses prescribed for semesters 3, 4 and 5 (other than the Special Study Module in semester 3) taken together constitute the Second Professional Examination. A student must successfully complete the Second Professional Examination (i.e. complete all courses prescribed for Semesters 3, 4 and 5, other than the Special Study Module) before being permitted to take the courses prescribed for semester 6.

FBA7.7 Semester 6 (second half of third academic year of study)
A student who fails MDN3001S Introduction to Clinical Practice will be required to repeat and pass this course.

FBA7.8 Semesters 7 to 12 (fourth, fifth and sixth academic years of study)
A student must complete the courses prescribed for semesters 7 and 8 (fourth year), before being permitted to register for any course prescribed for semesters 9 and 10.

FBA7.9 A student who fails any course or courses in the clinical years (semesters 7 to 12) may be 
(a) required to do additional clinical training during the vacation, and write a supplementary examination (a Supplementary Examination Committee considers the results of such examinations in January after the vacation); or 
(b) required to repeat all courses prescribed for these semesters; or 
(c) required to repeat those courses for which he/she obtained less than 60%; or 
(d) refused readmission. (For readmission/exclusion rules, see FBA8 below.)

FBA7.10 In the case of courses that are not written off at the end of semester 8 (year 4) - e.g. anaesthesia and neonatology - but where the mark is carried over and included in a course mark in semesters 9 and/or 10 (fifth year), a student has to obtain an overall pass mark for the in-course assessments in fourth year in order to qualify to proceed into fifth year. Where the student does not obtain such overall pass-mark, he/she may be required to undergo additional clinical training at the end of semesters 8 and 10 (at the end of fourth and fifth year) and write and pass a supplementary assessment before being allowed to proceed to the following year. If he/she fails such supplementary assessment, the Senate, via the Faculty Examination Board, may require the student to repeat the whole year, including the courses he/she has already passed.

FBA7.11 A student who has passed but obtained less than 55% for any of the courses in semesters 7 and 8 (fourth year), or who, in the opinion of the Examination Board, has otherwise not obtained a sufficiently solid foundation in any clinical course or subcomponents of such course, may be required to undergo additional, remedial clinical training in the disciplines/s concerned during the primary health care elective block (PPH5000H) in the fifth year, and undergo an assessment during and/or at the end of such additional training time.

Readmission rules
FBA8.1 [Note: To be read in conjunction with the general rules for students in the Faculty. See page 16] A student may be refused permission to renew his/her registration in the following semester if he/she:
(a) fails to obtain a DP (duly performed) requirements in any course that has such requirements; 
(b) fails a course which he/she is repeating; 
(c) is in the Intervention Programme and fails any course in it; 
(d) fails to complete the courses prescribed for semesters 1 and 2 (first year) by the end of his/her second year of study; 
(e) fails to complete the courses prescribed for the first six semesters (years 1 to 3) by the end of his/her fifth year of study; 
(f) fails to complete the courses prescribed for the first eight semesters (years 1 to 4) by the end of his/her sixth year of study; 
(g) will be unable to complete the whole degree within 8 years of study (for students who have not been in the Intervention Programme) or 9 years of study (for students who have been in the Intervention Programme); 
(h) in any one year fails more than half the course load for which he/she is registered; 
(i) fails any course in more than one examination cycle (i.e. an examination plus a supplementary examination, if awarded); 
(j) in a year in which he or she is repeating a course, fails any course.
FBA8.2 A student who is permitted to renew his/her registration despite not having met the requirements set out above may be required to follow a specific curriculum and may be set specific performance and readmission criteria determined by the Senate, via the Faculty Readmission Review Committee.

Course outlines for MBChB curriculum:

**PPH1001F  BECOMING A PROFESSIONAL**  
Course convenor: Ms L Olckers  
Course outline: This is a first semester course which introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional as well as a member of a professional team. In addition, it will assist students in understanding and respecting the knowledge, skills and roles of all colleagues who make up a professional team, as well as the role, knowledge and skills of the person, group or community being served. This includes a focus on what it means to be an effective team member, leader and professional, which includes being non-judgemental, sensitive and ethical when working with colleagues, clients, patients and community members who may have different values and traditions. In order to achieve this, students learn:

- theory on the stages of interviewing, which is applied in simulated and real interviews  
- group theory applied in simulated experiences to build team membership and leadership skills  
- critical analysis and reflection on professional conduct, including principles of non-judgementalism, empathy, human and health rights.

The educational approach is participatory and experiential, therefore all students are required to engage actively in the small learning groups. Information literacy and computer skills are systematically integrated from the outset to assist students in the range of learning, teaching and assessment activities elsewhere in the curriculum.

**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirements, which entail:

- Attending all small group learning sessions  
- Completing set assignments  
- Undergoing assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis by the Head of Department. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment may be added to the next assessment, or students may be required to undergo an additional assessment. Small group learning sessions are compulsory.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

**Developing awareness of HIV/AIDS:**  
Outline: Developing awareness of HIV/AIDS is an additional component of PPH1001F. It is taught in a workshop, designed specifically to introduce first year students to the basic relevance of HIV/AIDS issues in both their private and professional lives. The course constitutes a platform upon which future HIV/AIDS learning will be based.

**DP requirement:** Compulsory attendance.

**PPH1002S  BECOMING A HEALTH PROFESSIONAL**  
Course convenor: Ms L Olckers
Course outline: This is a second semester course, which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The course equips students to work collaboratively on a community-oriented project based on the primary health care principles and approach, which include comprehensive health care (promotive, preventive, curative and rehabilitative care within the primary, secondary and tertiary levels of care); intersectoral collaboration; community involvement; and accessibility of and equity in health care. Students are required to apply the knowledge, skills and values from Becoming a Professional to the community-oriented project to develop an appreciation of the contribution of all health care professionals to the promotion, maintenance and support of health and the health care of individuals, families and communities. The educational approach is participatory and project-based, therefore all students are required to engage actively in the project and in small learning groups. Information literacy and computer skills are systematically integrated from the outset.

DP requirements: To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirements, which entail:

- Attending group sessions
- Completing set assignments
- Attending community visits and health service sites
- Undergoing assessment activities.

Group learning sessions and community visits are compulsory. Absence on the ground of illness requires a medical certificate. Validity of absence on the ground of personal or other problems will be considered on an individual basis by the Head of Department. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment may be added to the next assessment, or students may be required to undergo an additional assessment.

Assessment: Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

HUB1006F INTRODUCTION TO INTEGRATED HEALTH SCIENCES PART 1

Course convenors: Mr G Weir and Dr G Gunston

Course outline: This is a first semester course that introduces students to the whole person via the bio-psycho-social model. Using the human life cycle as the theme of the course, students will be introduced to the key physical, psychological, social and developmental factors and issues that shape the human life cycle from conception to death. At the conclusion of this course students will have gained an introductory overview of the human life span as well as the necessary core knowledge and skills from a range of disciplinary domains [e.g. anatomy and physiology, psychology and sociology]. Problem-based learning [PBL] is central to the course, and each student is allocated to a PBL group that meets twice a week. In these groups students discuss and analyse a number of carefully designed cases that illustrate the key issues that they are required to learn. In addition students are provided with a range of other resources [e.g. lectures and practical sessions] to help them learn.

Apart from providing students with the means to develop content knowledge, a key aim of the PBL curriculum is to allow students the structured opportunity to develop important professional life skills [e.g. work effectively in teams, learn independently, problem-solve and think critically]. The course is also a key diagnostic course, and there is regular assessment to help determine whether students have the requisite foundational knowledge and skills to participate and learn successfully in the subsequent semesters of the MBChB programme. In cases where it is established that students don't have this requisite foundational knowledge and skills, students may be required to enter the Intervention Programme.

At the commencement of the course students are provided with a handbook and other relevant course information [including the timetable of scheduled activities].

DP requirements: To qualify to undergo the end-of-course written assessment and the basic health
students (BHS) practical examination students have to meet the following DP requirements: Attend all
• weekly problem-based learning sessions
• scheduled tutorials
• scheduled BHS practical sessions
and complete
• all set written activities
• all scheduled in-course assessment activities.
Students may not miss any PBL sessions, tutorials or BHS practical sessions without the written permission of the academic staff responsible for these activities, as attendance of these activities is compulsory. A medical certificate or an explanatory letter from a parent, relative or guardian must support absence on the ground of illness or personal/ family difficulties.

**Assessment:** Students are required to write a number of in-course assessments and an end-of-course assessment. The written assessments use a case-based format. In addition, students have to complete a BHS practical. The in-course assessments and the practical examination contribute 60% of students' overall course mark. The end-of-course assessment contributes 40% of the overall course mark. In order to pass Introduction to Integrated Health Sciences Part 1 a student must obtain an overall assessment mark of 50%. In cases where students are unable to sit a written in-course assessment for what are considered to be legitimate reasons, a deferred assessment will be given. In instances where students fail to provide legitimate reasons for being unable to complete an assessment activity, or fail to take a scheduled deferred assessment, zero will be given for that assessment. A student will not be allowed to miss more than one assessment or have more than one opportunity to take a deferred assessment.

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**HUB1007S INTRODUCTION TO INTEGRATED HEALTH SCIENCES PART 2**

**Course convenors:** Mr G Weir and Dr G Gunston

**Course outline:** The theme of the course is 'Transitions in Health', and it has been chosen because the country is in the midst of change of its disease profile - diseases due to infection as well as diseases of lifestyle are common. In essence, the health status and health care needs of the South African population are in transition.

Students will be introduced to key principles, concepts and areas of knowledge of the basic health sciences [anatomy, biochemistry and physiology], as well as public health and family medicine. The expectation is that students will acquire an integrated understanding of the key structural and functional elements of the human body within a public health and family medicine context. The means of achieving this integrated and contextually embedded understanding is via supported, case-based PBL.

The aims of this course are to help students understand the
• key South African health challenges within a broader social and environmental context
• epidemiology of the major causes of disease in South Africa
• basic structure and function of all organ systems of the human body
• basic structure and function of the biochemical components of the human body.

At the commencement of the course students are provided with a handbook and other relevant course information [including the timetable of scheduled activities].

**DP requirements:** To qualify to undergo the end-of-course written assessment and the basic health sciences (BHS) practical examination students have to meet the following DP requirements: Attend all
• problem-based learning sessions
• scheduled tutorials
• scheduled BHS practical sessions
and complete
• all set written activities
• all scheduled in-course assessment activities.

Students may not miss any problem-based learning sessions, tutorials or BHS practical sessions without the written permission of the academic staff responsible for these activities, as attendance of these activities is compulsory. A medical certificate or an explanatory letter from a parent, relative or guardian must support absence on the ground of illness or personal/family difficulties.

Assessment: Students are required to write a number of in-course assessments and an end-of-course assessment. The written assessments use a case-based format. In addition, students have to complete two BHS practical assessments, a test and an examination. The in-course assessments and the practical test and examination contribute 60% of the overall course mark. The end-of-course assessment contributes 40% of students' overall course mark. In order to pass Introduction to Integrated Health Sciences Part 2 a student must obtain an overall assessment mark of 50%.

In cases where students are unable to sit a written in-course assessment or complete the BHS practical test for what are considered to be legitimate reasons, a deferred assessment will be given. In instances where students fail to provide legitimate reasons for being unable to complete an assessment activity, or fail to take a scheduled deferred assessment, zero will be given for that assessment. A student will not be allowed to miss more than one assessment or have more than one opportunity to take a deferred assessment.

HUB1010S  FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES: PART 1
Course convenor: Dr R Alexander
Course outline: This is a semester course which revisits the course HUB1006F. As in HUB1006F, students will study the health and well-being of the whole person (bio-psycho-social model) through each of the phases of the life cycle. The problem-based learning cases will be structured such that students acquire a basic understanding of the key physical, psychological, socio-cultural and developmental factors and issues that shape the life cycle.

The aim of the course is to develop skills, knowledge and attitudes that will enable them to overcome learning obstacles encountered in HUB1006F. Ongoing analysis of student performance throughout this course will be used to identify the skills that require systematic attention.

Students will receive guidance in developing the relevant language and cognitive skills essential for an integrated study of the health sciences; have the opportunity to strengthen computer and information literacy skills; and explore and apply appropriate orientations to learning.

The basis for scientific understanding will be taught by integration through PBL sessions, lectures, tutorials and practicals. The purpose of this approach is to give students the opportunity to refine key life skills (e.g. an ability to work effectively in a team, problem-solve, and think critically) that are the central requirements of an effective health professional.

DP requirements: In order to progress to HUB1011F: Fundamentals of Integrated Health Sciences: Part 2, students must meet the following DP (duly performed) requirements:
• Attendance of and participation in all activities: PBL, lectures, tutorials, practicals
• Completion of all set assignments
• Sitting all assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on other grounds will be considered on an individual basis.

Assessment: This comprises three written in-course assessments which contribute 70% of the semester mark. Class work and assignments contribute 30% of the semester mark. There is no summative examination for this course.

HUB1011F  FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES: PART 2
Course convenor: Dr R Alexander
Course outline: This is a semester course that builds on the knowledge, skills and attitudes acquired in HUB1010S, and prepares students for HUB1007S, Introduction to Integrated Health Sciences Part 2. In HUB1011F attention is focused on the core principles and concepts of the basic health
sciences (anatomy, physiology and biochemistry), physics, primary health care, and public health.  

**DP requirements:** To qualify for the final examination, students must meet the following DP (duly performed) requirements:

- Attendance of and participation in all activities: PBL, lectures, tutorials, practicals
- Completion of all set assignments
- Sitting all assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on other grounds will be considered on an individual basis.

**Assessment:** This comprises three written assessments that will examine the range of knowledge, skills and attitudes developed in this course. These assessments will contribute 60% of the total mark, and a final, end-of-programme examination will contribute 40% of the total mark for the course.

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**CEM1011F  CHEMISTRY (Faculty of Science)**

**Course convenor:** To be announced

**Course outline:** This is a compulsory half-course offered by the Department of Chemistry for first year medical students. It does not qualify as a first year course in the Faculty of Science. It is an introductory course in chemistry specifically designed to provide first-year medical students with knowledge of the fundamental aspects of chemical theory. At the same time the course is used as a diagnostic tool to explore students’ scientific knowledge and the possible need for intervention. The course comprises 60 formal contact hours during which selected topics in physical and organic chemistry that are relevant to biochemistry, physiology, pharmacology, chemical pathology and medical microbiology are covered. Topics have been selected to equip students with the basic understanding of those key chemical principles they require for the medical programme.

The formal contact sessions are augmented by a practical course that runs in parallel with the lectures. Specific support activities are provided to those students who show difficulty in understanding the scientific domain. During the practical course, students are required to demonstrate that they are able to use a variety of laboratory techniques with precision and accuracy. The practical course also seeks to expose students to the methods used in the acquisition, recording and manipulation of scientific data and expects students to derive inferences from such data.

At the start of the course students are provided with details of the weekly timetable and scheduled learning activities.

**DP requirements:** To qualify for the summative assessment (final examination), students have to meet the DP (duly performed) requirements, which entail:

- Attending and completing practical sessions
- Attending tutorial sessions
- Completing worksheets
- Writing class tests and taking the practical examination.

Absence on the grounds of illness requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis. A student who misses a test for approved medical or compassionate reasons will be required to write a deferred test.

**Assessment:** The class record comprising results in two tests, practical and tutorial records and a practical examination counts for 45% and one three-hour paper written in June counts 55% of the total mark. It is necessary to pass both the theory paper (obtain at least 50%) and the course as a whole. General scientific principles are assessed during all assessments.

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**CEM1011H  CHEMISTRY (Faculty of Science)**

[Students in the Intervention Programme are required to take this course if CEM1011F has not been successfully completed. CEM1011H is a half course running over a whole year. The course commences at the beginning of the second semester and is completed in June at the end of the first semester in the following year.]
Course convenor: Dr S Wilson

Course outline: This is a foundational chemistry course and covers the same material as that in the CEM1011F syllabus. Although this course is equivalent to CEM1011F, the lecture material is not simply repeated. Instead, foundations and concepts pertaining to the core material in the CEM1011F syllabus are discussed in depth. Additional and alternative approaches are used to help students understand this core material. The course comprises three lectures, two tutorials and one practical session per week. The lectures and tutorials are one hour and the practical is three hours. Students have daily contact with either the chemistry lecturer and/or tutor. At the start of the course, students are provided with details of the weekly timetable and scheduled learning activities.

DP requirements: To qualify for the summative assessment (final examination), students have to meet the DP (duly performed) requirements, which entail:

- Attending and completing practical sessions
- Attending tutorial sessions
- Completing worksheets
- Writing class tests and taking the practical examination.

Absence on the ground of illness requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis.

In addition, a student who misses a test for valid and substantiated medical or compassionate reasons will be required to write an additional test.

Assessment: The class record (comprising five tests, the practical record, practical examination and the tutorial record) counts 45%. One three-hour paper written in June counts 55%. It is necessary to pass the theory paper as well as the whole course in order to secure an overall pass.

PHY1025S PHYSICS (Faculty of Science)

Course convenor: Prof C M Comrie

Course outline: Topics covered include: Mathematical skills for physics, Newton's laws of translational motion, force, friction, work and energy, bodies in static equilibrium, density and pressure in fluids, fluid flow, viscosity, wave motion, transverse and longitudinal waves, interference of waves, sound, ear's response to sound, interference, Doppler effect, ultrasound and medical imaging, temperature, gas laws, heat, heat transfer, 1st law of thermodynamics, human metabolism and 1st law, electric charge and field, Coulomb's law, electric potential and potential difference, ECG, electric current, resistivity, simple circuits, nerve conduction, light, reflection and refraction, thin lenses, the human eye, structure of the atom, X-rays.

DP requirements: To qualify to sit the final examination students have to meet the following DP requirements: Attend all

- scheduled tutorials
- scheduled practical sessions

and complete

- all set written course activities [i.e. tutorial assignments and course tests].

Assessment: Course work counts 40%, final examination counts 60%.

A student who fails PHY1025S without the option of a supplementary examination will be required to join the Intervention Programme.

PPH2000W BECOMING A DOCTOR PART 1A
PPH3000F BECOMING A DOCTOR PART 2A

Course convenors: Assoc Prof D Hellenberg and Sr R Nash

Course outline: The course runs over semesters 3 to 5 and occupies 30% of students' total study time in semesters 3 to 5. It consists of and integrates three main sections:

1. Clinical methods
2. Language and communication
3. Health care practice.
This course consolidates the knowledge, skills and attitudes learned in PPH1001F Becoming a Professional and PPH1002S Becoming a Health Professional and students are given the opportunity to apply them in the clinical environment. They learn and practise the skills required for working with patients, including the essential elements of interviewing skills, history-taking and physical examination and concepts of professionalism and human rights. Students are guided through the clinical, individual and contextual components in the assessment of a patient. This assessment teaches them to recognise the patient as an individual with fears, anxieties and concerns within a specific context. Students learn how to use diagnostic equipment and apply other basic skills essential for diagnosis. This course builds on the concept of the reflective, empathic and knowledgeable practitioner and students are required to continue their reflective journals, commenced in previous courses, recording their personal development as professionals. All students are exposed to a diversity of health care settings in primary, secondary and tertiary care in both the public and private sectors.

Clinical skills: A structured approach to the development of clinical skills aims to produce the confidence and the competence required of students when dealing with patients. An integrated and contextual approach to learning, based upon the problem-based learning scenarios used in the Integrated Health Systems courses allows students to learn the appropriate clinical skills, initially on simulated models and peers and eventually on patients selected as illustrative of the clinical cases.

Language and communication: Students learn how to communicate with patients whose language (English, Afrikaans or Xhosa) and culture are different from their own. This includes not only linguistic skills, but also an awareness of the contribution of cultural background to the doctor's and patient's concept of health and illness and to the doctor-patient relationship. By the end of the course students will be able to establish a relationship with a patient and obtain the main points of history in English, Xhosa and Afrikaans. The focus is on oral communicative competence rather than written skills.

Health care practice: This aspect of the course offers students an opportunity to develop an understanding of delivery of health care, its management and organization; aspects of health promotion and disease prevention when applied to medical consultations; and to gain practical experience of the doctor-patient relationship and the consultation process.

Learning method: Student learning takes place in a variety of settings. The Clinical Skills Centre provides a practical setting for students to develop their history-taking and clinical skills. Students are expected to prepare for practicals and tutorials using reading and computerised material provided. Simulated models, diagnostic materials and learning resources are readily available. Tutorials, using case scenarios and case illustrations, integrate the learning of clinical skills with language acquisition and understanding of cultural aspects of patient interaction. Students explore two languages, other than their own, through group tutorials, peer learning and self-directed learning. Language learning also makes use of group work, the language laboratory, peer learning and multimedia sessions. A small group tutorial environment permits students' discussion of the doctor-patient relationship and the consultation prior to working with patients. Later, learning takes place in community practices, clinics and other centres, when students are given opportunities to interact with patients and observe and practise skills learned in the Clinical Skills Centre, applying language acquisition and participating in health promotion.

At the start of the course students are provided with details outlining the weekly timetable and scheduled learning activities.

At the conclusion of semester 3 students will have undertaken:

- 66 hours of small group learning in language and communication
- 66 hours of clinical skills practicals
- 66 hours of tutorials, including health promotion activities
- 6 hours of field work
- 39 hours of dedicated self-directed learning
- 110 hours of self-learning, outside of the standard working day.
At the conclusion of semester 4 students will have undertaken

- 30 hours of small group learning in language and communication
- 30 hours of clinical skills practicals
- 30 hours of tutorials, including health promotion activities
- 6 hours of fieldwork
- 30 hours of dedicated self-directed learning
- 50 hours of self-learning, outside of the standard working day.

At the conclusion of semester 5 students will have undertaken

- 54 hours of small group learning in language and communication
- 54 hours of clinical skills practicals
- 39 hours of tutorials
- 15 hours of fieldwork
- 54 hours of dedicated self-directed learning
- 90 hours of self-learning, outside of the standard working day.

All sessions and practicals are compulsory. Absence on the ground of illness requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the Head of Department.

**DP requirements:** To qualify for the summative assessment at the end of semester 4, students have to meet the DP (duly performed) requirements, which entail:

- Attending clinical skills sessions
- Attending language and communication activities, tutorials, and practicals
- Completing the portfolios of learning
- Attending visits to community organisations
- Undergoing assessment activities.

**Assessment:** An integrated structured clinical examination (ISCE), used in an objective way to cover the three topics within the course, forms the basis of assessment. The abilities tested in the ISCE will include practical skills, the ability to conduct an appropriate consultation, the ability to communicate with patients and peers, and the ability to communicate (in English, Afrikaans and Xhosa) at a level sufficient for a basic sharing of health-related information.

Students also complete a portfolio of learning that translates group or individual activities into a structured approach to learning, using a reflective model. These portfolios are assessed both in a formative way and as a DP requirement during the course of a semester, and in a summative way, contributing to the assessment mark.

The in-course assessments (ISCEs held in the end of semester 3 and midway through semester 4) constitute 50% of the final mark and the OSCE at the end of semester 4 constitutes 50%, but both must be passed independently. In addition, each of the components of the course (Family Medicine, Clinical Skills and Languages) will contribute equally to the course mark and have to be passed independently.

Failure to pass the assessment at the end of semester 4 and failure to pass a supplementary assessment will require a student to repeat all courses in semesters 3 and 4, excluding the Special Study Module, provided the student has previously passed this. Students who have successfully passed semester 3 and 4 activities carry these marks through to semester 5. These marks, plus one in-course assessment in semester 5, constitute the in-course mark, contributing 60% to the total mark at the end of semester 5.

A summative assessment at the end of semester 5 contributes 40% of the total marks. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment may be added to the next assessment, or students may be required to undergo an additional assessment.
SLL2002H  BECOMING A DOCTOR: PART 1B (Faculty of Humanities)
Course convenor: Mr I van Rooyen
Course outline: "Afrikaans: Kommunikasievaardighede vir Dokters": The content of the Afrikaans course is synchronised with the content for PPH2000W Becoming a Doctor Part 1A. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for doctor-patient interaction, including skill in asking questions and in effectively entering into dialogue with a patient. The course focuses on the unique pronunciation and stylistic variants of individual patients, culture-specific words and expressions, and the possible 'indigenisation' of language.

DP requirements: At least 80% class attendance; completion of all in-course assessments.
Assessment: Two oral summative assessments in semester 3, and two oral summative assessments in semester 4.

HUB2017H (Semester 3) LAB2000S (Semester 4) INTEGRATED HEALTH SYSTEMS - PART 1 A AND B
LAB3009F (Semester 5) INTEGRATED HEALTH SYSTEMS - PART 2
Course convenors: Dr J Ramesar; Assoc Prof G Louw and Dr V Leaner
Course outline: This course, over three semesters, provides the student with a detailed understanding of the normal structure and function of the human body and how these are affected when the body suffers from disease. In a completely integrated way, students learn core material in the basic health sciences (gross anatomy, embryology, histology, cell biology, medical biochemistry, molecular biology and physiology), core material on infectious diseases (medical microbiology and immunology), changes that occur from normal structure and function (anatomical pathology, chemical pathology and haematology), and the principles of pharmacology and early management. Emphasis is placed on psychosocial matters relating to each case, drawing in all relevant aspects of family medicine, primary health care, public health, and mental well-being. Concurrently, students learn clinical skills, interpretation of data, professional values and ethics, and certain procedural skills directly related to the cases studied. Whilst initially the emphasis is on normal structure and function, the student also learns what results when the normal structure and function change during illness and disease, the impact on the well-being of the individual, family and society, and the role of the health care services in alleviating illness. The approach of this course remains that of supported problem-based learning, as begun in earlier semesters. This entails case-based, group learning supported by lectures, practicals and stand-alone modules. Students develop the key life skills that are the central requirements of an effective health care professional, including that of a multidisciplinary team approach. Twenty cases, all of which have relevance in the greater Cape Town area, in the Western Cape, or in South Africa as a whole, have been selected to provide vehicles for the study of each of the systems of the body, fully integrated with anatomical and chemical pathology and medical microbiology, as follows:

Semester 3:
- Skin inflammation, lower backache, cardiac failure, cardiac ischaemia, acute glomerulonephritis, asthma, TB, pneumonia.

Semester 4:
- HIV/AIDS, diarrhoea, jaundice, anaemia, prostatic hyperplasia.

Semester 5:
- Carcinoma of cervix, leukaemia, diabetes mellitus types I and II, neural tube defect, tuberculous meningitis, stroke, maternal alcohol abuse and foetal alcohol syndrome.

At the start of the course students are provided with details outlining the weekly timetable and scheduled learning activities. At the conclusion of the semester 3 course, students will have undertaken:
- 96 hours of full-body dissection in anatomy
- 84 hours of pathology practicals
- 84 hours of practicals related to other basic health sciences disciplines
- 100 hours of problem-based learning
- 100 hours of self-directed learning
• 132 hours of lectures
• 220 hours of self-learning, outside of the standard working day.

At the conclusion of the semester 4 course students will have undertaken:
• 60 hours of practicals related to health sciences disciplines
• 45 hours of problem-based learning
• 55 hours of scheduled self-directed learning
• 100 hours of lectures
• 100 hours of self-learning, outside of the standard working day.

At the conclusion of semester 5 students will have undertaken:
• 96 hours of practicals related to health sciences disciplines
• 88 hours of problem-based learning
• 88 hours of self-directed learning
• 96 hours of lectures
• 160 hours of self-learning, outside of the standard working day.

**DP requirements:** To qualify for the final examination in the course, students have to meet the following DP (duly performed) requirements:
• Attend problem-based learning sessions
• Attend tutorials, stand-alone units and practicals
• Complete set assignments
• Sit assessment activities.

In cases where students fail to complete a particular in-course assessment, they must apply for a deferred class test to the course convenor. Students may not miss problem-based learning sessions without a valid reason, and absence will be reported to the Head of Department. Problem-based learning sessions, tutorials, stand-alone units and practicals are compulsory. Absence on grounds of illness requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis.

**Assessment:** Students are required to complete a series of in-course assessments, based upon learning objectives and practicals, which contribute 60% to the final assessment at the end of semester 4. A summative assessment is held at the end of Semester 4, contributing 40% to the total mark. Assessment tasks include written papers, assignments that form part of a portfolio and practical examinations. Regular self-assessment activities provide feedback to students on their progress. Students must achieve an overall pass in semesters 3 and 4 in order to progress to semester 5. The result of the assessments in semester 3 and 4 are carried forward as in-course marks to contribute to the final semester 5 mark, the Second Professional Examination. All the in-course assessments comprise 60% of the total final mark. The final examination is in June at the end of semester 5, and constitutes 40% of the total final mark.

An Assessment Board meets at the end of semester 4 to examine students’ academic performance during semesters 3 and 4, based on in-course, performance-based assessments, and a summative assessment taken at the end of semester 4, to determine whether they may progress to semester 5. Students have to obtain an overall pass mark comprising marks for all in-course assessments and the summative assessment at the end of semester 4. If students fail to pass these assessments, they will be required to repeat all courses in semesters 3 and 4, including the Special Studies Modules if they passed such modules with less than 60% or failed them.
The SSM is selected by the student from a list of modules offered by different departments. They are research modules, designed to encourage a diversity of approach and to give opportunities to explore particular interests, while developing in-depth intellectual and practical skills essential for rigorous scientific and medical practice. SSMs include a wide range of topics, including basic medical science, pathology, clinical science, behavioural science, epidemiology and community health. A module may take the form of data interpretation, a literature review, a survey or a laboratory-based study. To encourage depth of learning, students work individually or in small groups and with a designated supervisor. Assessment is based on a written report, submitted at the end of the four weeks. As the curriculum develops, students may be offered the opportunity of selecting further SSMs to develop a deeper understanding of a particular area of personal interest. Where human participants are the subject of the research module, students are expected to adapt an ethical approach, and must obtain informed, signed consent.

At the conclusion of each SSM, students will have undertaken:

- A minimum of 4 hours of face-to-face learning
- A minimum of 18 hours of supervisor-directed learning
- A minimum of 72 hours of self-directed learning and/or practical/field-work activity
- 60 hours of self-learning, outside of the standard working day.

**DP requirements:** Attendance and completion of specified learning objectives is compulsory, decided upon by the student and supervisor at the start of the SSM.

**Assessment:** This section must be read with the blue Special Study Modules information booklet. Students receive this document during semester 3, prior to choosing their SSM.

Assessment in SSMs is based on a referenced written report of 2500-3000 words, relating to the field of work and subject to a formative process throughout the SSM. Performance is marked, using a criterion-based marking schedule, which is described in the SSM information booklet. A random selection of all SSM reports (and those with borderline or very high or low marks), are double-marked by the module convenor and a second marker (either another member of staff in that unit, or the overall convenor, or the external examiner). The SSM Moderating Board decides the final mark.

**MDN3001S  INTRODUCTION TO CLINICAL PRACTICE (Semester 6)**

**Course convenor:** Prof R Hift

**Course outline:** This semester is designed to allow the student to consolidate and broaden the clinical skills, knowledge and behaviours acquired in the Becoming a Doctor courses of semesters 3-5, and to apply the principles learnt in the Integrated Health Systems courses to clinical practice. Students rotate through five clinical attachments of three weeks each. These attachments cover the domains of adult health and illness, women's health and illness, perinatal health and illness, mental health and illness and a clinical skills module. Within these attachments students interview, examine and assess patients in hospitals and health care institutions. The purpose of the attachments is to build upon the core knowledge and clinical skills learnt in semesters 3-5 through the medium of exposure to patients, and to give students added confidence in their interaction with patients. These clinical attachments are complemented by a study and tutorial programme introducing the principles of medical ethics, therapeutics and genetics.

**DP requirements:** Students who have not fulfilled the DP requirements of the course are not permitted to sit the summative assessment. Such students will be allowed to retake semester 6 again only if there is valid reason, assessed by the Examination Board, why the DP requirements were not met initially. Students must note that repeating semester 6 will mean a six-month break in studies. Students are required to:

- attend clinical tutorials and activities
- identify, interview, examine and assess patients to the satisfaction of the lecturer in charge of each clinical attachment
- attend ethics and other tutorials
- develop a satisfactory portfolio of clinical learning
• satisfactorily complete all set assignments, including reading, self-study, written and oral presentations.

Assessment: A summative assessment at the end of semester 6 is based on:
• A structured interview, using the student's portfolio of clinical learning, developed during the clinical attachments, as a basis for the review
• A computer-based theory examination based on the extended matching item format

Students who fail the sections of the computer-based examination in women's health and perinatal medicine may be denied promotion into the fourth year of study.

SLL3002F BECOMING A DOCTOR: PART 2B (Faculty of Humanities)
Course convenor: Mr I van Rooyen
Course outline: "Afrikaans: Kommunikasievaardighede vir Dokters": The course further develops the skills learnt in the second year. Attention is given to history-taking within a clinical context and responses to individual speech acts.

DP requirements: At least 80% class attendance. Completion of all in-course assessments.
Assessment: Two oral summative assessments.

PRY4000W PSYCHIATRY
Course convenor: Dr N Shortall
Course outline: Clinical psychiatry is taught in semesters 7 and 8 at Valkenberg, Lentegeur, Groote Schuur and Red Cross Hospitals in a combined 5-week block with medical sub-specialities, followed by a 3-week therapeutics block. At the first meeting students are given a list of psychiatric disorders, conditions and special skills that they will be expected to know by the end of this block. They are expected to attend all seminars and case presentations. Students are in the wards from 08h30 until 12h30 and from 14h00 to 16h30. Their clinical duties under supervision include the assessment and clerking of patients; attending ward rounds where they will present their findings and the follow-up and management of these patients where possible. They are required to keep a portfolio (extended descriptive logbook) of all patients seen and this is used in their end-of-block and end-of-year assessments. The basics of psychiatry (general psychiatry, child and adolescence psychiatry, woman’s health, medico-legal issues pertaining to psychiatry, addictionology and community psychiatry) are covered in a mixture of lectures, seminars, case presentations and self-directed exercises. This will be provided in a mix of small groups of 6-10 students and whole-group activities during the block.
Assessment: The end-of-block examination includes an assessment of psychiatric skills and knowledge obtained during this block. Part of the end-of-year examination is integrated with other disciplines. The end-of-block assessment comprises a written paper (35%), a clinical oral (15%), and an in-course assessment mark allocated by a tutors – which includes the student’s block participation, oral presentations (10%) and a written case report (10%). The end-of-year examinations consist of a written paper (MCQ/EMI) (20%) and a portfolio/oral assessment (10%), run in conjunction with other disciplines.

OBS4003W OBSTETRICS
Course convenors: Dr G Draper and Dr L Schoeman
Course outline: The block consists of an eight-week programme which is shared between obstetrics and neonatology. It builds on the introduction provided in the semester 6 programme and forms part of a progressive spiral curriculum that runs through to the final year. During the obstetrics programme students acquire the knowledge, skills and professional conduct required for obstetrics practice. Teaching takes place within the Peninsula Maternal and Neonatal Service, which exposes students to primary (or community-based) and secondary (or hospital-based) levels of care. Practical experience is recorded in a logbook and includes at least 15 deliveries under supervision. This programme is examined at the end of the block and at the end of the fourth year. The programme is
supplemented by a series of lectures and clinical seminars that cover topics within the discipline as well as contributions from other divisions in order to provide an integrated approach to common problems.

**Assessment:** Completion of the required number of practical procedures is mandatory. There is an end-of-block assessment which includes an in-course assessment (10%), case presentations (10%), an OSCE (35%), and the presentation of research projects (10%). A computer-based EMQ examination at the end of the year contributes 25%. The multidisciplinary portfolio assessment at the end of the year contributes 10% to the final mark.

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**MDN4011W MEDICINE (including Dermatology)**

**Course convenors:** Prof V Burch and Dr M Blockman

**Course outline:** Internal medicine, including acute care medicine and ambulatory primary care practice, is taught in the fourth year MBChB at Groote Schuur Hospital, Victoria Hospital, GF Jooste Hospital, New Somerset Hospital and Khayelitsha Community Health Centre. During the year, students undertake clinical clerkship attachments at assigned health care service sites. During each attachment students have daily access to the wards and clinics from 08h00 - 15h30 in order to engage in self-directed learning activities, i.e. interview and examine (clerk) patients and write patient reports. Most of the contact teaching is clinically orientated and takes place in bedside-based small-group tutorials conducted by senior clinicians attached to the respective health care service sites. In addition, as series of clinical seminars during the year addresses topics in all the Divisions of Medicine as well as broad issues relevant to the practice of medicine. A core component of the clerkship attachment is the development of a portfolio of learning in which students are required to collate a number of case records reflecting patient encounters during the course. This portfolio of learning forms part of the assessment process. Three core elements of the primary health care approach are taught and assessed in the course. These are (i) health promotion, (ii) culture, psyche and illness and (iii) the referral system. The three components that inform comprehensive health care, including promotive, preventive, curative, rehabilitative, and palliative care at the primary, secondary, and tertiary levels are: (i) Multidisciplinary and intersectoral collaborations, (ii) community involvement and (iii) equity in health care. These components of health care are also be assessed in the course.

**Assessment:** A broad-based assessment, inclusive of (i) an in-course assessment (10%), (ii) an end-of-block clinical examination (40%), (iii) a short OSCE of chest x-ray and ECG interpretations (5%), (iv) an end-of-year portfolio interview (15%) and (v) an end-of-year written multiple-choice question examination (30%).

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**DERMATOLOGY**

**Course convenors:** Assoc Prof G Todd and Dr S Jessop

**Course outline:** Dermatology is offered to MBChB students predominantly in the form of patient-based small-group clinical demonstrations and tutorials. Teaching in dermatology is based on studying reaction patterns of the skin and taking part in interactive block tutorials. Dermatology and its application are taught using problem-based learning cases based on common presentations.

**Learning outcomes:**
- Identify and manage common skin conditions
- Identify life-threatening skin conditions
- Recognise the psychosocial impact of skin diseases
- Recognise the relationship between the skin and other body systems
- Recognise the importance of the skin in general health and illness
- Understand the principles of treatment of skin diseases

**Assessment:**
- Dermatology is examined as part of the general medical clinical and portfolio examinations at the end of the block.
A minimum of two dermatology cases must be included in the portfolio for 4th year.

PPH4013W  PUBLIC HEALTH
Course convenor: Prof L London
Course outline: An eight-week module integrated with the course (PPH4014W) primary health care/health promotion and family medicine. The public health component consists of lectures, seminars, group work and field visits. Students also conduct investigative projects at their community sites and present their results to colleagues and to stakeholders. The course emphasises the following areas: epidemiology, biostatistics, research methods, evidence-based practice, occupational and environmental health, communicable disease control, health economics and health needs of vulnerable groups, aiming to prepare students for population-orientated practice in South Africa.

Fieldwork: Students conduct community-based research projects in Khayelitsha, Blaauwberg, Nyanga and Woodstock. They also undertake on-site visits to health services in communities, factories and special settings as part of their learning experience.

Assessment: A two-hour written examination takes place at the end of the course. Students' assignments include a project protocol, project presentation and a written report. A sub-minimum of 42% for the end-of-block examination is required to pass the block. Students who fail are required to present themselves for an oral examination at the end of the academic year. Students who fail to achieve an overall aggregate of 40% at the end of their block are not given an oral and fails the course. Students must obtain 50% to pass the course.

PPH4014W  PRIMARY HEALTH CARE (including Family Medicine)
Course coordinators: Ms MJ Keikelame (primary health care/ health promotion), Dr G Bresick (family medicine) and Dr L Gwyther (palliative care)
Course outline: (Primary health care/ health promotion) The PHC/ health promotion course is an integrated eight-week block rotation offered in the School of Public Health and Family Medicine. The course builds on students' theoretical understanding of the primary health care approach acquired in earlier semesters. Students are placed in four community-based teaching sites, namely: Khayelitsha, Vanguard, Woodstock and Mamre/Atlantis. This placement provides students with the opportunity to engage with communities and to gain a contextual understanding of factors affecting health. Through practical engagements on site, students learn and apply various skills used in health promotion, such as: networking, advocacy, communication, organising, facilitation, planning and negotiation. The course emphasises experiential learning and reflection, team work, community participation and empowerment.

Assessment: (Primary health care/ health promotion) In-course assessment: 80% of all PHC/ health promotion projects listed below:
- Group projects: health promotion oral presentations and written report
- Individual projects: Reflective journal and written assignment

Course outline: (Family medicine/ palliative care) This block includes rotations in family medicine and palliative care. It builds on the Becoming a Doctor course, focusing on the foundations and principles of family medicine and palliative care and the practice of essential skills. It includes general practice and hospice attachments.

Assessment: (Family medicine/ palliative care) Student assessment comprises 20% of the total mark for PPH4014W. In order to pass the course students must obtain an overall pass mark of 50% at the end of the block. Students obtaining a final mark of 45-49% will have an oral examination with the external examiner at the end of the year. Students obtaining a final mark of below 45% will fail the block.

AAE5000H  ANAESTHESIA
Course convenor: Dr R Nieuwveld
Course outline: The 4th year course is presented within the medicine block and is based on tutorials and clinical teaching and exposure in the operating theatres. In the 5th year, practical clinical instruction is presented, offering clinical anaesthesia exposure integrated with general surgery and offered over the eight-week general surgery rotation. Both the 4th and 5th years' learning in anaesthesia must be considered as a single continuum.

Core learning outcomes: The student will demonstrate:
- Knowledge of clinical anaesthesia
- Skills in the preoperative, intraoperative and postoperative care of patients necessary for safe anaesthetic practice
- Professional behaviour appropriate to the pivotal role of the anaesthetist in the surgical setting.

Core knowledge:
- Basic knowledge of anaesthetic techniques
- Pharmacology related to anaesthesia.

Learning in the 4th year is based on developing an understanding of the academic basis for Anaesthesia and of the related physiology and pharmacology. In the 5th year, learning is centred around a series of anaesthetics which the student will administer under supervision, involving also the preoperative assessment of patients and their postoperative management. Students develop a portfolio of four such cases that they personally manage. (Further details are contained in the student course guide.)

Assessment: Students undergo formative and summative assessments using various methods both during the course as well as at the end-of-block and end-of-year.
- Formative assessment occur in each block by the specialist anaesthetists who supervise the student's administration of a series of anaesthetics.
- Summative assessment is based upon:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% contribution to total mark</th>
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<tbody>
<tr>
<td>In-course assessment</td>
<td>25%</td>
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<tr>
<td>End-of-block clinical exam</td>
<td>20%</td>
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<tr>
<td>End-of-year oral based on the Portfolio</td>
<td>15%</td>
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<tr>
<td>Anaesthetics (in acute care medicine, 4th year)</td>
<td>40%</td>
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</table>

Students must achieve a final mark of 50% or more to pass the course.

PPH5000H PRIMARY HEALTH CARE ELECTIVE

Course convenor: J Irlam

Purpose: To provide students with a four-week learning experiences that will enhance their clinical competency, their research skills, and their understanding of the social context of disease and health.

The elective serves two categories of student:

Category 1: Students who have performed satisfactorily throughout their 4th year of study.

These students are required to undertake the elective at a placement of their choice:
- A clinical placement at a site of the student’s choice within Africa (SADC region), or
- A research placement at an approved site of the student’s choice. The research topic is chosen by the student subject to approval by the Faculty.

[Note: All placements will be self-funded by students.]

Supervision: Supervision is undertaken by an external supervisor of the students choice at the placement site.

Assessment of clinical placement: A pass/fail assessment will be made based on:
- A written elective report by the student.
- A standardised evaluation by the external supervisor.

Students who fail will be required to repeat 3 weeks of their placement at a location to be selected by the Faculty.
**Category 2:** Students who have achieved less than 55% in one or more of their 4th year courses are placed at a local secondary teaching hospital to enhance their skills in the discipline in which they are weakest.

**Supervision:** Supervision is by a faculty member appointed by the department in which the student undertakes his/her clinical skills enhancement.

**Assessment:** A written elective report by the student that includes a portfolio of patients seen by the student.

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**PED5001W  PAEDIATRICS (including Paediatric Surgery)**

**Course convenors:** Dr S Delport and Dr J Burgess

**Course outline:** The course code covers general paediatric medicine (including a period of neonatal medicine in 4th year) and an introduction to paediatric surgery. In 5th year the course is an eight-week block. Students are provided with a structured learning environment with no service commitment. (A service commitment as student interns forms the basis of learning in 6th year). The working day is 08h00 to 17h00. Four weeks of the block are spent at the Red Cross Children’s Hospital alternating with four weeks at either New Somerset Hospital or Groote Schuur Hospital. During each block there is a series of weekly seminars (ending with an assessment) relating to paediatric therapeutics. However, both 5th and 6th years must be considered as a single learning continuum.

**Core learning outcomes:** The student will demonstrate:

- Knowledge of common core paediatric diseases and conditions
- Skills such as taking a paediatric history; ability to examine a child or adolescent of any age;; defining an appropriate problem list and drawing up an appropriate management plan; ability to perform basic procedures.
- Professional behaviour and attitude appropriate to handling children and their caregivers; considering the rights of the child and being advocates for child health.

**Core curriculum:** Core knowledge, as defined by the School of Child and Adolescent Health, forms the backbone of the curriculum and the learning of paediatrics is along two lines:

- Learning is centred in a list of core presentations (common paediatric conditions) e.g. a wheezy child, which the students address in terms of history-taking, examination, assessment and management plans as well as during bedside tutorials and self-directed learning. Some of these presentations are covered in seminars.
- The extent of learning will be based on what are considered to be core topics (common conditions or diseases).

The core topics have been subdivided into

- must know: detailed knowledge of the topic is mandatory; and
- must recognise: requiring awareness of the topic and its inclusion in a differential diagnosis - omission of which could be detrimental to the child.

(Further details are contained in the student course guide.)

**Assessment:** Students undergo formative and summative assessments using various methods, both during the course as well as at the end-of-block and end-of-year.

**Formative assessment** occurs in each four-week block; there are three assessments per block at specific times covering all aspects of the student's performance.

**Summative assessment** is based upon five components as follows:

<table>
<thead>
<tr>
<th>% contribution total mark</th>
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</thead>
<tbody>
<tr>
<td>In-course assessment (bedside tutors)</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
<td>25%</td>
</tr>
<tr>
<td>End-of-year written paper</td>
<td>25%</td>
</tr>
<tr>
<td>End-of-year oral based on the portfolio</td>
<td>15%</td>
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<tr>
<td>Neonatal medicine (from 4th year)</td>
<td>15%</td>
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</table>

Students must achieve a final mark of 50% or more to pass the course.
MDN5002W  MEDICAL AND SURGICAL SPECIALTIES

DERMATOLOGY

Course convenors: Prof G Todd and Dr S Jessop

Course outline: The course is four weeks in duration (as part of the "specialties" block which has three components, namely dermatology, otorhinolaryngology and ophthalmology). There is a special focus on ambulatory and day-care services in addition to the more traditional hospital-based clinical clerkship.

Core learning outcomes: The student will demonstrate:

• Knowledge of common core dermatological diseases and conditions
• Skills, including clinical, clinical reasoning and procedural
• Professional behaviour and personal attributes.

Core curriculum:

A core curriculum has been defined for the course. There are three categories of required learning:

• Core clinical problems which students are expected to be able to evaluate clinically e.g. a patient presenting with itchy skin
• Core clinical topics about which the students are expected to be knowledgeable e.g. eczema.
• Core procedures in which students are expected to be competent and which are further stratified as follows:
  • Must know: the student is expected to have a detailed knowledge of the clinical presentation, laboratory investigation and management including procedural hands-on skills of these important, common conditions.
  • Must recognise: The student is expected to have a basic understanding of the clinical features suggestive of this diagnosis, a few basic appropriate investigations that would assist in making the diagnosis and a certain level of understanding of the management and treatment of these important conditions.
  • Nice-to-know: Additional topics/procedures which will broaden the students' knowledge base and competency, but which do not form part of the assessment.

(Further details are contained in the student course guide.)

Assessment: Students undergo formative and summative assessment.

Formative assessment: Tutors provide students with feedback on their performance whenever patients are interviewed or examined during teaching sessions and when presenting on ward rounds.

Summative assessment is based upon components as follows:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>In-course assessment (based upon performance in tutorials, presentations and tasks)</td>
</tr>
<tr>
<td>45%</td>
<td>End-of-course clinical exam</td>
</tr>
<tr>
<td>30%</td>
<td>End-of-year written examination based on slides</td>
</tr>
<tr>
<td>15%</td>
<td>End-of-year oral based on the Portfolio</td>
</tr>
</tbody>
</table>

Students must achieve a final mark of 50% or more to pass the course.

NEUROLOGY AND NEUROSURGERY

Course convenors: Neurology: Prof R Eastman; neurosurgery: Prof G Fiegen

Course outline: This integrated course aims to cover the common entities in adult neurology and paediatric and adult neurosurgery.

Core learning outcomes:

• Knowledge of common neurological diseases and conditions
• Skills in
  - examination of the nervous system
- application of treatments specific to the specialty
- carrying out procedures specific to the specialty
- radiologic assessment.

- Professional behaviour appropriate to clinical practice.

(Further details are contained in the student course guide.)

Core curriculum:
A core curriculum has been defined for each of the four components of the course. The required learning is categorised in two ways:

- A list of core clinical problems students are expected to be able to evaluate clinically e.g. a patient presenting with hemiparesis
- A list of core clinical topics students are expected to be knowledgeable about e.g. stroke.

In order to facilitate learning, the clinical topics have been further stratified as follows:

- Must know: The student is expected to have a detailed knowledge of the clinical presentation, laboratory investigation and management of these important, common conditions.
- Must recognise: The student is expected to have a basic understanding of the clinical features suggestive of this diagnosis, appropriate investigations that would assist in making the diagnosis and a certain level of understanding of the principles of treatment of these important conditions, all of which have serious implications if missed.
- Must be aware of: The student should be aware of the condition but is not expected to accurately diagnose or manage the condition.
- May hear of or see: Rare conditions affecting the nervous system that the student should refer for specialist opinion and management.

Assessment:
Students undergo formative assessments using various methods during the course as well as at the end of the block and end of the year.

Formative assessment occurs in each block.

Summative assessment is based upon:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
</tr>
<tr>
<td>End-of-year written paper</td>
</tr>
<tr>
<td>End-of-year oral based on the Portfolio</td>
</tr>
</tbody>
</table>

Students must achieve a final mark of 50% or more to pass the course.

OTORHINOLARYNGOLOGY (ENT)

Course convenor: Prof C Prescott

Course outline: The course in ear, nose and throat (ENT) diseases forms a component of the 8-week "medical and surgical specialities" block. Students undergo experiential learning in the ENT wards and outpatient clinics in Groote Schuur, Red Cross and Somerset Hospitals and spend two days on a field trip to rural primary care clinics where, under supervision, they run "ear clinics" for the local population.

Core curriculum: The core knowledge that the student requires has been stratified into two categories:

- Must know: The student is expected to have a detailed knowledge of the clinical presentation, assessment and management of these important, common conditions,
- Must recognise: The student is expected to recognise features suggestive of these conditions, have some knowledge of appropriate examination and investigation to assist in confirming/excluding the conditions and have a certain level understanding of the principles of treatment of the conditions which may have serious implications if missed.

Core learning outcomes: The student must become competent in examination of the ear, nose, throat, and neck and in the ability to undertake a simple assessment of hearing. The student must
demonstrate rational reasoning as defined by the ability to make a differential diagnosis and ultimately arrive at a specific diagnosis. The student is expected to become familiar with the spectrum of diseases/disorders managed by an ENT Division, the special examination techniques and investigations and management methods employed to facilitate their ability to refer and counsel patients appropriately.
(Further details are contained in the student course guide.)

**Assessment:** Students will undergo assessment using various methods both during the course as well as at the end of the block and end of the year.

*Assessment* is based on the following components:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
<th>In-block examination of clinical skills</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In block case presentation</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>End-of-block multiple choice examination</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>End-of-year multiple choice examination</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>End-of-year oral based on portfolio</td>
<td>15%</td>
</tr>
</tbody>
</table>

Students are required to maintain their logbook of procedural skills in respect of Otorhinolaryngology. Students must achieve a final mark of 50% or more to pass the course.

**RHEUMATOLOGY AND ORTHOPAEDICS**

**Course convenors:** Rheumatology: Prof A Kalla; Orthopaedics: Prof J Walters

**Course outline:** This integrated course aims to cover the common entities in adult rheumatology and paediatric and adult orthopaedics.

**Core learning outcomes:**
- Knowledge of common musculoskeletal diseases and conditions
- Skills in:
  - examination of the musculoskeletal system
  - application of treatments specific to the specialty
  - carrying out procedures specific to the specialty
  - radiologic assessment.
- Professional behaviour appropriate to clinical practice.

(Further details are contained in the student course guide.)

**Core curriculum:**
A core curriculum has been defined for each of the four components of the course. The required learning is categorised in two ways:
- A list of core clinical problems students are expected to be able to evaluate clinically
- A list of core clinical topics students are expected to be knowledgeable about.

In order to facilitate student learning, the clinical topics have been further stratified as follows:
- **Must know:** The student is expected to have a detailed knowledge of the clinical presentation, laboratory investigation and management of these important, common conditions.
- **Must recognise:** The student is expected to have a basic understanding of the clinical features suggestive of this diagnosis, appropriate investigations that would assist in making the diagnosis and a limited understanding of the principles of treatment of these important conditions, all of which have serious implications if missed.
- **Must be aware of:** The student should be aware of the condition but is not expected to accurately diagnose or manage the condition.
- **May hear of or see:** Rare conditions that the student should refer for specialist opinion and management.

**Assessment:** Students undergo formative and summative assessments using various methods both during the course as well as at the end-of-block and end-of-year.

*Formative assessment* occurs in each block.
Summative assessment is based upon components as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
<td>40%</td>
</tr>
<tr>
<td>End-of-year written paper</td>
<td>25%</td>
</tr>
<tr>
<td>End-of-year oral based on the portfolio</td>
<td>15%</td>
</tr>
</tbody>
</table>

Students must achieve a final mark of 50% or more to pass the course.

**OBS5003W OBSTETRICS AND GYNAECOLOGY**

**Course convenors:** Dr N Mbatani and Dr G Petro

**Course outline:** The block consists of six weeks of obstetrics and gynaecology and two weeks of forensic medicine. The gynaecology course builds on the prior three weeks of learning in women’s health during semester six. Students have already learnt to take histories from patients and to examine women using models, and have been exposed to the broader issues around women’s health and have been introduced to the role of gender in health promotion. In this course they learn about the issues of sexuality, domestic violence and contraception, at the same time gaining clinical experience in gynaecology and women’s health. Teaching takes place in a variety of clinical settings where students learn how to perform a gynaecological examination on patients, mostly in an outpatient setting, which is most appropriate for their future practice. The obstetrics course consolidates the training in the previous two years and combines tertiary referral obstetrics at Groote Schuur Hospital with outreach programmes and primary care at the district level (False Bay Hospital or other primary care facilities). The objective is to broaden the theoretical and practical base of obstetric knowledge and to allow a deeper lever of understanding of obstetric referral problems at tertiary level. The combined obstetrics and gynaecology clinical teaching is complemented by tutorials and clinical skills sessions.

**Core learning outcomes:** Students are required:

- to build on their basic knowledge of obstetric and gynaecology practice
- to practice and observe the skills required in high risk obstetrics
- to formulate professional attitudes by being involved in primary and tertiary obstetric and gynaecologic care
- to develop empathetic and reflective health care standards for themselves
- to continue along the road of self-directed learning.

**Assessment:** Students undergo formative and summative assessments both during the course as well as the end of block and end of year. Case reports in obstetrics and gynaecology are to be added to the portfolio.

Summative assessment is based upon the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>% contributions to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth year gynaecology mark</td>
<td>10%</td>
</tr>
<tr>
<td>End-of-block clinical assessment</td>
<td>45%</td>
</tr>
<tr>
<td>End-of-year multiple choice paper</td>
<td>30%</td>
</tr>
<tr>
<td>End-of-year multidisciplinary assessment based on the portfolio</td>
<td>15%</td>
</tr>
</tbody>
</table>

In addition, it is mandatory that all students complete a logbook of procedures. These must be signed by the attending consultant or registrar. As this is a course requirement, failure to complete the logbook will mean the student can be prevented from sitting the final examination.

**CHM5003W GENERAL SURGERY**

**Course convenor:** Prof J Krige
Course outline: In the 5th year general surgery is learned at Groote Schuur Hospital within specialized units (hepatobiliary, vascular, colorectal, breast and endocrine). The 5th year surgery programme is carefully planned around an integrated, student-centred, problem-based core curriculum designed for the modern medical student. A series of daily seminars serves to present the essential core curriculum in general surgery and is representative of the common important clinical presentations, the recognition and initial management of which are of relevance to general practitioners in South Africa. The provision of essential core knowledge is supported by notes and supplemented by daily handouts of the core surgical seminars. Fundamental to the departmental philosophy of empowering students are the interactive bedside tutorials where students develop and enhance their clinical proficiency and diagnostic skills and are encouraged to acquire the empathy and communication competence intrinsic to the surgical ethos of excellence in holistic patient care.

Core curriculum:
The core topics are divided into:

- **Must know:** Detailed knowledge of the topic is mandatory;
- **Must recognise:** Requiring awareness of the topic and its inclusion in a differential diagnosis - omission of which could be detrimental to the patient.

(Further details are contained in the student course guide.)

Core learning outcomes:

- To recognise urgent and life-threatening clinical scenarios
- To recognise common surgical diseases, as well as some less common but dangerous problems
- To be able to initiate primary or emergency care as appropriate
- To be able initiate appropriate investigation(s)
- To be able to recognise conditions or identify patients who need referral to specialised services.

Assessment: Assessment is both formative and summative.

**Formative assessment:** Students are provided with feedback from their tutors informally during their block. This is not recorded, and has no part in the final promotion mark.

**Summative assessment** is based upon:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (bedside tutors)</td>
<td>10%</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
<td>30%</td>
</tr>
<tr>
<td>End-of-block written paper</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-year written exam (incorporating the surgical specialities)</td>
<td>25%</td>
</tr>
<tr>
<td>End-of-year oral based on the portfolio</td>
<td>15%</td>
</tr>
</tbody>
</table>

Logbook of surgical procedures: The students are expected to complete a log book of observed or performed procedures.

PLASTIC SURGERY

Course convenor: Assoc Prof D Hudson

Course outline:

Core learning outcomes:

- Knowledge of the important conditions requiring treatment by a plastic surgeon e.g. skin cover, grafts and flaps, trauma, cosmetic surgery, burns.
- Skills of examination, initiating treatment and in selecting patients for referral to a specialist centre.

Core curriculum:

Core topics have been identified. (Further details are contained in the student course guide.)

[In the sixth year students see and experience plastic surgery at the Red Cross Children's hospital in the way of congenital anomalies such as tumours, cleft lip and palate and hand abnormalities].

Assessment: Plastic surgery is contained in the end-of-block clinical exam and end-of-year written
exam in general surgery.

UROLOGY
Course convenor: Dr R Barnes
Course outline: During the eight-week general surgery block in 5th year, students have three seminars covering urology topics and attend urology outpatients.

Core learning outcomes:
- Knowledge of the common urological conditions
- Skills of examination and in performing minor urological surgery

Core curriculum:
Core topics have been identified.
(Details are contained in the student course guide).

Assessment: urology is contained in the end-of-block clinical exam and end-of-year written exam in general surgery (10 multiple choice questions).

MDN5003H PHARMACOLOGY AND APPLIED THERAPEUTICS
Course convenor: Assoc Prof K Barnes

Course outline: This course is integrated through rotations in paediatrics, surgery and medical specialities. The course focuses on applying understanding of pharmacodynamics and pharmacokinetics to the management of common conditions, using essential medicines in the primary health care context. It aims to equip students with the skills for critically appraising evidence and judging the risk-benefit profiles of available treatment options to ensure optimal patient care.

Assessment: The final professional assessment is completed in fifth year, with the contribution of each component as follows:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Year in-course assessments</td>
</tr>
<tr>
<td>4th Year end-of-block written paper</td>
</tr>
<tr>
<td>5th Year in-course assessments</td>
</tr>
<tr>
<td>Portfolio exam</td>
</tr>
<tr>
<td>5th Year “Best of four” MCQ</td>
</tr>
</tbody>
</table>

Students must achieve an overall mark of at least 50% to pass the course.

CHM5004H TRAUMA AND OPHTHALMOLOGY
Course convenor: Dr A Nicol

Course outline: The course follows the "advanced trauma life support" (ATLS) format. Students are rostered for duties in the Trauma Unit at Groote Schuur Hospital and gain first-hand experience in handling trauma patients under the supervision of the on-call surgical registrars and consultants.

Core learning outcomes:
- Students will learn about the initial assessment and management of the trauma patient and approaches to injuries to vital structures.
- Skills in resuscitation and basic life-saving techniques.

(Further details are contained in the student course guide.)

Assessment: Student undergo formative and summative assessments using various methods both during the course as well as at the end of the block and end of the year.

Formative assessment occurs during the block.

Summative assessment is based upon components as follows:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-course clinical examination</td>
</tr>
</tbody>
</table>
End-of-year written examination 30%
End-of-year oral based on the portfolio 15%
Students are required to maintain their logbooks of procedural skills.
Students must achieve a final year mark of 50% or more to pass the course.

OPHTHALMOLOGY

Course convener: Dr N du Toit

Course outline: The course forms part of the eight-week medical and surgical specialties block. Students undergo experiential learning in the ophthalmology wards, outpatient clinics and theatres in Groote Schuur Hospital.

Core learning outcomes: The course is based on a list of core learning outcomes, categorised into the widely used framework of

- Core knowledge
- Skills, including clinical, clinical reasoning and procedural skills
- Professional behaviour and personal attributes.

Core curriculum:

A core curriculum had been defined for the ophthalmology course. The required learning is categorised in two ways:

- **Core clinical problems** which students are expected to be able to evaluate clinically e.g. a patient presenting with acute red eye
- **Core clinical topics** students are expected to be knowledgeable about e.g. glaucoma.

In order to facilitate student learning, the clinical topics have been further stratified into:

- **Must know**: The student is expected to have a detailed knowledge of the clinical presentation, limited management and appropriate referral of these important, common conditions
- **Must recognise**: The student is expected to have a basic understanding of the clinical features suggestive of this diagnosis, a few basic appropriate steps in the treatment of the condition and an understanding of which conditions need to be referred to an ophthalmologist.

(Further details are contained in the student course guide.)

Assessment: Students undergo formative and summative assessments using various methods both during the course as well as at the end of the block and end of the year.

**Formative assessment** occurs in the block.

**Summative assessment** is based upon components as follows:

<table>
<thead>
<tr>
<th>% contribution total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (based upon performance in tutorials, presentations and tasks) 20%</td>
</tr>
<tr>
<td>End-of-course clinically-based written examination 40%</td>
</tr>
<tr>
<td>End-of-year written examination 25%</td>
</tr>
<tr>
<td>End-of-year oral based on the portfolio 15%</td>
</tr>
</tbody>
</table>

Students are required to maintain their logbook of procedural skills in respect of ophthalmology.
Students must achieve a final year mark of 50% or more to pass the course.

LAB5008H FORENSIC MEDICINE

Course convener: Prof L J Martin

Course outline: The forensic medicine course is two weeks in duration during the eight-week obstetrics and gynaecology block. It comprises 16 large group seminars (two every Wednesday afternoon) and four practical tutorials at the medico-legal laboratory in Salt River, of at least two hours' duration each. Students are expected to complete four tasks during the attachment and tutorial sessions, participate in a quiz and deliver a presentation. There are four task feedback tutorials, held in the Division of Forensic Medicine with tutors. The rest of the time is spent in self-directed
learning.

Core learning outcomes: These are based on the core knowledge and topics presented in the large group seminars, small group sessions and tutorials, as well as the topics covered in the four tasks presented during the two-week block. The learning outcomes are further delineated in the procedural skills students are expected to acquire during semesters 7 to 12, and as recorded by them in their procedural skills logbook. The learning outcomes are categorised broadly into:

- Core knowledge
- Core skills
- Professional practice and behaviour.

(Further details are contained in the student course guide.)

Core curriculum: The course has been designed to highlight the forensic pathology and clinical forensic medicine problems and topics that the practitioner will encounter as a generalist. Students are expected to be able to recognise, evaluate, appropriately assess and offer expert opinions on core subjects, in preparation for potential expert testimony in criminal court cases and inquest hearings for the Department of Justice. Students must be able to recognise medico-legal cases (clinical and pathological) that need referral to centres of expertise; to recognise what immediate steps should be taken to prevent loss of evidence before referral; and to ensure preservation of any pathology and evidence before referral.

Assessment: Assessment is both formative and summative.

Formative assessment: Tutors provide students with feedback on their performance whenever an interaction occurs during the large group sessions or small group tutorials.

Summative assessment is based upon: % contribution to total mark

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment</td>
<td>40%</td>
</tr>
<tr>
<td>End-of-year written paper</td>
<td>45%</td>
</tr>
<tr>
<td>End-of-year oral based on the Portfolio</td>
<td>15%</td>
</tr>
</tbody>
</table>

Students must achieve a final year mark 50% or more to pass the course.

CHM6000W  SURGERY

Course convenor: Assoc Prof J E J Krige

Course outline: The surgery curriculum extends over the 5th and 6th years of the MBChB degree. The surgery teaching programme in the 6th year incorporates a ‘hands-on’ practical eight-week rotation during which student interns implement the clinical and management components of the theoretical background of surgery they were exposed to in their 5th year. The goals of the 6th year course are to consolidate and refine clinical examination, diagnosis and management of the major symptom complexes in surgery. The differential diagnosis and basic and specialised investigations will be emphasized in each clinical situation. Student interns spend four weeks of their rotation in one of the four surgical firms at Groote Schuur Hospital, functioning as integrated members of the therapeutic team. Students interns are in the wards each week from 07h30, starting with the firm working round, to 17h00 for the completion of the post-operative round. As part of the team, the student interns assist the intern and registrar on call on the firm intake day. Student interns are expected to be visible and involved with patient care. Among other clinical duties, under supervision, the student interns attend ward rounds with the head of firm, consultants and registrars, and present their patients on the ward rounds, at firm meetings and the combined X-ray conferences. In addition, student interns accompany their patients to interventional procedures, e.g. endoscopy, ERCP, angiography or the operating theatre. Six interactive tutorials are given each week by the consultant staff. The remaining four weeks are spent under supervision at one of the three secondary teaching hospitals, GF Jooste, Somerset or Victoria Hospital, where a structured programme is in place.

Assessment: The end-of-block assessment comprises a performance-based in-course evaluation (20%), a formal OSCE examination (20%), a clinical examination (20%), a clinical scenario short
case problem-based examination (20%) as well as an interview based on a core knowledge portfolio of 10 surgical patients selected from the list of recommended core topics (20%). Students who obtain an average mark less than 60% for their end-of-block assessment are examined in the November final examination.

The performance-based in-course assessment comprises five components:

- Attendance record: 20%
- Procedural skills: 20%
- Examination skills: 20%
- Presentation and communication skills: 20%
- Clinical acumen and patient management: 20%

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**MDN6000W**  MEDICINE (including Dermatology)

**Course convenors:** Prof J Seggie and Dr S Kalula

**Course outline:** This is an eight-week student internship that builds on the 4th and 5th year courses in Medicine and prepares the student for practice as a pre-registration intern. For six weeks of this eight-week final clerkship in medicine students are deployed as student interns to the following secondary hospitals: 2 Military, GF Jooste, Somerset and Victoria. As student interns they are expected to operate with the specialist physician-led clinical team to which they are assigned from 08h00 to 17h00 each day and, on a rotation basis, over the whole 24 hours of any intake day, weekends included. Student interns are responsible, under supervision, for a cohort of patients admitted to the care of their clinical team. Among their clinical duties are attendance at ward rounds with the head of firm, consultants in the Firm, and interns and registrars, and presentation of their cases on some ward rounds. In addition, student interns are expected to attend, and participate in, all the academic meetings of the Firms. Contact teaching is clinically orientated and takes place in bedside-based small-group tutorials conducted by senior clinicians; typically such teaching will relate to the patients in the care of student interns. A year-long series of seminars and lectures addresses topics in all the divisions of medicine as well as broad issues relevant to the practice of medicine. For the remaining two weeks of the clerkship, students attend, in cohorts, a “special units attachment” at Groote Schuur Hospital. A core component of the clerkship is the development of a portfolio of learning for which students are required to collate a number of patients’ case records reflecting the patient management in which they have directly participated during the clerkship. A minimum of 12 patient records is required. As was the case in 4th and 5th year medicine, core elements of the primary health care approach, including health promotion, culture, psyche and illness and the referral system, as well as components that inform comprehensive health care, including promotive, preventative, curative, rehabilitative, and palliative care at the primary, secondary, and tertiary level are addressed. This portfolio of learning forms part of the assessment process. In addition, the procedural skills-base specific to the discipline of medicine will be practised, supervised and logged as was the case in years 4 and 5.

**Assessment:**

- An in-course assessment: 10%
- An end-of-block clinical examination: 25%
- An end-of-block portfolio interview: 20%
- An end-of-year written multiple-choice question examination: 15%
- A slide test: 10%
- An end-of-year multi-disciplinary portfolio examination: 20%

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**DERMATOLOGY**

**Course convenors:** Prof G Todd and Dr S Jessop
Course outline: Dermatology is offered to MBChB students predominantly in the form of patient-based small group clinical demonstrations and tutorials. An approach to dermatology based on reaction patterns of the skin and interactive block tutorials are part of the general medicine course in the sixth year of study.

Learning outcomes:
- Consolidation of learning outcomes of 4th and 5th year
- Demonstration of practical application of knowledge in the clinical setting
- Incorporation of dermatology findings in the evaluation of all patients.

Assessment:
- Dermatology is examined as part of the general medical clinical and portfolio examinations at the end of the block
- A minimum of two dermatology cases should be included in the portfolio for 6th year.

OBS6000W  OBSTETRICS AND GYNAECOLOGY
Course convenor: Dr C J M Stewart
Course outline: The syllabus consists of a student internship of two four-week blocks in obstetrics and gynaecology. The blocks run back-to-back. The gynaecology block is shared between Groote Schuur and Somerset Hospitals and there are also attachments at the Military Hospital in Wynberg. Students gain practical experience in the ward, theatre and clinical situations. During the obstetric block students are allocated to the various hospitals in the Peninsula Maternal and Neonatal Service. They have the opportunity to work in labour ward, theatre, antenatal and postnatal wards and clinics.

Assessment: There is an in-course assessment at the end of both blocks and a record of clinical experience has to be submitted. Students need to display competence in clinical presentations which is a prerequisite prior to sitting the end-of-block examination. In addition, students will be required to compile a portfolio of cases which will be examined. At the end of the eight weeks there is an OSCE (observed structured clinical examination) and an OSPE (observed structured pre-clinical examination). Students who fail to achieve satisfactory results in these examinations will be required to sit the departmental examination at the end of the year. All students will participate in the multidisciplinary portfolio assessment at the end of the year. Marks are allocated as follow:

<table>
<thead>
<tr>
<th>% contributions to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In block case presentations</td>
</tr>
<tr>
<td>In course assessment – obstetrics</td>
</tr>
<tr>
<td>In course assessment – gynaecology</td>
</tr>
<tr>
<td>End-of-block OSCE</td>
</tr>
<tr>
<td>End-of-block OSPE</td>
</tr>
<tr>
<td>Multidisciplinary portfolio assessment at the end of the year</td>
</tr>
</tbody>
</table>

PPH6000W  PRIMARY HEALTH CARE
Course convenors: Dr G Bresick and Dr M Namane
Course outline: The four-week family medicine clerkship assists students in integrating and applying the knowledge, skills and professional values gained during the previous five years to the diagnosis, management and continuing care of common primary care problems, including chronic disease. The course emphasises the integration of basic, clinical, public health and behavioural sciences knowledge and skills (including language skills) required for primary care. Students apply the principles of family medicine, primary health care, palliative care and the three-level diagnostic and management model in the care of undifferentiated and differentiated presenting problems. They learn additional skills and professional practices required to practise primary care as a unique clinical discipline, competently and confidently at graduate level in any primary care context, but especially in Southern Africa. General systems theory and a model for comprehensive PHC
consultation will provide the theoretical and practical basis of an integrated framework for learning, practice and research during the clerkship.

**Course structure:** Students work at community health centres (CHCs) in the Cape Town metropolitan and district health services for at least two weeks; this will include hospice and home-based palliative care visits. There is also be a two-week elective opportunity in a chronic care ward or rural rotation.

**Assessment:** Assessment comprises the following:

<table>
<thead>
<tr>
<th>% contributions to overall mark</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A CHC assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Two clinical (simulated oral) examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Two patient studies</td>
<td>30%</td>
</tr>
<tr>
<td>A group project</td>
<td>20%</td>
</tr>
</tbody>
</table>

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**PRY6000W  PSYCHIATRY**

**Course convenor:** Dr D Wilson

**Course outline:** This is a full-time clinical block of four weeks (120 hours) which builds on the semester 6 and 4th year block. It includes the responsibility of managing patients, which entails clerking, investigating and presenting of completed data, all under supervision of either a registrar or consultant. The student will be expected to attend all ward meetings, departmental academic meetings and journal clubs. Every Friday students present cases and discuss clinical material with the course coordinator/deputy coordinator. Student are attached to units at the following hospitals: Valkenberg, Lentegeur, Groote Schuur and Victoria Hospital.

A core component of the clerkship is the continued development of a portfolio of learning, where the student intern is expected to collate a number of patients’ case records, reflecting the involvement that the student intern has had in their management. This portfolio of learning forms part of the assessment process.

**Assessment:** During the block the above activities are assessed out of 70% (30% for in-course and portfolio assessment, 20% for oral exam, 20% for OSCE). At the end of the year there is an EMI/MCQ (10%), and an end-of-year multidisciplinary examination (20%).

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**PED6000W  PAEDIATRICS (including Paediatric Surgery)**

**Course convenor:** Dr J Burgess

**Course outline:** Sixth year must be considered as a continuum of learning following on the 5th year experience. The learning of paediatrics in the 6th year centres on a service commitment wherein the student is an integral member of the paediatric team caring for the children. During the eight-week block the student will spend four weeks in a general paediatric ward (based at either the Red Cross Children’s Hospital or Victoria or Groote Schuur or New Somerset Hospital); one week in acute medicine (based at the Children’s Hospital); two weeks in neonatology (based at Groote Schuur or New Somerset or Mowbray Maternity Hospital) and one week in general paediatric surgery (based at the Children’s Hospital). During the day (weekdays 08:00 to 18:00 including weekend and public holiday routine ward work) the student will take part in the routine day-to-day management of patients as well as participate in the academic activities of the ward/hospital to which they have been allocated.

**Core learning outcomes:** The student will demonstrate:

- Knowledge of common core paediatric diseases and conditions
- Skills such as taking a paediatric history; ability to examine any child or adolescent; defining an appropriate problem list; drawing up an appropriate management plan; ability to perform basic procedures.
- Professional behaviour and attitude appropriate to handling children and their caregivers; considering the rights of the child and being advocates for child health.

**Core curriculum:** Core knowledge, as defined by the School of Child and Adolescent Health, forms the backbone of the curriculum and the learning of paediatrics will be along two lines:
• Learning will be centred round a list of core presentations (common paediatric conditions) e.g. a wheezy child, which the students address by clerking admissions to their respective wards. Clerking consists of history-taking, examination, assessment and suggesting management plans which are then presented to a more senior member of the ward staff. These cases form the basis of the in-course assessment and portfolio of learning.

• The extent of learning will be based on what are considered to be core topics (common conditions or diseases).

The core topics have been subdivided into
• must know: detailed knowledge of the topic is mandatory; and
• must recognise: requiring awareness of the topic and its inclusion in a differential diagnosis – omission of which could be detrimental to the child. (Further details are contained in the student course guide.)

Assessment: Students will undergo formative and summative assessments using various methods during the course as well as at the end of the block in the and end-of-year examinations.

Formative assessment covering all aspects of the student’s performance will be given during the block.

Summative assessment is based upon six components as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (presentation of cases)</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-neonatal block assessment</td>
<td>15%</td>
</tr>
<tr>
<td>End-of-year written paper</td>
<td>15%</td>
</tr>
<tr>
<td>End-of-year oral based on the Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Slide show quiz</td>
<td>10%</td>
</tr>
</tbody>
</table>

Students must achieve a final mark of 50% or more to pass the course.

BACHELOR OF SCIENCE IN AUDIOLOGY AND BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY (MB011 and MB010)

[Notes: These two degree programmes lead to registration of graduates with the Health Professions Council of South Africa as speech therapists or audiologists. Graduates are required by the HPCSA to complete one year of community service before they may practise their professions in South Africa.

Speech-language therapy is the discipline dealing with the assessment and remediation of communication disorders due to speech and language breakdown, including disorders of articulation, voice, fluency, language and learning. Audiology is the discipline dealing with the assessment and management of hearing, hearing impairment and deafness. Speech-language therapists and audiologists work with people of all ages. These professions require background knowledge of biological, physical, psychological and behavioural sciences, which are all taught in the curriculum. The field offers wide clinical and research opportunities.

The first two years of the two degree programmes are the same for all students.

Candidates who do not meet certain minimum requirements by mid-year of the first year of study may be required to transfer to a Five-Year Programme (see FBB3 below).]

Duration of degree programmes

FBB1 The curriculum for the standard degree programme extends over four years of full-time study and the extended curriculum over five years of full-time study.
Curriculum for the Four-Year Programme (*standard programme*)

The curriculum is as follows:

<table>
<thead>
<tr>
<th>FBB2.1</th>
<th>First Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HUB1000H  Anatomy 1L</td>
</tr>
<tr>
<td></td>
<td>AHS1001F Normal Speech-Language and Hearing Development</td>
</tr>
<tr>
<td></td>
<td>PPH1001F Becoming a Professional</td>
</tr>
<tr>
<td></td>
<td>PSY1001W Psychology I</td>
</tr>
<tr>
<td></td>
<td>PPH1002S Becoming a Health Professional</td>
</tr>
<tr>
<td></td>
<td>AHS1003S Speech and Hearing Sciences</td>
</tr>
<tr>
<td></td>
<td>AHS1022F Anatomy and Physiology of Hearing</td>
</tr>
<tr>
<td></td>
<td>AHS1025S Early Intervention</td>
</tr>
<tr>
<td></td>
<td>*AHS1029H Academic Literacy</td>
</tr>
<tr>
<td></td>
<td>ELL1032F Introduction to Language Studies</td>
</tr>
<tr>
<td></td>
<td>ELL1033S Introduction to Applied Language Studies</td>
</tr>
<tr>
<td></td>
<td>*SLL1028H Xhosa for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td></td>
<td>*SLL1048H Afrikaans for Health and Rehabilitation Sciences</td>
</tr>
</tbody>
</table>

(*Notes: Students who are native speakers of an African language are required to take Afrikaans. All other students are required to take Xhosa. Should any student qualify for Academic Literacy, he/she will be required to deregister from Xhosa or Afrikaans, and take Academic Literacy instead. A student who does not meet certain minimum requirements at the end of the first semester of the first year of study may be required to transfer to the Five-Year Programme (see FBB3 below).*

<table>
<thead>
<tr>
<th>FBB2.2</th>
<th>Second year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AHS2000F Phonological and Articulation Disorders</td>
</tr>
<tr>
<td></td>
<td>AHS2001F Developmental Language Disorders</td>
</tr>
<tr>
<td></td>
<td>AHS2005H Clinical Speech Therapy and Audiology</td>
</tr>
<tr>
<td></td>
<td>PSY2010S Cognition and Neuroscience</td>
</tr>
<tr>
<td></td>
<td>PSY2006F Research in Psychology I</td>
</tr>
<tr>
<td></td>
<td>ELL2018F Linguistics 2A</td>
</tr>
<tr>
<td></td>
<td>ELL2019S Linguistics 2B</td>
</tr>
<tr>
<td></td>
<td>AHS2045F Becoming a Communication Therapist</td>
</tr>
<tr>
<td></td>
<td>AHS2046S Diagnostic Audiology</td>
</tr>
<tr>
<td></td>
<td>AHS2047S Paediatric Rehabilitative Audiology</td>
</tr>
<tr>
<td></td>
<td>AHS2051S Language Learning Disability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBB2.3</th>
<th>Third year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common courses for Speech-Language Pathology and Audiology:</td>
</tr>
<tr>
<td></td>
<td>PSY3007F Research in Psychology 2</td>
</tr>
<tr>
<td></td>
<td>PSY3008F Health Psychology</td>
</tr>
</tbody>
</table>
### Speech-Language Pathology stream:
- AHS3003S: Fluency Disorders
- AHS3004H: Clinical Speech Therapy 2
- AHS3049S: Voice and Resonance Disorders
- AHS3071F: Acquired Neurogenic Language Disorders
- AHS3072S: Paediatric Motor Speech Disorders and Dysphagia
- AHS3073F: Adult Motor Speech Disorders and Dysphagia

### Audiology stream:
- AHS3008H: Clinical Audiology 2
- AHS3062F: Rehabilitation Technology
- AHS3064F: Diagnostic Audiology in Special Populations
- AHS3065S: Adult Rehabilitative Audiology
- AHS3074S: Vestibular and Occupational Audiology
- AHS3075F: OAEs and Electrophysiology

### Fourth year:

#### Common courses for Speech-Language Pathology and Audiology:
- AHS4000W: Research Report
- AHS4067F: Seminars in Communication Sciences

#### Speech-Language Pathology stream:
- AHS4005F: Clinical Speech Therapy 3A
- AHS4006S: Clinical Speech Therapy 3B
- AHS4068S: Seminars in Speech-Language Pathology

#### Audiology stream:
- AHS4008F: Clinical Audiology 3A
- AHS4009S: Clinical Audiology 3B
- AHS4069S: Seminars in Audiology

### Curriculum for the Five-Year Programme (extended programme)

#### First year:
- PPH1001F: Becoming a Professional
- PSY1001W: Psychology 1
- AHS1001F: Normal Speech, Language and Hearing Development
- PPH1002S: Becoming a Health Professional
- AHS1022F: Anatomy and Physiology of Hearing
- *SLL1028H: Xhosa for Health and Rehabilitation Sciences
- AHS1029H: Academic Literacy
- ELL1032F: Introduction to Language Studies
- ELL1033S: Introduction to Applied Language Studies
*SLL1048H Afrikaans for Health and Rehabilitation Sciences

[*Note: Students who are native speakers of an African language are required to take Afrikaans. All other students are required to take Xhosa. Should any students qualify for Academic Literacy, they will be required to deregister from Xhosa or Afrikaans, and take Academic Literacy instead.]*

FBB3.2 Second year:
HUB1000H  Anatomy IL
AHS1003S  Speech and Hearing Science
AHS1025S  Early Intervention
AHS2000F  Phonological and Articulation Disorders
PSY2006F  Research in Psychology 1
ELL2018F  Linguistics 2A
ELL2019S  Linguistics 2B

FBB3.3 Third year:
AHS2001F  Developmental Language Disorders
AHS2005H  Clinical Speech Therapy and Audiology
PSY2010S  Cognition and Neuroscience
AHS2045F  Clinical Management
AHS2046S  Diagnostic Audiology
AHS2047S  Paediatric Rehabilitative Audiology
AHS2051S  Language Learning Disability

FBB3.4 The fourth and fifth years of the Five-Year Programme are the same as the third and fourth years of the Four-Year Programme in Speech-Language Pathology and Audiology.

**Attendance and DP requirements**

FBB4 (a) Attendance at all lectures is compulsory. If a student misses a lecture without permission he/she may not take the examination and fails the course.

(b) A minimum of 80% attendance is required at clinics. If this attendance requirement is not met, the student will be required to repeat the course or block (clinical rotation).

(c) Absence from clinics or other commitments on medical grounds requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the staff of the Division.

**Progression rules**

FBB5.1 Students may not proceed to the courses in column A until they have successfully completed the prerequisite courses in column B:

<table>
<thead>
<tr>
<th>A: Course</th>
<th>B: Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS2046S</td>
<td>AHS1003S</td>
</tr>
<tr>
<td>AHS2047S</td>
<td>AHS2001F</td>
</tr>
<tr>
<td>AHS2051S</td>
<td>AHS2001F</td>
</tr>
</tbody>
</table>

FBB5.2 A student is required to pass AHS2000F (Phonological & Articulation Disorders) and AHS2001F (Developmental Language Disorders) in order to continue the second semester of the second year clinical practical course AHS2005H (Clinical Speech
Therapy and Audiology). If a student should fail either course, he/she will have to deregister from the clinical course AHS2005H at the start of the second semester. (AHS2005H is a half course spread over the whole year.) The student will continue with the clinical course following successful completion of AHS2000F and AHS2001F in the following year, if permitted to repeat these courses.

FBB5.3 Students are required to pass AHS3073F (i.e. Adult Motor Speech Disorders and Dysphagia) and AHS3071F (Acquired Neurogenic Language Disorders) in order to continue with the second semester of the third year clinical practical course AHS3004H (Clinical Speech Therapy 2). If a student should fail any of these courses, he/she will have to deregister from the clinical course AHS3004H. The student will then continue with the programme following successful completion of AHS3073F and AHS3071F in the following year. Students will retain credit for the clinical hours obtained in the first semester of the clinical course AHS3004H.

FBB5.4 In order for a student to progress to Clinical Speech Therapy 2 or Clinical Audiology 2, he/she is required to pass both the speech therapy and the audiology components of the clinical course AHS2005H.

FBB5.5 If a student is registered only for theoretical modules for any semester, he/she continues to be involved in clinical work, under the direction of the clinical co-ordinator, and receives credit for additional clinical hours.

FBB5.6 A student who fails a coursework assessment will be required to take a supplementary formative assessment within two weeks of the date of the assessment. The pass mark for the supplementary assessment is 50%.

FBB5.7 Students are required to pass the OSCE (observed structured clinical examination) in each fourth year clinical course and will need to repeat the final examination if it is failed.

Minimum requirements for re-registration (standard and extended programmes)

[Note: These rules must be read in conjunction with the general rules on page 16 of this handbook.]

FBB6 Except by permission of the Senate a student will not be permitted to renew his/her registration for the degree

(a) if, in the first year of registration, he/she at the end of the first semester fails to obtain a final mark of 50% in each of the first semester courses and a mid-year average of 45% in each of the other courses. An examination committee will meet in June of the first year to decide whether he/she will be required to transfer to the Five-Year Programme.

(b) unless, at the end of the first year of study,

(i) he/she, if registered for fewer than six half courses or the equivalent, passes all such courses in that year’s examination cycle*.

(ii) he/she, if registered for six/seven half courses or the equivalent, passes at least four such courses in that year’s examination cycle*.

(iii) he/she, if registered for eight or more half courses or the equivalent, passes at least six such courses in that year’s examination cycle*.

(c) unless he/she, from the second year of study, successfully completes in each year’s examination cycle* half or more of the course load for which he/she is registered in that year.

(d) if he/she fails any course in more than one examination cycle*.

(e) unless he/she, while registered for the Four- or Five-Year Programme,
successfully completes all the prescribed courses of the first three years in four years of registration.

(f) unless he/she successfully completes all the prescribed courses for any single year in two years.

[Note: *An examination cycle is the standard examination and, if awarded, the supplementary or deferred examination in a given course.]

**Distinction**

FBB7 The degree may be awarded with distinction.

**Courses for BSc Audiology and BSc Speech-Language Pathology:**

**HUB1000H** ANATOMY 1L  
**Course convenor:** Dr C M R Warton  
**Course outline:** This is a half year course covering the anatomy and embryology of head and neck, organs of speech and hearing, neuroanatomy and neurophysiology. The course includes lectures and some selected tutorials and practicals.  
**Assessment:** Class record counts 45% and the November examination counts 55% of the total mark.

**AHS1001F** NORMAL SPEECH-LANGUAGE AND HEARING DEVELOPMENT  
**Course convenor:** Ms M Geiger  
**Course outline:** The development of speech, language and hearing of the whole child in context, from age 0 to 18 years.  
**Contact time:** Four one-hour lectures per week.  
**Assessment:** Coursework - 60%. Written examinations in June - 40%.

**PPH1001F** BECOMING A PROFESSIONAL  
**Course convenor:** Ms L Olckers  
**Course outline:** Becoming a Professional is a first semester course which introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional as well as a member of a professional team. In addition, it will assist students in understanding and respecting the knowledge, skills and roles of all colleagues who make up a professional team, as well as the role, knowledge and skills of the person, group or community being served. This includes skills required of an effective team member, leader and professional. In order to achieve this knowledge, experience and basic skills, students learn  
- theory on the stages of interviewing, which is applied in simulated and real interviews  
- group theory applied in simulated experiences to build skills in managing team membership and leadership roles  
- critical analysis and reflection on professional conduct, including principles of non-judgementalism, empathy, human and health rights.

The educational approach is participatory and experiential, therefore all students are required to engage actively in the small learning groups. Information literacy and computer skills are systematically integrated from the outset to assist students in the range of learning, teaching and assessment activities elsewhere in the curriculum.  
**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirement, which entails:  
- Attending all small group learning sessions  
- Completing set assignments
• Undergoing assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis by the Head of Department. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment may be added to the next assessment, or students may be required to undergo an additional assessment. Small group learning sessions are compulsory.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

**Developing awareness of HIV/AIDS:**

**Outline:** Developing awareness of HIV/AIDS is an additional component of PPH1001F. It is taught in a workshop, designed specifically to introduce first year health sciences students to the basic relevance of HIV/AIDS issues in both their private and professional lives. The course constitutes a platform upon which future HIV/AIDS learning will be based.

**DP requirement:** Compulsory attendance.

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**PSY1001W PSYCHOLOGY I** *(Faculty of Humanities)*

**Course convenor:** T Dowdall

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of basic areas in psychology such as psychological research methods, biological psychology, principles of learning, social psychology, developmental psychology, memory, personality, psychopathology, psychotherapy and health psychology.

**Contact time:** Four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, completion of all class tests, and completion of the June examination.

**Assessment:** Coursework (term assignments and test) counts 60%; one two-hour examination in June counts 20%; and one two-hour examination in October counts 20% towards the final mark. Students are expected to complete both June and October examinations as well as meet the DP requirements before being awarded a pass in this course.

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**PPH1002S BECOMING A HEALTH PROFESSIONAL**

**Course convenor:** Ms L Olckers

**Course outline:** Becoming a Health Professional is a second semester course which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The course equips students to work collaboratively on a community-oriented project based on the principles and approach to Primary Health Care, which include comprehensive health care (promotive, preventive, curative and rehabilitative care within the primary, secondary and tertiary levels of care); intersectoral collaboration; community involvement; and accessibility of and equity in health care. Students are required to apply the knowledge, skills and values from Becoming a Professional to the community-oriented project to develop an appreciation of the contribution of all health professionals in the promotion, maintenance and support of health and the health care of individuals, families and communities. The educational approach is participatory and project-based, therefore all students are required to engage actively in the project and in small learning groups. Information literacy and computer skills are systematically integrated from the outset.

**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirement, which entails:

• Attending group sessions
• Completing set assignments
• Attending community visits and health service sites
• Undergoing assessment activities.
Group learning sessions and community visits are compulsory. Absence on the ground of illness requires a medical certificate. Validity of absence on the ground of personal or other problems will be considered on an individual basis by the Head of Department. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment be added to the next assessment, or students may be required to undergo an additional assessment.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

### AHS1003S  SPEECH AND HEARING SCIENCES

**Course convenor:** Assoc Prof S A Singh  
**Course outline:** Acoustics, psychoacoustics, and the acoustics of speech as related to sound, hearing and speech production. 
**Contact time:** Four lectures per week. One one-hour workshop.  
**Assessment:** Coursework - 60%. Written examinations in November - 40%.

### AHS1022F  ANATOMY AND PHYSIOLOGY OF HEARING

**Course convenor:** Ms M Glaser  
**Course outline:** Introduction to the profession of audiology, anatomy, physiology and pathologies of the peripheral and central auditory system, including embryology and genetics. 
**Contact time:** Four one-hour lectures per week.  
**Assessment:** Coursework - 60%. Written examinations in June - 40%.

### AHS1025S  EARLY INTERVENTION

**Course convenor:** Ms M Geiger  
**Course outline:** Rationale, theory, principles of assessment and intervention, models of service delivery, application to the South African context. Early childhood intervention for speech, language and hearing. 
**Contact time:** Four one-hour lectures per week.  
**Assessment:** Coursework - 60%. Written examinations in November - 40%.

### SLL1028H  XHOSA FOR HEALTH & REHABILITATION SCIENCES (Faculty of Humanities)

**Course convenor:** Assoc Prof S Gxilishe  
**Course outline:** Cultural aspects relating to Xhosa-speaking patients/clients; functional Xhosa communication relating to greetings, gathering social background information, giving simple instructions regarding body movements. 
**Lectures:** Three hours of lecture sessions per week.  
**Assessment:** Coursework - 40%; written & oral examinations in June - 30%; written & oral examinations in November - 30%.

### AHS1029H  ACADEMIC LITERACY

**Course convenors:** Ms M Paxton and Ms J Hughes  
**Course outline:** This course will be offered to students who are deemed to be in need of additional support based on diagnostic testing on admission to the programme. The course aims to assist students in engaging successfully with the demands of academic study by developing the academic reading, writing and research skills needed for the courses they are studying. In the first semester the course will include: Lecture note-taking skills, reading skills specific to disciplinary discourses, comparison of scientific and sociology texts, essay writing skills, text structures for comparison and
contrast, writing exercises, answering test questions. In the second semester students will be taught reading, writing and research skills to prepare them to conduct a mini-research project.

**Assessment:** Students are required to attend 80% of the classes and will be assessed by means of a written tests, a research project and an oral presentation.

**ELL1032F**  INTRODUCTION TO LANGUAGE STUDIES  (*Faculty of Humanities*)

First year, first-semester course, three lectures per week plus tutorials.

**Course convenor:** Prof R Mesthrie

**Course outline:** Introduction: description vs prescription; speech vs writing; competence vs performance. Phonetics: the international phonetic alphabet; articulatory phonetics; classification of sounds; suprasegmentals. Phonology: phoneme/allophone. Morphology and syntax: morphemes; word-formation; constituents; phrase structure; elements of generative grammar. Semantics and pragmatics: approaches to meaning; sense/reference; truth value; semantic features; speech acts; pragmatic rules. Sociolinguistics: standard vs dialect; social and regional variation; gender; register.

Psychology of language: the mental lexicon; elements of neurolinguistics. Historical linguistics: language families; introduction to language change; language contact.

**DP requirements:** All written work to be handed in and at least 75% attendance at tutorials.

**Assessment:** Tests and other written assignments set during the semester count for 50% of the final mark; one two-hour examination in October/November counts for 50%.

**ELL1033S**  INTRODUCTION TO APPLIED LANGUAGE STUDIES  (*Faculty of Humanities*)

**Course convenor:** Prof K McCormick

**Entrance requirements:** None

**Course outline:** This is an introduction to: Basic concepts and issues in sociolinguistics, regional variation, social variation, language change, multilingualism, language and interaction, gender and language, language contact, pidgins, creoles and new englishes, language and power, language planning and policy, language and education, The sociolinguistics of sign language.

**Contact time:** Four lectures per week plus tutorials.

**DP requirements:** All written work to be handed in and at least 75% attendance at tutorials.

**Assessment:** Tests and other written assignments set during the semester count for 50% of the final mark; one two-hour examination in June counts 50%.

**SLL1048H**  AFRIKAANS FOR HEALTH AND REHABILITATION SCIENCES  (*Faculty of Humanities*)

**Course convenor:** Mr I van Rooyen

**Course outline:** The content of the Afrikaans course is based on case studies covered in physiotherapy, occupational therapy and communication and speech disorders. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for an interaction between a health-care professional and a client. Other skills include the skill in asking questions and the ability to enter effectively into dialogue with a client. The course is taught at both beginner and intermediate levels and focuses on the unique pronunciation and stylistic variants of individual clients and culture-specific words and expressions.

**DP requirements:** At least 80% class attendance. Completion of all assessments.

**Assessment:** Coursework (vocabulary and oral assessments based on topics covered in the course.) - 50%; June assessment (simulated client interviews) - 20%; November exam (simulated client interviews) - 30%.

**AHS2000F**  PHONOLOGICAL AND ARTICULATION DISORDERS

**Course convenor:** Ms M Geiger

Contact time: Three one-hour lectures per week. One one-hour workshop.

Assessment: Coursework - 60%. Written examination in June - 40%.

AHS2001F DEVELOPMENTAL LANGUAGE DISORDERS
Course convenor: Ms P G Sorour
Prerequisite: AHS1001F Normal Speech-Language and Hearing Development
Course outline: Approaches to classification and the biological and environmental factors associated with language disorders; assessment, diagnosis and treatment of developmental language disorders.

Contact time: Three one-hour lectures per week. One one-hour workshop.

Assessment: Coursework - 60%. Written examinations in June - 40%.

AHS2005H CLINICAL SPEECH THERAPY AND AUDIOLOGY
Course convenor: Ms P Sorour
Course outline: Health promotion in early communication, early intervention, clinical assessment and management of cases with articulation, phonological, language and hearing problems. Hearing screening.

Contact time: Total for the year: Fifty hours in Speech-Language therapy, and fifty hours in Audiology.

Fieldwork: Observation and clinical practice at schools (Mondays), preschools, Vanguard and Brooklyn Chest Hospital. Observation of ENT surgery at Red Cross and Groote Schuur Hospitals.

Assessment: Evaluation of Audiology clinical work = 40%; Audiology OSCE in November = 10%; Evaluation of SLP clinical work = 40%; SLP OSCE in November = 10%.

PSY2006F RESEARCH IN PSYCHOLOGY I (Faculty of Humanities)
[Note: This course is a prerequisite for PSY3007F Research in Psychology 2. Students will therefore be admitted to PSY3007F only if they have passed PSY2006F]
Course convenor: Assoc Prof C Tredoux
Prerequisite: Students must have passed PSY1001W.
Course outline: This course introduces students to research in psychology. There are four central components: (a) introduction to research methods in psychology; (b) introduction to statistical analysis in psychology; (c) qualitative methods in psychology, and (d) psychological measurement.

Contact time: Four lectures and one tutorial per week.

DP requirement: Completion of all coursework.

Assessment: Coursework (essay, tests and projects) counts 50%; one two-hour examination in June counts 50% towards the final mark.

PSY2010S COGNITION AND NEUROSCIENCE
Course convenor: F Bokhorst
Prerequisite: Students must have passed PSY1001W and PSY2006F.
Course outline: An introduction to cognitive psychology and neuroscience of cognition. This is a study of the mind as an information processing system, the brain structures and function that are involved in cognition and the research methods we use to learn about these things. The processes include perception, memory, thinking and language. Typical research methods are introduced as exercises. Disorders of cognition resulting from brain damage give evidence of how the brain works.

Contact time: Four lectures per week
**RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES**

**ELL2018F**  
**LINGUISTICS 2A (Faculty of Humanities)**  
Course convenor: Mr S Bowerman  
Course outline: The course consolidates and extends the work of the first year in linguistics and comprises a detailed study of (i) morphology, (ii) syntax, and two of the following: semantics, discourse analysis, psycholinguistics, language in South Africa.  
Contact time: Five lectures per week plus tutorials.  
Assessment: Four essays or other written assignments set during the semester count 12½% each (50%); one two-hour examination in June counts 50% of the final mark.

**ELL2019S**  
**LINGUISTICS 2B (Faculty of Humanities)**  
Course convenor: Mr S Bowerman  
Course outline: This course consolidates and extends the work of the first year in linguistics and comprises a detailed study of (i) phonetics, (ii) phonology, and the remaining two of the following from ELL218F: semantics, discourse analysis, psycholinguistics, language in South Africa.  
Contact time: Five lectures per week plus tutorials.  
Assessment: Four essays or other written assignments set during the semester count 12½% each (50%); one two-hour examination in October/November counts 50% of the final mark.

**AHS2045F**  
**BECOMING A COMMUNICATION THERAPIST**  
Course convenor: Assoc Prof H Kathard  
Course outline: Provides an interface between the theoretical and practical aspects of patient management. Professional accountability, including test use and administration, treatment design, goal-setting and monitoring, therapy skills and managing the difficult patient. Screening for hearing loss, professional communication including professional liaison, report-writing, and patient-and-family counselling. Ethics and human rights.  
Contact time: Four one-hour lectures per week.  
Screening: Four lectures per week; one hour workshop (3weeks).  
Assessment: Coursework - 60%. Written examinations in June - 40%.

**AHS2046S**  
**DIAGNOSTIC AUDIOLOGY**  
Course convenor: To be announced  
Course outline: Diagnostic audiological testing including pure tone audiometry, masking, speech audiometry, immittance audiometry, case history and integration of results.  
Contact time: Screening: Four one-hour lectures per week. One one-hour workshop.  
Assessment: Coursework - 60%. Written examinations in November - 40%.

**AHS2047S**  
**PAEDIATRIC REHABILITATIVE AUDIOLOGY**  
Course convenor: To be announced  
Course outline: Current models of audiology rehabilitation for the individualised management of children with hearing loss. This includes the impact of hearing loss on communication, an overview of amplification options and troubleshooting of amplification devices, and assessment and intervention for children with hearing loss.  
Contact time: Four one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS2051S LANGUAGE LEARNING DISABILITY
Course convenor: Ms P Sorour
Prerequisite: AHS2001F Developmental Language Disorders
Contact time: Four one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3003S FLUENCY DISORDERS
Course convenor: Assoc Prof H Kathard
Contact time: Four one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3004H CLINICAL SPEECH THERAPY 2
Course convenor: Ms M Geiger
Course outline: Assessment and management of speech and language problems in children and adults in a variety of settings.
Contact time: Total for the year: Approximately 150 hours
Fieldwork: Clinical practice in schools and at sites for adult neurological rehabilitation.
Assessment: Evaluation of clinical work - 80%; OSCE in November - 20%.

PSY3007F RESEARCH IN PSYCHOLOGY 2 (Faculty of Humanities)
Course convenor: F Boonzaier
Prerequisite: Students must have passed PSY2006F.
Course outline: Techniques of experimental design and programme evaluation; psychological tests and measurement theory; qualitative research; inferential statistics including analysis of variance and regression.
Contact time: Four lectures and one practical/tutorial per week.
DP requirements: Completion of all coursework.
Assessment: Coursework (essays and tests) counts 50%; one two-hour examination in June counts 50% towards the final mark.

AHS3008H CLINICAL AUDIOLOGY 2
Course convenor: Ms L Petersen
Course outline: Assessment and management of hearing impairment.
Contact time: Total for the year: Approximately 150 hours.
Fieldwork: Paediatric and adult diagnostics and hearing aids at Red Cross and Groote Schuur Hospitals and community sites. Paediatric rehabilitation at schools for the deaf/hard of hearing.
Assessment: Evaluation of clinical work - 80%; OSCE in November - 20%.

PSY3008F HEALTH PSYCHOLOGY (Faculty of Humanities)
Course convenor: Dr H Schomer
Prerequisite: Students must have passed either PSY2008F, PSY2009F or PSY2005S.
Course outline: This course introduces students to psychological theories, principles and methods applicable to various health care settings. Topics will range from cognitive behaviour analysis and change strategies and health style change to mind-body interventions, stress inoculation and
psychoneuroimmunology. The course is broadly concerned with the interface of psychological health and physical well-being.

**Contact time:** Four lectures and one practical/tutorial per week.

**DP requirements:** Completion of all coursework.

**Assessment:** Coursework (essays and tests) counts 50%; one two-hour examination in June counts 50% towards the final mark.

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**AHS3049S  VOICE AND RESONANCE DISORDERS**

**Course convenor:** Ms R van der Walt

**Course outline:** Nature, assessment and management of individuals' voice disorders, assessment and management of patients with voice disorders and laryngectomy and cleft lip and palate.

**Contact time:** Four one-hour lectures per week. One one-hour workshop.

**Assessment:** Coursework - 60%. Written examinations in November - 40%.

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**AHS3062F  REHABILITATION TECHNOLOGY**

**Course convenor:** Ms L Petersen

**Course outline:** Amplification and cochlear implant technology, components, selection criteria and assessment, fitting and programming processes for adults and children. Rehabilitation requirements and outcomes.

**Contact time:** Three one-hour lectures per week. One one-hour workshop.

**Assessment:** Coursework - 60%. Written examinations in June - 40%.

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**AHS3064F  DIAGNOSTIC AUDIOLGY IN SPECIAL POPULATIONS**

**Course convenor:** Ms L Petersen

**Course outline:** Diagnostic principles and practices for paediatric, 'difficult-to-test', pseudohypocusic populations, site of lesion testing and central auditory processing disorders.

**Contact time:** Three one-hour lectures per week. One one-hour workshop.

**Assessment:** Coursework - 60%. Written examinations in June - 40%.

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**AHS3065S  ADULT REHABILITATIVE AUDIOLOGY**

**Course convenor:** Ms L Petersen

**Course outline:** Models of audiological rehabilitation for adults and teenagers with acquired and congenital hearing loss for individualised management. Tinnitus management.

**Contact time:** Three one-hour lectures per week. One one-hour workshop.

**Assessment:** Coursework - 60%. Written examinations in November - 40%.

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**AHS3071F  ACQUIRED NEUROGENIC LANGUAGE DISORDERS**

**Course convenor:** Ms R van der Walt

**Course outline:** Nature, assessment and management of aphasia, TBI, right hemisphere language disorders and dementia.

**Contact time:** Four one-hour lectures per week.

**Assessment:** Coursework - 60%. Written examinations in June - 40%.

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**AHS3072S  PAEDIATRIC MOTOR SPEECH DISORDERS AND DYSPHAGIA**

**Course convenor:** Ms R van der Walt

**Course outline:** Nature, assessment and management of motor speech disorders and feeding and swallowing problems in children with cerebral palsy, traumatic brain injury and various childhood syndromes.

**Contact time:** Six one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3073F ADULT MOTOR SPEECH DISORDERS AND DYSPHAGIA
Course convenor: Assoc Prof S A Singh
Contact time: Four one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in June - 40%.

AHS3074S VESTIBULAR AND OCCUPATIONAL AUDIOLOGY
Course convenor: Assoc Prof H Kathard
Contact time: Three one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3075F OAEs AND ELECTROPHYSIOLOGY
Course convenor: Ms L Petersen
Course outline: Screening and diagnostic OAEs, auditory evoked potentials, including EcochG, standard and stacked ABR, and later evoked potentials.
Contact time: Three one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS4000W RESEARCH REPORT
Course convenor: Ms L Petersen
Course outline: Report on research project in either speech-language pathology or audiology, depending on the chosen degree programme.
Contact time: One hour per week per project.
Assessment: Research report - 100%

AHS4005F CLINICAL SPEECH THERAPY 3A
Course convenor: Ms R van der Walt
Course outline: Assessment and management of speech, language, feeding and swallowing problems in children and adults.
Contact time: Total for the semester: approximately 200 hours.
Fieldwork: Clinical placements for six weeks (four days per week) in two of the following blocks: (i) In- and out-patient management at Victoria, Red Cross and Groote Schuur Hospitals; (ii) Paediatric management at special schools; (iii) Adult management at rehabilitation centres; (iv) Community-based work at off-campus sites.
Assessment: Evaluation of clinical work - 60%. OSCE in June - 40%.

AHS4006S CLINICAL SPEECH THERAPY 3B
Course convenor: Ms R van der Walt.
Course outline: Assessment and management of speech, language, feeding and swallowing problems in children and adults.
Contact time: Total for the semester: Approximately 200 hours.
Fieldwork: Clinical placements for six weeks (four days per week) in two of the following blocks (different from the blocks completed in the first semester): (i) In- and out-patient management at Victoria, Red Cross and Groote Schuur Hospitals; (ii) paediatric management at special schools; (iii)
adult management at rehabilitation centres; (iv) community-based work at off-campus sites.

**Assessment:** Evaluation of clinical work - 60%. OSCE in November - 40%.

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**AHS4008F  CLINICAL AUDIOLOGY 3A**

**Course convenor:** Ms L Petersen

**Course outline:** Assessment and management of hearing loss, including specialised testing and electrophysiological testing.

**Contact time:** Total for the semester: Approximately 200 hours.

**Fieldwork:** Clinical placements for six weeks (four days per week) in two of the following blocks (i) Paediatric audiological rehabilitation at schools for the deaf; (ii) adult audiological rehabilitation at Brooklyn Chest and Groote Schuur Hospitals, and at a private audiology practice; (iii) community-based work at off-campus sites; (iv) special clinics/advanced diagnostics at Groote Schuur Hospital and an industrial site.

**Assessment:** Evaluation of clinical work - 60%; OSCE in June - 40%.

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**AHS4009S  CLINICAL AUDIOLOGY 3B**

**Course convenor:** Ms L Petersen

**Course outline:** Assessment and management of hearing loss, including specialised testing and electrophysiological testing.

**Contact time:** Total for the semester: Approximately 200 hours.

**Fieldwork:** Clinical placements for six weeks (four days per week) in two of the following blocks (different from the ones completed in first semester): (i) Paediatric audiological rehabilitation at schools for the deaf; (ii) adult audiological rehabilitation at Brooklyn Chest and Groote Schuur Hospitals, and at a private audiology practice; (iii) community-based work at off-campus sites; (iv) special clinics/advanced diagnostics at Groote Schuur Hospital, and an industrial site.

**Assessment:** Evaluation of clinical work - 60%; OSCE in November - 40%.

---

**AHS4067F  SEMINARS IN COMMUNICATION SCIENCES**

**Course convenor:** Ms R van der Walt

**Course outline:** Professional practice issues

**Contact time:** One three-hour seminar per week

**Assessment:** Coursework - 100%.

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**AHS4068S  SEMINARS IN SPEECH-LANGUAGE PATHOLOGY**

**Course convenor:** Ms P Sorour

**Course outline:** Advances in knowledge, research and practice in the profession of speech-language pathology.

**Contact time:** One three-hour seminar per week

**Assessment:** Coursework - 100%.

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**AHS4069S  SEMINARS IN AUDIOLOGY**

**Course convenor:** Ms M Glaser

**Course outline:** Advances in knowledge, research, and practice in the profession of Audiology.

**Contact time:** One three-hour seminar per week

**Assessment:** Coursework - 100%.

---

**BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY**

**Notes:** Occupational therapy is an applied discipline dedicated to the study of occupation and its
relevance to health and well-being. The purpose of this programme is to educate students to become professionals who can help to change people's lives by facilitating their engagement in occupations that are appropriate to their environment, background and health needs. Lecturers are committed to preparing graduates to make a contribution to the practice needs in our country. Students are encouraged and enabled to become self-directed and life-long learners. The profession requires mature people with integrity who are creative and innovative thinkers, good communicators and committed to service.

Extra tuition may be provided in some of the courses. (See Five-Year Programme under rule FBC3 below.)

Students receive instruction in English, but Xhosa and Afrikaans will increasingly be used alongside English to enable students who are not familiar with an African language to communicate with persons who are unable to express themselves in English.

The degree in occupational therapy leads to registration with the Health Professions Council of South Africa (HPCSA) as an occupational therapist.

Duration of the degree programme

FBC1 The degree programme extends over either four or five years of full-time study.

Curriculum for the Four-Year Programme

FBC2.1 First year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY1001W</td>
<td>Psychology 1</td>
</tr>
<tr>
<td>PPH1001F</td>
<td>Becoming a Professional</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
</tr>
<tr>
<td>HUB1005W</td>
<td>Anatomy and Physiology 1 for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>AHS1008W</td>
<td>Occupational Therapy 1</td>
</tr>
<tr>
<td>SLL1028H*</td>
<td>Xhosa for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>AHS1029H*</td>
<td>Academic Literacy</td>
</tr>
<tr>
<td>SLL1048H*</td>
<td>Afrikaans for Health and Rehabilitation Sciences</td>
</tr>
</tbody>
</table>

[Note: Students who are native speakers of an African language are required to take Afrikaans. All other students are required to take Xhosa. Should any students qualify for Academic Literacy, they will be required to deregister from Xhosa or Afrikaans, and take Academic Literacy instead. A student who does not meet certain minimum requirements at the end of the first semester of the first year of study may be required to transfer to the Five-Year Programme.]

FBC2.2 Second year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BUS1004W</td>
<td>Introduction to Management</td>
</tr>
<tr>
<td>PSY2003S</td>
<td>Social Psychology and Intergroup Relations</td>
</tr>
<tr>
<td>PSY2009F</td>
<td>Development Psychology</td>
</tr>
<tr>
<td>HUB2015W</td>
<td>Anatomy and Physiology 2 for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>AHS2043W</td>
<td>Occupational Therapy 2</td>
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FBC2.3 Third year:

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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PRY3001W</td>
<td>Psychiatry (for Occupational</td>
</tr>
</tbody>
</table>
### RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

<table>
<thead>
<tr>
<th>FBC2.4</th>
<th>Fourth year:</th>
<th>AHS4021W</th>
<th>Foundations and Methods 2 (OT)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>AHS4022W</td>
<td>Theory and Practice 2 (OT)</td>
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<tr>
<td></td>
<td></td>
<td>AHS4023W</td>
<td>Practice Learning 2 (OT)</td>
</tr>
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### Curriculum for the Five-Year Programme

<table>
<thead>
<tr>
<th>FBC3.1</th>
<th>First year:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PPH1001F</td>
</tr>
<tr>
<td>PSY1001W</td>
<td>Psychology 1</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
</tr>
<tr>
<td>AHS1009H</td>
<td>Occupational Therapy 1A</td>
</tr>
<tr>
<td>SLL1028H*</td>
<td>Xhosa for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>AHS1029H*</td>
<td>Academic Literacy</td>
</tr>
</tbody>
</table>

*Note:* Students who are native speakers of an African language are required to take Afrikaans. All other students are required to take Xhosa. Should any students qualify for Academic Literacy, they will be required to deregister from Xhosa or Afrikaans, and take Academic Literacy instead.

<table>
<thead>
<tr>
<th>FBC3.2</th>
<th>Second year:</th>
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<tbody>
<tr>
<td></td>
<td>BUS1004W</td>
</tr>
<tr>
<td>HUB1005W</td>
<td>Anatomy and Physiology 1 for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>AHS1010H</td>
<td>Occupational Therapy 1B</td>
</tr>
<tr>
<td>SLL1048H</td>
<td>Afrikaans for Health and Rehabilitation Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBC3.3</th>
<th>Third year:</th>
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<tbody>
<tr>
<td></td>
<td>PSY2003S</td>
</tr>
<tr>
<td>PSY2009F</td>
<td>Development Psychology</td>
</tr>
<tr>
<td>HUB2015W</td>
<td>Anatomy and Physiology 2 for Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>AHS2043W</td>
<td>Occupational Therapy 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBC3.4</th>
<th>Fourth year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same as third year in four-year programme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBC3.5</th>
<th>Fifth year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same as fourth year in four-year programme.</td>
</tr>
</tbody>
</table>

### DP requirements

- **FBC4 (a)** 100% attendance is required for practice learning. Absence from practice learning on medical grounds requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the
relevant academic staff members. If this attendance requirement is not met, the student will be required to repeat the course or the service learning block.

(b) A minimum of 80% attendance is required for lectures and practicals in all modules and courses. Absence on medical grounds requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis by the staff in the Division. If 80% attendance is not met a student may not take the examination.

Duly performed requirements
FBC5 To qualify to undergo the summative assessment (final examinations) in all Occupational Therapy courses students have to attend all compulsory educational activities listed in course booklets.

Minimum requirements for re-registration
[Note: These rules must be read in conjunction with general rules on page 16 of this handbook.]
FBC6.1 Except by permission of the Senate a student who, at the end of the first term of the first year of study, fails more than half of the course load for which he/she is registered (i.e. fails more than two of the four and a half first year courses) and who obtains less than 45% for any of the courses which he/she has failed, will be required to transfer to the five-year curriculum (i.e. deregister from AHS1008W and register for AHS1009H).

FBC6.2 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree
(a) unless he/she passes at least two full courses or the equivalent in the first year, provided that the student on the Four-Year Programme who takes fewer than three full courses or the equivalent passes all such courses;
(b) if he/she is registered for the Four-Year Programme and does not successfully complete all the prescribed courses of the first two years of study within three years of first registration; and, if he/she is registered for the Five-Year Programme, does not successfully complete all the courses prescribed for the first three years in four years;
(c) if he/she fails the same course during more than one examination cycle (a cycle being an examination and – if awarded – a supplementary examination).

Distinction
FBC7 The degree may be awarded with distinction.

Courses for BSc Occupational Therapy:

PPH1001F BECOMING A PROFESSIONAL
Course convenor: Ms L Olckers
Course outline: This course introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional, as well as being a member of a professional team. In addition, it will assist students to understand and respect the knowledge, skills and roles of all colleagues who make up a professional team, as well as the role, knowledge and skills of the person, group or community being served. The course focuses on the skills required of an effective team member, leader and professional, sensitive and ethical when working with colleagues, clients, patients and community members who may have different values and traditions. In order to achieve this knowledge, experience and the basic skills, students learn:
- theory on the stages of interviewing which is applied in simulated and real interviews
• group theory applied in simulated experiences to build skills in managing team membership and leadership roles
• critical analysis and reflection on professional conduct, including principles of non-judgementalism, empathy, human and health rights.

The educational approach is participatory and experiential; therefore all students are required to engage actively in the small learning groups. Information literacy and computer skills are systematically integrated from the outset to assist students in the range of learning, teaching and assessment activities elsewhere in the curriculum.

**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirement, which entails:

- Attending all small group learning sessions
- Completing set assignments
- Sitting assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis by the Head of Department.

In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment will be added to the next assessment or students may be required to take an additional assessment. Small group learning sessions are compulsory.

**Assessment:** Continuous performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

**Developing awareness of HIV/Aids:**

**Outline:** Developing awareness of HIV/AIDS is an extra component of PPH1001F Becoming a Professional. It is taught in the form of a workshop, designed specifically to introduce first year Health Sciences students to the basic relevance of HIV/AIDS issues, in their private and professional lives. The course constitutes a platform upon which future HIV/AIDS learning will be based.

**DP requirements:** Attendance is compulsory.

**PSY1001W PSYCHOLOGY I (Faculty of Humanities)**

**Course convenor:** T Dowdall

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of basic areas in psychology such as psychological research methods, biological psychology, principles of learning, social psychology, developmental psychology, memory, personality, psychopathology, psychotherapy and health psychology.

**Contact time:** Four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, completion of all class tests, and completion of the June examination.

**Assessment:** Coursework (term assignments and test) counts 50%; one two-hour examination in June counts 25%; one two-hour examination in October counts 25% towards the final mark. Students are expected to pass both June and October examinations.

**PPH1002S BECOMING A HEALTH PROFESSIONAL**

**Course convenor:** Ms L Ockers

**Course outline:** This course builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The course equips students to work collaboratively on a community-oriented project based on the principles and approach to primary health care, which include comprehensive health care (promotive, preventive, curative and rehabilitative care within the primary, secondary and tertiary levels of care); intersectoral collaboration; community involvement; and accessibility of and equity in health care. Students are required to apply the knowledge, skills
and values from Becoming a Professional to the community-oriented project to develop an appreciation of the contribution of all health professionals in the promotion, maintenance and support of health and the health care of individuals, families and communities. The educational approach is participatory and project-based, therefore all students are required to engage actively in the project and in small learning groups. Information literacy and computer skills are systematically integrated from the outset.

**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirement, which entails:

- Attending group sessions
- Completing set assignments
- Attending community visits and health service sites
- Undergoing assessment activities.

Group learning sessions and community visits are compulsory. Absence on the ground of illness requires a medical certificate. Validity of absence on the ground of personal or other problems will be considered on an individual basis by the Head of Department. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment is added to the next assessment, or students may be required to undergo an additional assessment.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

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**BUS1004W INTRODUCTION TO MANAGEMENT (Faculty of Commerce)**

**Course convenor:** R Irwin

**Objective:** The objective of the course is to provide a general introduction in management to students studying in non-managerial disciplines, but whose careers will have a significant managerial component. The course covers the main functional areas of management. It seeks to ensure that students appreciate the relationships between all areas of management in respect of the co-ordination of the activities of the organisation.

**Course outline:** The course consists of a number of modules presented over two semesters. The basic structure of the course is as follows:

- **First Semester:** Business concepts and strategies; basic economics for managers; introduction to accounting.
- **Second Semester:** Introduction to finance; introduction to marketing; business strategy.

**Contact time:** Three lectures per week (Monday, Wednesday and Friday). Student will be required to attend one tutorial per week.

**DP requirements:** To qualify for a duly performed certificate, a student must attend and participate in all tutorials. Complete all tests, essays, tutorials, projects and other assignments and attain a minimum class mark of 40% of the total marks available for class work.

**Assessment:** The first semester test will be written in May/June and the final examination in October/November. Two additional class tests will also be written. Marks are made up as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>5%</td>
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<tr>
<td>Class Tests</td>
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<tr>
<td>Project</td>
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<tr>
<td>Essay</td>
<td>5%</td>
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<tr>
<td>May/June first Semester test</td>
<td>30%</td>
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<tr>
<td>October/November examination</td>
<td>30%</td>
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HUB1005W  ANATOMY AND PHYSIOLOGY 1 FOR HEALTH AND REHABILITATION SCIENCES
Course convenors: Dr C M R Warton and Dr D Querido
Course outline: This full year course includes the following aspects of human anatomy and general physiology: Limb anatomy, anatomy and physiology of the cardio-respiratory system, and exercise physiology. Special emphasis is placed on those aspects related to the clinical practice of physiotherapy and occupational therapy. This course is a prerequisite for HUB2015W Anatomy and Physiology 11.
Contact time: There are four lectures per week, as well as one practical (3 hours) and one tutorial every fortnight.
Assessment: November examination - 60%, class record - 40%.

AHS1008W  OCCUPATIONAL THERAPY I
[Note: This whole course is also offered as two half courses spread over the year - AHS1009H Occupational Therapy 1A and AHS1010H Occupational Therapy 1B for students on the extended programme.]
Course convenor: Ms E Ramugondo
Course outline: Foundations in the study of human occupation and development, the occupational human and occupational behaviour in various contexts throughout the lifecycle. Relationship between what people do and their health, well-being and quality of life. Basic concepts in occupational therapy including definitions, terminology, classifications and values. Introduction to disability studies; professional philosophy and methods including adult education, empowerment through purposeful and meaningful occupation and critical thinking.
Contact time: Lectures are kept to a minimum. Students acquire knowledge and critical thinking skills through experiential learning; self-study and small group tasks. Practicals and tutorials provide opportunity for acquiring professional attitudes and translating theory into practice competencies.
Practice learning: Forty hours of 'hands-on' practical training in service areas throughout the year. Students work in collaboration with and under close supervision of final year students and clinicians (where possible) in institutions and community-based settings.
Assessment: Formative assessment consists of class tests, assignments, journals and practicals. These contribute 50% towards the final course mark. The summative assessment consists of written paper (50%).

AHS1009H  OCCUPATIONAL THERAPY I A
Course convenor: Ms E Ramugondo
Course outline: Foundations is the study of human occupation and development, the occupational human and occupational behaviour in various contexts throughout the lifecycle. Relationship between what people do and their health, well-being and quality of life.
Contact time: Lectures are kept to a minimum. Students acquire knowledge and critical thinking skills through experiential learning, self-study and small group tasks.
Assessment: Formative assessment consists of class tests, assignments, journals and practicals. These contribute 50% towards the final course mark. The summative assessment consists of a written paper (50%).

AHS1010H  OCCUPATIONAL THERAPY I B
Course convenor: Ms E Ramugondo
Course outline: Basic concepts in occupational therapy including definitions, terminology, classification and values. Introduction to disability studies; professional philosophy and methods including adult education, empowerment through purposeful and meaningful occupational and critical thinking.
Contact time: Lectures are kept to a minimum. Students acquire knowledge and critical thinking skills through experiential learning, self-study and small group tasks. Practicals and tutorials provide opportunity for acquiring professional attitudes and translating theory into practice competencies.

Practice learning: Forty hours of 'hands-on' practical training in service areas throughout the year. Students work in collaboration with and under close supervision of final year students and clinicians (where possible) in institutions and community-based settings.

Assessment: Formative assessment consists of class tests, assignments, journals and practicals. These contribute 50% towards the final course mark. The summative assessment consists of a written paper (50%).

SLL1028H  XHOSA FOR HEALTH & REHABILITATION SCIENCES (Faculty of Humanities)
Course convenor: Assoc Prof S Gxilishe
Course outline: Cultural aspects relating to Xhosa-speaking patients/clients; functional Xhosa communication relating to greetings, gathering social background information, giving simple instructions regarding body movements.
Contact time: Three hours of lecture sessions per week.
Assessment: Coursework - 40%; written & oral examinations in June - 30%; written & oral examinations in November - 30%.

AHS1029H  ACADEMIC LITERACY
Course convenors: Ms M Paxton and Ms J Hughes
Course outline: This course will be offered to students who are deemed to be in need of additional support based on diagnostic testing on admission to the physiotherapy programme. The course aims to assist students to engage successfully with the demands of academic study by developing the academic reading, writing and research skills needed for the courses they are studying. In the first semester the course will include lecture note taking skills, reading skills specific to disciplinary discourses, comparison of scientific and sociology texts, essay writing skills, text structures to compare and contrast writing exercises, answering test questions. In the second semester students will be taught reading, writing and research skills to prepare them for conducting a mini-research project.
Assessment: Students are required to attend 80% of the classes and will be assessed by means of a written test, a research project and an oral presentation.

SLL1048H  AFRIKAANS FOR HEALTH AND REHABILITATION SCIENCES (Faculty of Humanities)
Course convenor: Mr I van Rooyen
Course outline: The content of the Afrikaans course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication and speech disorders. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for an interaction between a health-care professional and a client. Other skills include the skill in asking questions and the ability to enter effectively into dialogue with a client. The course will be taught at both beginner and intermediate levels and focuses on the unique pronunciation and stylistic variants of individual clients and culture-specific words and expressions.
DP requirements: At least 80% class attendance. Completion of all assessments.
Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course.) - 50%; June assessment (simulated client interviews) - 20%; November exam (simulated client interviews) - 30%.
PSY2003S SOCIAL PSYCHOLOGY AND INTERGROUP RELATIONS *(Faculty of Humanities)*

**Course convenor:** Dr C Bandawe  
**Prerequisite:** PSY1001W.  
**Course outline:** This course introduces students to group conflict and tolerance in South Africa and to some of the social psychological processes involved in intergroup relations. Included will be a focus on some of the major theories of prejudice, and metatheoretical critiques of these theoretical approaches. Group behaviours and social cognitions will be considered, as will issues relevant to the reduction of intergroup prejudice and conflict. In addition, students will be exposed to issues around psychology and law. Topics to be covered include crime, deception and policing. There will also be tutorials and practical exercises.  
**Contact time:** Four lectures per week and one tutorial per week.  
**DP requirement:** Completion of all coursework.  
**Assessment:** Coursework (written assignments and tests) counts 50%; one two-hour examination in October counts 50% towards the final mark.

PSY2009F DEVELOPMENTAL PSYCHOLOGY *(Faculty of Humanities)*

**Course convenor:** Dr L Wild  
**Prerequisite:** PSY1001W.  
**Course outline:** This course introduces some of the major theoretical approaches to explaining general patterns and individual differences in human development from conception to death. Most of the material will focus on the processes that contribute to development in childhood. However, particular emphasis will be placed on the ways in which biological, social and cultural factors interact to shape psychological functioning across the entire life span.  
**Contact time:** Four lectures and one tutorial per week.  
**DP requirements:** Completion of all coursework.  
**Assessment:** Coursework (essays and tests) counts 50%; one two-hour examination in June counts 50% towards the final mark.

HUB2015W ANATOMY AND PHYSIOLOGY 2 FOR HEALTH AND REHABILITATION SCIENCES

**Course convenors:** Dr D Querido and Dr C Warton  
**Prerequisite:** HUB1005W Anatomy and Physiology for Health & Rehabilitation Sciences  
**Course outline:** This year long course forms the second half of a two-year programme covering aspects of human anatomy and general physiology. It is a full course of lecturers, tutorials and practicals. Special emphasis is placed on those aspects related to the clinical practice of physiotherapy and occupational therapy.  
**Contact time:** Five lectures, one tutorial and one practical session per week.  
**Assessment:** November examination - 60%; class record - 40%.

AHS2043W OCCUPATIONAL THERAPY 2

**Course convenor:** Ms L Cloete  
**Course outline:** Human functioning in self-care, productivity and leisure and participation in valued life tasks and contexts from an occupational performance and biopsychosocial performance components perspective. Occupational therapy processes and assessment techniques for identifying individual health and occupational needs, interests and capacities are mastered using a range of profession specific methods models and theories. Biomechanics, ergonomics and kinesiology support the development of clinical competencies. Disability studies and theory of health promotion and community development form the backdrop to fieldwork. Community education projects enable students to integrate occupational therapy perspectives with the primary healthcare philosophy.
Contact time: Self-study and small group tasks and workshops complement lectures. Daily lectures during the first five weeks of the year. Monday, Wednesday and Friday for the rest of the year.
Assessment: Formative assessment consists of class tests, assignments, small group projects and practical and contributes 50% toward the final course mark. The summative assessment consists of a paper and an objective standardized practical examination.

**PRY3001W  PSYCHIATRY FOR OCCUPATIONAL THERAPISTS**
**Course convenor:** Dr P Williams-Ashmann
**Course outline:** This course, designed for BSc Occupational Therapy 3 students, covers the following: Definition, aetiology, clinical signs and symptoms, assessment and management, cause and prognosis of the major psychiatric conditions as classified in the DSM IV classifications of psychiatric disorders.
**Assessment:** Mid-year tests - 15%; end of year three-hour written examination and oral - 85%.

**AHS3039W  CLINICAL SCIENCES**
**Course convenor:** Ms H Buchanan
**Course outline:** This course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients in all age groups suffering from conditions encountered in occupational therapy and physiotherapy.
**Contact time:** Wednesday, Thursday, Friday 13h00 - 13h50 and Thursday 08h00 - 08h50
**Assessment:** Formative assessments include a one-hour microbiology examination and a three-hour paper in June. The year mark contributes 40% of the course mark. The summative examination consists of two three-hour papers covering the year's work (excluding microbiology), which contributes 60% of the final mark.

**AHS3058W  FOUNDATIONS AND METHODS I (OT)**
**Course convenor:** Ms R Galvaan
**Course outline:** Occupational therapy models and philosophy; theory of therapeutic, empowerment and development methods and the acquisition of practice skills and professional attitudes aligned with the primary health care approach. Occupational therapy techniques and technologies, including human occupations which enable people of all ages to function purposefully in their daily life and chosen life roles. Assessing the effect of and then adapting or optimising the physical and psychosocial environment to enable optimal functioning, social integration and meaningful participation through valued occupations.
**Assessment:** Formative assessments include assignments, class tests and objective standardized practicals. The year mark contributes 50% to the final mark. The summative examination consists of a paper and an objective standardised practical examination.

**AHS3059W  THEORY AND PRACTICE I**
**Course convenor:** Ms R Galvaan
**Course outline:** Theory of occupational therapy and clinical reasoning including understanding illness and disability experiences or health, development and occupational needs from clients' perspectives. Comprehensive healthcare principles including biopsychosocial treatment applied to particular occupational and functional problems resulting from impairments, health conditions, developmental disorders, pernicious lifestyles or disabling contexts. Principles of occupational enablement, enrichment and empowerment for individuals and groups.
**Assessment:** Formative assessments include assignments, written papers and multiple-choice question tests. The year mark contributes 50% to the final mark. The summative examination consists of a paper contributing the remaining 50% of the course mark.
AHS3060W  PRACTICE LEARNING I (OT)
Course convenors: Assoc Prof L van Niekerk and A Sayed
Course outline: Acquiring professional competencies and practising clinical reasoning and critical thinking in a variety of occupational therapy service settings. Students collaborate with individual or small groups of patients/clients enabling them to be active participants and partners in achieving valued life goals through 'doing'. Practice learning within the primary health care approach enables students to apply occupational therapy theory, processes and procedures for the remediation of impairments, restoration of occupational performance, attainment of quality of life and other health or development objectives identified by clients themselves. Two placements of approximately seven weeks are done throughout the year in hospitals, schools and community settings. Students start practising occupational therapy methods and techniques, with guidance and close supervision, with individuals and small groups of clients.
Assessment: Practical demonstrations, practice training logs and portfolios are used to assess the development of clinical competencies, including overall evidence of knowledge, skills and attitudes throughout three placements. Fieldwork placement marks contribute 75% towards the year mark and a portfolio the remainder 25%. The year mark contributes 50% towards the final course mark. Students demonstrate an aspect of their work with a client(s) at the end of each practice training placement. Two of these demonstrations contribute 50% towards the final mark.

AHS3078H  RESEARCH METHODS AND BIOSTATISTICS I
Course convenor: Prof J Jelsma
Course outline: The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy. Students will receive lectures which cover the theory of qualitative and quantitative research and the ethics of research. Working in groups, students will learn how to analyse research articles critically and will develop a research proposal. This course is taught through lectures and tutorials.
Assessment: The mark allocation is as follow: April: - research methodology - 5%; July: - epidemiology - 10%; September; - research protocol for fourth year - 25%; October: - statistics - 10%; examination: - critical appraisal - 50%. No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

AHS4021W  FOUNDATIONS AND METHODS 2 (OT)
Course convenor: Ms E M Duncan
Course outline: Occupational therapy philosophy, ethics, models and methods including techniques, skills and strategies that occupational therapists use in meeting the occupational health and development needs of individuals, groups and populations. Multi-sectoral occupational therapy service development, administration and management within comprehensive primary healthcare programmes. Disability politics, legislation and policies. Principles and processes of organisational and community entry and development. Research methods and processes including a research project.
Assessment: The year mark contributes 50% to the final course mark. Assignments, objective standardised practical examinations, orals and a group research project contribute to the year mark. The final examination consists of an oral, a practical and a research article.

AHS4022W  THEORY AND PRACTICE 2 (OT)
Course convenor: Ms E M Duncan
Course outline: Occupational therapy principles of therapeutic practice, education and training, consultation, development and teamwork. Advanced clinical and population reasoning including theory of the occupational implications of health conditions and ensuing disability experiences. Outcomes-based occupational therapy programmes specific to the health and rehabilitation needs of individuals, groups and populations within the South African context according to national health
priorities and the primary health care approach. Occupational therapy contributions to promoting quality of life, wellness and equalisation of opportunities; inclusion and full participation of disabled and at-risk persons of all ages in society especially in contexts where people work, learn, play and socialise.

**Assessment:** The year mark contributes 50% towards the final course mark. Assignments, portfolios, peer-evaluated tutorials and written tests contribute to the year mark. The final examination consists of a portfolio and written paper.

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**AHS4023W  PRACTICE LEARNING 2 (OT)**

**Course convenors:** Assoc Prof L van Niekerk and A Sayed

**Course outline:** Application of occupational therapy theory, processes and procedures in direct and indirect service learning with individuals, groups and populations for the attainment of health and development objectives. The design and implementation of appropriate comprehensive health programmes in collaboration with relevant role-players with particular emphasis on enabling people to live, learn, play, work and develop optimally through purposeful and meaningful occupations. Knowledge, skills and attitudes-in-action including clinical and population reasoning and reflection-in and on-practice across service settings, client groupings and professional roles.

**Practice learning:** Students do a three-week practice learning elective at the beginning of their fourth year of study as well as three placements of between six and nine weeks’ duration throughout the year. Placements include a range of multi-sectoral sites such as schools, industry, insurance companies, private practice including mental health and rehabilitation clinics, non-governmental organizations, sheltered workshops, early intervention centres, group homes and prisons as well as all levels of the national health service from tertiary hospitals to community health centres and home-based care.

**Assessment:** Practical demonstrations and practice learning logs are used to assess the development of clinical competencies. Practice learning placement marks contribute 75% towards the year mark and practical demonstrations the remainder 25%. The year mark contributes 50% toward the final course mark. Students produce a video and a poster of their work with a client or organization for the final examination which contribute 50% of the final course mark.

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**BACHELOR OF SCIENCE IN PHYSIOTHERAPY (MB004)**

[Notes: Physiotherapy is an applied discipline dedicated to the study of human movement and function and its relevance to health and well-being. As such, physiotherapy involves the skilled use of physiologically-based movement techniques, supplemented when necessary by massage, electrotherapy and other physical means, for the prevention and treatment of injury and disease. It is used to assist the processes of rehabilitation and restoration of function, including the achievement of personal independence. The division strives to be a world-class, African Division of Physiotherapy and is committed to the primary health care approach of educating physiotherapists who will be well prepared to meet the health, rehabilitation and research needs of our country.

The programme is designed to equip students both academically and professionally with the skills and clinical expertise required to practise competently and confidently within a variety of healthcare settings, including hospitals, clinics, community health centres, special schools, homes and other community-based facilities. Accordingly, students will be required to carry out clinical practice in urban and peri-urban areas as well as informal settlements. Students will be required to wear shorts and T-shirts for practical classes. As physiotherapy is a practical discipline, the students will be expected to disrobe for some of their practical classes. They will be expected to wear suitable navy trousers and a prescribed white shirt for their clinical practice.

The lecturers are committed to a philosophy of evidence-based teaching within the undergraduate programme. Candidates for the degree programme should be interested in human relationships and have a strong commitment to service within the field of healthcare.]

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**Duration of degree programme**
The curriculum for the degree extends over at least four years of full-time study.

**Curriculum for the Four-Year Programme**

<table>
<thead>
<tr>
<th>FBD2.1 First year:</th>
<th>PPH1001F</th>
<th>Becoming a Professional</th>
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<tr>
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<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
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<td></td>
<td>HUB1005W</td>
<td>Anatomy and Physiology 1 for Health and Rehabilitation Sciences</td>
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<td></td>
<td>HUB1013W</td>
<td>Biomechanics and Chemistry for Physiotherapists</td>
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<td></td>
<td>AHS1028W</td>
<td>Movement Science 1</td>
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<td>AHS1029H</td>
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<th>FBD2.2 Second year:</th>
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<th>Psychology</th>
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<tr>
<td></td>
<td>SLL1028H*</td>
<td>Xhosa for Health and Rehabilitation Sciences</td>
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<td></td>
<td>SLL1048H*</td>
<td>Afrikaans for Health and Rehabilitation Sciences</td>
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<td>HUB2015W</td>
<td>Anatomy and Physiology 2 for Health and Rehabilitation Sciences</td>
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<td>AHS2050H</td>
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<td></td>
<td>AHS2052H</td>
<td>Movement Science 2</td>
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<td></td>
<td>AHS2053H</td>
<td>Applied Physiotherapy 1</td>
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[Note: Students who are native speakers of an African language are required to do Afrikaans. All other students are required to take Xhosa.]

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<tr>
<th>FBD2.3 Third year:</th>
<th>AHS2054S</th>
<th>Special Study Module</th>
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<td>AHS3039W</td>
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<td>AHS3069W</td>
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<td>AHS3070H</td>
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<td>AHS3076H</td>
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<td>AHS3077H</td>
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<td>AHS3078H</td>
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<td>AHS4071H</td>
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<td></td>
<td>AHS4072H</td>
<td>Research Methods and Biostatistics 2</td>
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**Minimum requirements for progression and re-registration**

[Note: These rules must be read in conjunction with the general rules for students in the faculty on page 16 of this Handbook.]

| FBD3.1 Students are required to do a nursing elective as part of AHS2050H. The elective must be for a total of 40 hours, at a facility recognised by the Divisional Board of Physiotherapy, at the start of the 2nd semester. Students whose performance in the nursing elective is |
deemed unsatisfactory will have to repeat the elective in the December vacation.

FBD3.2 Students are required satisfactorily to complete a three week elective as part of AHS4065W at the start of the second semester during which students may arrange to work at any healthcare facility recognised by the Divisional Board. Students whose performance is deemed unsatisfactory will be required to undertake a period of additional clinical work, at the discretion of the Divisional Board.

FBD3.3 Except by permission of the Senate, a student who
(a) does not complete at least two and a half courses or the equivalent by the end of his/her first year of registration will not be allowed to renew his/her registration in the following year;
(b) fails any course in more than one examination cycle* will not be allowed to renew his/her registration in the following year.
[*Note: The examination and the supplementary examination - if awarded - are regarded as one examination cycle for the purposes of this rule.]

FBD3.4 Except by permission of Senate a student who has not completed the courses prescribed for
(a) the first year by the end of his/her second year of registration; or
(b) the second year by the end of his/her third year of registration; or
(c) the third year by the end of his/her fourth year of registration; or
(d) the fourth year by the end of his/her fifth year of registration;
will not be allowed to renew his/her registration in the following year.

FBD3.5 A student who has not fulfilled the required number of clinical hours will not be permitted to proceed to the next year of study (or to graduate, if he/she is in his/her final year of study).

FBD3.6 A student who fails any course and is required to repeat any year will be required to repeat all professional physiotherapy courses prescribed for that year. The new mark will supersede the existing mark.

Distinction
FBD4 The degree may be awarded with distinction. The degree classification will be calculated with the overall average of marks contributing the following percentage to the total: First Year = 10%, Second Year = 20%, Third Year 30%, Fourth Year = 40%.

Courses for BSc Physiotherapy:

PPH1001F BECOMING A PROFESSIONAL
Course convenor: Ms L Olckers
Course outline: This course introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional as well as a member of a professional team. In addition, it will assist students in understanding and respecting the knowledge, skills and roles of all colleagues who make up a professional team, as well as the role, knowledge and skills of the person, group or community being served. This includes the skills of an effective team member, leader and professional when working with colleagues, clients, patients and community members who may have different values and traditions. In order to achieve this knowledge, experience and basic skills, students learn
• theory on the stages of interviewing which is applied in simulated and real interviews
• group theory applied in simulated experiences to build skills in managing team membership and leadership roles
• critical analysis and reflection on professional conduct, including principles of non-judgementalism, empathy, human and health rights.

The educational approach is participatory and experiential, therefore all students are required to engage actively in the small learning groups. Information literacy and computer skills are systematically integrated from the outset to assist students in the range of learning, teaching and assessment activities elsewhere in the curriculum.

**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirement, which entails:
• Attending all small group learning sessions
• Completing set assignments
• Undergoing assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on the grounds of personal or other problems will be considered on an individual basis by the Head of Department.

In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment may be added to the next assessment, or students may be required to undergo an additional assessment. Small group learning sessions are compulsory.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

**Developing awareness of HIV/Aids:**

Outline: Developing awareness of HIV/AIDS is an additional component of PPH1001F. It is taught in a workshop, designed specifically to introduce first year Health Sciences students to the basic relevance of HIV/AIDS issues in both their private and professional lives. The course constitutes a platform upon which future HIV/AIDS learning will be based.

**DP requirement:** Compulsory attendance.

**PSY1001W  PSYCHOLOGY I (Faculty of Humanities)**

**Course convenor:** T Dowdall

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of basic areas in psychology such as psychological research methods, biological psychology, principles of learning, social psychology, developmental psychology, memory, personality, psychopathology, psychotherapy and health psychology.

**Contact time:** Four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, completion of all class tests, and completion of the June examination.

**Assessment:** Coursework (term assignments and test) counts 50%; one two-hour examination in June counts 25%; one two-hour examination in October counts 25% towards the final mark. Students are expected to complete both June and October examinations as well as meet the DP requirements before being awarded a pass in this course.

**PPH1002S  BECOMING A HEALTH PROFESSIONAL**

**Course convenor:** Ms L Olckers

**Course outline:** This is a second semester course which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The course equips students to work collaboratively on a community-oriented project based on the principles and approach to primary health care, which include comprehensive health care (promotive, preventive, curative and rehabilitative care within the primary, secondary and tertiary levels of care); intersectoral collaboration; community involvement; and accessibility of and equity in health care. Students are
required to apply the knowledge, skills and values from Becoming a Professional to the community-oriented project to develop an appreciation of the contribution of all health professionals in the promotion, maintenance and support of health and the health care of individuals, families and communities. The educational approach is participatory and project-based, therefore all students are required to engage actively in the project and in small learning groups. Information literacy and computer skills are systematically integrated from the outset.

**DP requirements:** To qualify for the summative assessment (final examination) in the course, students have to meet the DP (duly performed) requirement, which entails:

- Attending group sessions
- Completing set assignments
- Attending community visits and health service sites
- Undergoing assessment activities.

Group learning sessions and community visits are compulsory. Absence on the ground of illness requires a medical certificate. Validity of absence on grounds of personal or other problems will be considered on an individual basis by the Head of Department. In cases where students fail to complete or are unable to complete a particular in-course assessment, the percentage value of that assessment be added to the next assessment, or students may be required to undergo an additional assessment.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a number of in-course assignments, which comprise 60% of the total mark. The summative assessment makes up 40% of the total mark.

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**HUB1005W ANATOMY AND PHYSIOLOGY 1 FOR HEALTH AND REHABILITATION SCIENCES**

**Course convenors:** Dr C M R Warton and Dr D Querido

**Course outline:** This full year course includes the following aspects of human anatomy and general physiology: Limb anatomy, anatomy and physiology of the cardio-respiratory system, and exercise physiology. Special emphasis is placed on those aspects related to the clinical practice of physiotherapy and occupational therapy. This course is a prerequisite for HUB2015W Anatomy and Physiology 2.

**Contact time:** There are four lectures per week, as well as one practical (3 hours) and one tutorial every fortnight.

**Assessment:** November examination - 60%, Class record - 40%.

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**HUB1013W BIOMECHANICS AND CHEMISTRY FOR PHYSIOTHERAPISTS**

**Course convenors:** Biomechanics and electrotherapy: Mr S Steiner; chemistry: Dr S Wilson

**Course outline:** HUB1013W is a full course presented over a year; approximately 76 hours of lectures. The first semester (36 lectures) covers biomechanics and includes one practical session of 2½ hours using gait analysis software Gaitlab R in the computer lab. The second semester covers chemistry (24 lectures), one tutorial per week, and electrotherapy (12 lectures).

**Content:** Biomechanics: Review of trigonometry; vectors and resolution of vectors; forces and torque (Newton's Laws); free-body diagrams; lever systems; buoyancy; centre of gravity; body-segment parameters; static systems; friction; mass, displacement and acceleration; equations of motion; work, energy and power; momentum and impulse; dynamic systems, all applied to linear and angular systems; stress analysis; material properties of biological tissues (muscles, tendons and ligaments, bone, cartilage); articular mechanics; synovial joints; lubrication and wear; pathology affecting joints; biomechanics of the shoulder, hip and knee joints; biomechanics of the pelvic girdle; muscle mechanics; introduction to electromyography and force plate techniques; joint torques as muscle force and joint force predictors. Applications and gait analysis: methods of measuring human motions; kinetic and kinematic data collection.

Electrotherapy: Basic electricity; waves (mechanical and electro-mechanical); electrotherapy
devices (Ultrasound, IR, laser radiation, shortwave and microwave diathermy).

Chemistry: This is an introductory course in chemistry specifically designed to provide first year health and rehabilitation students with knowledge of the fundamental aspects of chemical theory which relate to their profession. The course comprises 36 formal contact sessions (24 lectures and 12 tutorials) during which selected topics in physical and organic chemistry that are relevant to physiotherapy, physiology and biochemistry, will be covered. Topics have been selected to equip students with the basic understanding of those key chemical principles they require for successful completion of their programme. The 36 formal contact hours are comprised of two lectures and one tutorial session per week over one 12 week semester.

Assessment: Tests: April (biomechanics), May (biomechanics), September (chemistry).
Exams: June (3 hours) - biomechanics; November (3 hours) - electrotherapy and chemistry.

AHS1028W MOVEMENT SCIENCE I

Course convenors: Ms R Parker and Mr S Mkoka

Course outline: This course includes the basic concepts of the science of movement and their application to physiotherapy practice. The course includes development and analysis of normal movement as well as assessment and treatment techniques related to movement dysfunction. This course is taught through lectures, practical sessions and tutorials. Therapeutic massage includes the learning of the basic neuromuscular techniques and specialized massage techniques that are employed by physical therapists whilst treating their clients. In the second semester students will be exposed to the clinical situation in order to familiarise them with the scope of physiotherapy practice. This course is taught through lectures, practical sessions, tutorials and clinical exposure.

Assessment: In June and November the practical component is examined through the use of structured practical examinations. The mark allocation is as follows: April tests/assignments - 10%; June tests - 14% practical test, 15% written paper; September tests/assignments - 10%; November examination - 25% practical examination, 26% written paper.

SLL1028H XHOSA FOR HEALTH & REHABILITATION SCIENCES (Faculty of Humanities)

Course convenor: Assoc Prof S Gxilishe

Course outline: Cultural aspects relating to Xhosa-speaking patients/clients; functional Xhosa communication relating to greetings, gathering social background information, giving simple instructions regarding body movements.

Lectures: Three hours of lecture sessions per week.

Assessment: Coursework - 40%; written & oral examinations in June - 30%; written & oral examinations in November - 30%.

AHS1029H ACADEMIC LITERACY

Course convenors: Ms M Paxton and Ms J Hughes

Course outline: This course will be offered to students who are deemed to be in need of additional support based on diagnostic testing on admission to the physiotherapy programme. The course aims to assist students to engage successfully with the demands of academic study by developing the academic reading, writing and research skills needed for the courses they are studying. In the first semester the course will include: Lecture note-taking skills, reading skills specific to disciplinary discourses, comparison of scientific and sociology texts, essay writing skills, text structures to compare and contrast writing exercises, Answering test questions. In the second semester students will be taught reading, writing and research skills to prepare them to conduct a mini-research project.

Assessment: Students are required to attend 80% of the classes and will be assessed by means of a written test, a research project and an oral presentation.
SLL1048H AFIKAANS FOR HEALTH AND REHABILITATION SCIENCES
(Faculty of Humanities)

Course convenor: Mr I van Rooyen

Course outline: The content of the Afrikaans course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication and speech disorders. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for an interaction between a health-care professional and a client. Other skills include the skill in asking questions and the ability to enter effectively into dialogue with a client. The course is taught at both beginner and intermediate levels and focuses on the unique pronunciation and stylistic variants of individual clients and culture-specific words and expressions.

DP requirements: At least 80% class attendance. Completion of all assessments.

Assessment: Coursework (vocabulary and oral assessments based on topics covered in the course.) - 50%; June assessment (simulated client interviews) - 20%; November exam (simulated client interviews) - 30%.

HUB2015W ANATOMY AND PHYSIOLOGY 2 FOR HEALTH AND REHABILITATION SCIENCES

Course convenors: Dr D Querido and Dr C Warton

Prerequisite: HUB1005W Anatomy and Physiology

Course outline: This year-long course forms the second half of a two-year programme covering aspects of human anatomy and general physiology. It is a full course of lecturers, tutorials and practicals. Special emphasis is placed on those aspects related to the clinical practice of physiotherapy and occupational therapy.

Contact time: Five lectures, one tutorial and one practical session per week.

Assessment: November examination - 60%; class record - 40%.

AHS2050H CLINICAL PHYSIOTHERAPY I

Course convenor: Assoc Prof J Jelsma

Course outline: This course addresses the theory and practical application of respiratory, orthopaedic, neurological, surgical and medical conditions. Students spend a portion of the week in various clinical areas, working with patients under supervision. Clinical reasoning sessions are also included.

Nursing elective: Students are required to do a nursing elective of a total of 40 hours at any facility recognised by the Divisional Board of Physiotherapy at the start of the second semester. Students whose performance in the nursing elective is deemed unsatisfactory will have to repeat the nursing elective during the December vacation.

Assessment: This course will be assessed entirely through continuous assessment in the clinical arena. The student's performance in each clinical block will be assessed at the end of the rotation. The student will require an average of 50% or above to complete the course satisfactorily. There are no supplementary examinations.

AHS2052H MOVEMENT SCIENCE 2

Course convenors: Ms T Burgess and Ms S Maart

Course outline: This course covers the fields of orthopaedics and neuromusculoskeletal conditions.

Orthopaedics: This component covers the scope of traumatic orthopaedics in terms of understanding the pathology, presentation and basic principles of orthopaedic management, as well as the appropriate physiotherapy interventions. The focus is on the assessment and treatment of simple fractures of the limbs and spinal column.

Neuromusculoskeletal: This is an introduction into the assessment and treatment of peripheral neuromusculoskeletal conditions. This course focuses on the physiotherapy management of those
conditions that are commonly seen in community-based outpatients clinics.

**Assessment:** The mark allocation is as follows: April tests/assignments - 10%; June tests - 29%; September tests/assignments - 10%; November exam - 51%.

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**AHS2053H  APPLIED PHYSIOTHERAPY 1**

**Course convenors:** Assoc Prof J Jelsma (paediatric neurology) & Ms S Milne (neurocardio - respiratory rehabilitation)

**Course outline:** This course covers the fields of paediatric neurology, neurocardiorespiratory rehabilitation and becoming a rehabilitation professional.

*Paediatric neurology:* This component covers the theory of child development as well as the assessment and treatment techniques used by physiotherapists in the field of paediatric neurology. There is a strong emphasis on the epidemiology of paediatric neurology in South Africa and on the issues surrounding child development problems in the country.

*Neurocardiorespiratory rehabilitation:* This component covers the theory, manual and technological techniques of the assessment and treatment of neurocardiorespiratory conditions. The emphasis is on primary health care and problem solving.

*Becoming a rehabilitation professional:* This component picks up on the issues PPH1001F addressed in Becoming a Health Professional in the First Year and prepares the student for AHS3070H Becoming a Rehabilitation Professional in the Third Year. It includes the ethics of individual patient care, a deeper exploration of the concepts of primary health care, specifically as they relate to well adults and to maternal and child health, and further includes educational options and resources available for the child with disabilities.

*Electrotherapy:* This course covers the theoretical and practical components of electrotherapy. Electrotherapy includes the application of electro-physical modalities in the physiotherapy management of patients. This requires students to have an understanding of relevant physical principles, the indications and contra-indications applicable to each modality and the ability to apply these modalities appropriately and safely.

This course is taught through lectures, practical sessions and tutorials.

**Assessment:** The mark allocation is as follows: April tests/assignments - 10%; June tests - 29%; September tests/assignments - 10%; November examination - 51%.

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**AHS2054S  SPECIAL STUDY MODULE**

**Course convenor:** Dr S Jessop

**Course outline:** The Special Study Module (SSM) is a compulsory four-week period of supervised study, designed to be complementary to the core curriculum and intended to broaden experience. Each student will undertake at least one SSM, and two group research projects during the programme.

The SSM is selected by the student, from a list of modules offered by different schools, departments or divisions. They are research modules, designed to encourage a diversity of approach and to give opportunities to explore particular interest while developing in-depth intellectual and practical skills essential for rigorous scientific and medical practice. SSMs include a wide range of topics, including basic medical science, pathology, clinical science, behavioural science, epidemiology, community health, history of medicine and ethics. A module may take the form of data interpretation, a literature review, a survey or a laboratory-based study. To encourage depth of learning, students work individually or in small groups and with a designated supervisor. Assessment is based on a written report, submitted at the end of the four weeks. As the curriculum develops students may be offered the opportunity of selecting further SSMs to develop deeper understanding of a particular area of personal interest.

At the conclusion of each SSM, students will have undertaken:-

- A minimum of 6 hours of face-to-face learning
- A minimum of 18 hours supervisor directed learning
• A minimum of 72 hours of self-directed learning and/or practical/field-work activity
• 60 hours of self-learning, outside of the standard working day.

DP requirements: Attendance and completion of specified learning objectives is compulsory, decided upon by the student and supervisor at the start of the SSM.

Assessment: This section must be read with the blue Special Study Modules information booklet. It is intended that students receive this document during Semester 3, prior to choosing their SSM. Assessment in SSMs is based on a referenced written report of 2500-3000 words, relating to the field of work and subject to a formative process throughout the SSM. Performance is marked, using a criterion-based marking schedule, which is described in the SSM information booklet. A random selection of all SSM reports (and those with borderline or very high or low marks) are double-marked by the module convenor and a second marker, either another member of staff in that unit, or the overall convenor, or the external examiner. This ensures that marking is fair and consistent. The SSM Moderating Board decides the final mark.

AHS3039W CLINICAL SCIENCES
Course convenor: Ms R Parker
Course outline: This course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients in all age groups suffering from conditions encountered in occupational therapy and physiotherapy.
Contact time: Wednesday, Thursday, Friday 13h00 - 13h50 and Thursday 08h00 - 08h50
Assessment: Formative assessments include a one-hour microbiology examination and a three-hour paper in June. The year mark contributes 40% of the course mark. The summative examination consists of two, three-hour papers covering the year's work (excluding microbiology), which contributes 60% of the final mark.

AHS3069W CLINICAL PHYSIOTHERAPY 2
Course convenor: Ms J Hughes
Course outline: This course addresses the theory and practical application of respiratory orthopaedic, neurological, surgical and medical conditions. Students spend a portion of the week in various clinical areas, working with patients under supervision and participate in clinical reasoning sessions. This course is taught through practical sessions, tutorials and clinical practice.
Assessment: Students have a clinical examination at the end of each rotation. This examination takes the format of "patient treatment" or "patient assessment". In addition, the students' performance during the clinical rotations is assessed by both the clinical staff and the clinical facilitators by means of a performance evaluation form and a mark awarded. The final course mark is composed of five rotation marks. Each rotation mark is comprised of a clinical examination (60%) and a performance evaluation (40%). The student will have to achieve an average of 60% for the year to be exempt from further testing. A student who receives less than an average of 50% for the rotation marks fails the course and will have to repeat the course the following year. If the student achieves an average of 50-59% for the rotation marks he/she will be required to sit a further clinical examination in October. If the student achieves a pass of 50% or more for this additional clinical examination, this examination mark will be incorporated into the course mark (equivalent to a combined rotation mark) and he/she will pass the course. Should the student obtain less than 50% for this additional clinical examination, he/she will have to spend an additional three weeks in the clinic and undertake a supplementary examination at the end of January of the following year.

AHS3070H BECOMING A REHABILITATION PROFESSIONAL 1
Course convenor: Ms S Maart
Course outline: This course is a continuation of AHS3070H Becoming a Rehabilitation Professional and further addresses the concepts and philosophy of the primary health care approach within the South African context. The course further aims to foster a sense of community
development and focuses on how to apply community physiotherapy techniques within the primary health care framework. In the third year of study the emphasis is on the structure of government health rehabilitation services. Different methods of rehabilitation service delivery in institutional/community-based rehabilitation care are examined. There is also a section on disability studies and the rights of those with disabilities within a human rights context. The ethical component concentrates on the ethics of research (taught in Research Methods) and the ethics of resource allocation. The second practical component relates to the provision of appropriate assistive devices and other practical skills, such as splinting and bandaging, which might be necessary for work within a community setting. This course is taught through lectures, tutorials and participation in a community-based project.

Assessment: Year mark: Class tests and assignments - 49%; November examination - 51%.

AHS3076H MOVEMENT SCIENCE 3
Course convenor: Ms R Parker
Course outline: This course covers the fields of orthopaedics and neuromusculoskeletal conditions. Orthopaedics: This component focuses on cold orthopaedics including congenital and acquired pathologies, joint replacements and non-traumatic spinal conditions. Peripheral nerve injuries, amputations and hand injuries are included. It covers the relevant orthopaedic management and the appropriate physiotherapy interventions. Neuromusculoskeletal: This component is a progression of previously learnt techniques to include vertebral mobilisation as it relates to normal movement, function and stability. The course is designed to equip students with an integrated approach to working with neuromusculoskeletal disorders in the clinical setting. This course is taught through lectures, practical sessions and tutorials.
Assessment: The mark allocation is as follows: April Tests - 10%; June Tests - 29%; September Tests - 10%; November examination - 51%.

AHS3077H APPLIED PHYSIOTHERAPY 2
Course convenors: Ms J Hughes (neurology) and Mr S Mkoka (cardiorespiratory rehabilitation and burns)
Course outline: This course covers the fields of adult neurology and neurocardiorespiratory and burn rehabilitation. Adult Neurology: This component aims to equip the student with key knowledge and skills pertaining to the physiotherapy management of a variety of adult neurological conditions. The course contains applied neurosciences modules as well as modules dealing with specific neurological conditions. The modules are designed to develop clinical reasoning and creative problem-solving skills with the South African context. Neurocardiorespiratory rehabilitation: This component aims to equip the student with the knowledge and skills to assess a situation, taking into consideration the whole person and environment; critically analyse a situation; interpret the information available from the assessment; plan and implement appropriate, effective programmes based on a critical appraisal of all the available information, applying knowledge from the relevant scientific fields; evaluate the outcome of intervention and make recommendations on the basis of this. The emphasis is on primary health care and clinical reasoning. This course is taught through lectures, practical sessions and tutorials. General rehabilitation: This component will address the management of conditions which require long-term, holistic rehabilitation such as burns and geriatrics. The course will also cover techniques of management such as proprioceptive neuromuscular facilitation and splinting.
Assessment: The mark allocation is as follows: April test/assignments - 10%; June test - 29%; September test/assignments - 10%; November examination - 51%. Some of the assessments may be of a practical nature.
**AHS3078H  RESEARCH METHODS AND BIOSTATISTICS I**

**Course convenor:** Prof J Jelsma  

**Course outline:** The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy. Students will receive lectures which cover the theory of qualitative and quantitative research and the ethics of research. Working in groups, students will learn how to analyse research articles critically and will develop a research proposal. This course is taught through lectures and tutorials.  

**Assessment:** The mark allocation is as follows: April: - research methodology - 5%; July: - epidemiology - 10%; September: - research protocol for fourth year - 25%; October: - statistics - 10%; examination: - critical appraisal - 50%. No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

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**AHS4065W  CLINICAL PHYSIOTHERAPY 3**

**Course convenor:** Ms S Maart  

**Course outline:** This course addresses the theory and practical application of respiratory orthopaedic, neurological, surgical and medical conditions. Students spend a portion of the week in various clinical areas, working with patients under supervision and participate in clinical reasoning sessions. There is also a three week elective in June during which students may work at any healthcare facility recognised by the Divisional Board. This course is taught through practical sessions, tutorials and clinical practice.  

**Assessment:** In all clinical rotations apart from the multi-professional placement (MPP), students will have one clinical examination at the end of each rotation during the year and two clinical examinations at the end of the final rotation. These clinical examinations will take the format of “patient treatment” or “patient assessment”. In addition, the students performance during the clinical rotations will be assessed by both the clinical staff and the clinical facilitators by means of a performance evaluation form and a mark awarded. Each rotation mark is comprised of a clinical examination (60%) and a performance evaluation (40%). In the MPP block the students will be assessed by a variety of methods which may include portfolios, project presentations, clinical practice and oral presentations which will be combined to form the rotation mark. The final course mark will be composed of five rotation marks plus the additional clinical examination at the end of the final rotation. The student will have to achieve an average of 60% for the course mark year and a satisfactory report on the clinical elective placement to be exempt from further testing. Students who receive less than 50% for the course mark fail the course, and will have to do a further six months of clinical work the following year and undergo the same system of examination. If the student achieves a course mark of 50-59% they will be required to sit a further clinical examination in October. If the student achieves a pass of 50% or more for this additional clinical examination, this examination mark will be incorporated into the course mark (equivalent to a combined block and examination mark) and the student will pass the course. Should the student obtain less than 50% for this additional clinical examination, he/she will have to do a further six months of clinical work the following year and undergo the same system of examination. There will be no supplementary examinations.

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**AHS4066H  BECOMING A REHABILITATION PROFESSIONAL 2**

**Course convenor:** Ms S Maart  

**Course outline:** The emphasis of the course is on developing administrative skills to prepare the student for work during the community service year. This includes courses in administration, ethics as they relate to behaviour in the workplace, legal requirements and regulations of the professional board.  

**Assessment:** Year mark: Tests/assignments - 49%; November examination - 51%.
AHS4071H  APPLIED PHYSIOTHERAPY 3
Course convenor: Ms S Maart
Course outline: This course consists of a variety of workshops/teaching sessions on specialist / advanced topics within physiotherapy and South African healthcare. The course also comprises modules on sports physiotherapy and on pharmacology. This course is taught through lectures, practical sessions and tutorials.
Assessment: Year mark: Class tests and assignments - 49%; November examination: - 51%.

AHS4072H  RESEARCH METHODS AND BIOSTATISTICS 2
Course convenor: Prof J Jelsma
Course outline: Students, working in groups, will conduct a research project that will be documented as a scientific article.
Assessment: The allocation of marks is as follows: Literature review: 35%; presentation: 15%. and project: 50%. The individual student's contribution to the project will be evaluated by the supervisor and this mark will be incorporated into the project mark.
RULES AND CURRICULA FOR POSTGRADUATE PROGRAMMES

POSTGRADUATE DIPLOMA IN FAMILY MEDICINE (MG015)

Programme convenor: Dr B Schweitzer (Department/ School of Public Health and Family Medicine)

Admission requirements
FGA1 An applicant shall not be considered for admission to the Postgraduate Diploma in Family Medicine unless he/she:
   (a) is a graduate of medicine of this University or another university recognised by the Senate for this purpose;
   (b) is registered by the Health Professions Council of South Africa as a medical doctor; and
   (c) will be practising in an approved setting for the duration of his/her registration for the Diploma.

[Note: Some modules are Internet-based and candidates should have basic computer skills and access to a home computer.]

Duration of diploma programme
FGA2 A student shall be required to be registered for a minimum of two years of part-time study.

Curriculum
FGA3 Year 1
   PPH4004F Principles of Family Medicine
   PPH4005S Evidence-based Medicine
   PPH4007S Ethics
   PPH4008F Adult Education
   PPH4011S Clinical Medicine B.
Year 2
   PPH4006S Clinical Medicine A
   PPH4009S Organisation and Management
   PPH4015W Child and Family Health
   PPH4016W Prevention and Promotion and Chronic Illness.

Assessment
FGA4 (a) The year mark counts 50% of the total mark and the integrated examination at the end of the second year of study counts 50% of the total mark.
(b) The year mark is made up of marks obtained for assignments within modules and/or examinations on completion of individual modules.
(c) All module must be passed with 50% before a student may be admitted to the final, integrated examination.
(d) The final examination comprises an OSCE (objective structured clinical examination), a clinical examination, observed role-played consultations, and an oral examination. The student is required to pass all components of the examination (written, OSCE, observed role-played consultations and oral) in order to pass the examination as a whole.
Distinction
FGA5 The Diploma may be awarded with distinction (75% - 100%).

Courses in Postgraduate Diploma in Family Medicine:

**PPH4004F** PRINCIPLES OF FAMILY MEDICINE
Course convenor: Dr M Navsa
Course outline: This module includes philosophical aspects of family medicine and primary care and teaches important consultation skills, such as holistic patient care and the application of process which includes a three-stage assessment as well as promotive and preventive care. The course aims to help practitioners put theory into practice. Video-taped consultations from participants’ practices are reviewed in a supportive group setting.
Assessment: See FGA4.

**PPH4005S** EVIDENCE-BASED MEDICINE
Course convenor: Dr J Irlam
Course outline: This course aims to enable practitioners to define practice-based questions, access related literature and appraise the applicability of the evidence to their particular practice situation. Tools to understand and assess the results of systematic reviews will be taught. The course addresses questions such as those related to interventions, diagnostic and screening tests, and prognoses. The course aims to give hands-on practice and for this reason articles are reviewed in the sessions and students are introduced to a number of EBM-related websites in the computer lab.
Assessment: See FGA4.

**PPH4006S** CLINICAL MEDICINE A
Course convenor: Dr B Schweitzer
Course outline: Aspects of clinical medicine are covered by means of seminars and practical sessions. Since not all aspects of clinical medicine can be covered in contact time, students need to attend to their own learning needs defined in their daily clinical practice by reading and discussion with colleagues and by attending meetings. Attendance at specific specialist clinics can be arranged.
Assessment: See FGA4.

**PPH4007S** ETHICS
Course convenor: Dr M Navsa
Course outline: The ethics module covers universal ethical theories such as the principles of beneficence, non-maleficence, justice and autonomy; ethics specific to family medicine; ethics of the consulting room; micro-ethics, health and human rights in SA; HIV / Aids; research ethics and ethics relating to genetics.
Assessment: See FGA4.

**PPH4008F** ADULT EDUCATION
Course convenor: Dr B Schweitzer
Course outline: The module aims to increase awareness of how adults learn. In addition it gives skills for facilitating learning in others, such as patients, students and the community. It includes principles of adult education, group skills, experiential learning and reflection.
Assessment: See FGA4.
**PPH4009S  ORGANISATION AND MANAGEMENT**
Course convenor: Dr M de Klerk
Course outline: This module focuses on financial management, marketing for professionals, labour legislation, ethics for private practice and setting up a practice.
Assessment: See FGA4.

**PPH4011S  CLINICAL MEDICINE B**
Course convenor: Dr B Schweitzer
Course outline: Aspects of clinical medicine are covered by means of seminars and practical sessions. Not all aspects of clinical medicine can be covered in contact time and students need to attend to their own learning needs defined in their daily clinical practice by means of reading, discussion with colleagues and by attending meetings. Attendance at specific specialist clinics can be arranged.
Assessment: See FGA4.

**PPH4015W  CHILD AND FAMILY HEALTH**
Course convenor: Dr B Schweitzer
Course outline: The module includes clinical paediatrics and child health, human development from birth to the middle years and family-oriented primary care. Much of the learning is Web-based. In addition there are patient presentations and (if feasible) weekends away are arranged for the group as a whole.
Assessment: See FGA4.

**PPH4016W  PREVENTION AND PROMOTION AND CHRONIC ILLNESS**
Course convenor: Dr B Schweitzer
Course outline: This module focuses on the management of chronic conditions such as hypertension and ischaemic heart disease. It also addresses preventive and promotive aspects of health care. Students are required to conduct an audit of an aspect of chronic disease care in their own practices.
Assessment: See FGA4.

**POSTGRADUATE DIPLOMA IN HEALTH ECONOMICS (MG017)**

Programme convenor: Dr M Thiede (Department/ School of Public Health and Family Medicine)

Admission requirements
FGB1 The Diploma is designed for graduates in social or health sciences. The minimum entry requirement is an undergraduate degree in economics, a health science or the social sciences, or the approved equivalent, from an approved university. Fluency in English, both written and spoken, is required. Applicants must have demonstrated good quantitative skills and an interest in public health and in economics.

Duration of diploma programme
FGB2 The Diploma is offered over 24 months on a part-time basis. Students may not be registered beyond four years.

Curriculum
FGB3 *Year One*
First Semester:

- PPH4018F Health Economics 1
- PPH4019F Economic Evaluation

Second Semester:

- PPH4020S Microeconomics for the Health Sector
- PPH4021S Priority Settings, Resource Allocation and Equity

Year Two

First Semester:

- PPH4022F Health Economics 2
- PPH4023F Economics of Health Systems

Second Semester:

- PPH4024S Health Economics 3
- PPH4025S Current Developments in Health Economics

Minimum requirements for progression and re-registration

[Note: These rules must be read in conjunction with the General Rules in the front section of this Handbook.]

A student who fails to meet the following minimum requirements may be refused permission to renew his/her registration for the diploma:

(a) In each year of study the student shall complete at least half the courses for which he/she is registered, with the exception of the final year of study, in which the student will be expected to complete the requirements for the Diploma.

(b) The student must be able to complete all requirements for the Diploma within four years.

(c) Students shall complete the first-year modules before progressing to the second-year modules. The programme convenor will consider deviations on a case-by-case basis.

Assessment

Assessment takes the form of continuous assessment; there is no final examination. Students will be assessed on the basis of written assignments throughout the programme. There are two assignments per course, each of which must be passed. If a student fails an assignment (mark of less than 50%) he or she may submit a rewritten assignment, but a maximum mark of 50% will be awarded. Each course must be passed with at least 50%. Each course is weighted equally in calculating the final mark for the diploma.

Distinction

The Diploma may be awarded with distinction (75% - 100%).

Courses in Postgraduate Diploma in Health Economics:

PPH4018F HEALTH ECONOMICS 1
Course convenor: To be announced
Course outline: The course aims to give students an introduction to the scope and content of the sub-discipline of health economics; explain the reasons why health care differs from other commodities and the basis of market failure in health care.; and to set health economics in the context of other relevant disciplines such as epidemiology, medical ethics, medical sociology, etc. The following topics are covered: Health economic and health policy; health status measurement; market failure; demand and need; economic evaluation; medical ethics and efficiency; equity; hospital financing; financing and organisation; some reflections on health economics.
Assessment: Two assignments, each worth 50% of the course mark.
PPH4019F  ECONOMIC EVALUATION
Course convenor: To be announced
Course outline: The course will provide students with the theoretical and practical background to economic evaluation, including cost effectiveness analysis, cost utility analysis and cost benefit analysis, and the knowledge of when to use which. It aims to give students the skills to critique articles using economic evaluation. The following topics are covered: Concepts and theory; techniques: cost benefit, cost utility and cost effectiveness analysis; QALYs, health status measurement and other benefits; costing and other issues; case studies in CEA and CUA; case studies in CBA, willingness to pay and conjoint analysis; reviews of economic evaluations; the usefulness of economic evaluation.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4020S  MICROECONOMICS FOR THE HEALTH SECTOR
Course convenor: To be announced
Course outline: The course aims to provide students with an overview of the programme and of economics and health economics. It will allow students to familiarise themselves and be at ease with basic microeconomic concepts and their uses, help them to understand some of the misconceptions of economics, help them grasp the mode of thought underlying economics, and help them to see the relevance of micro-economics to some practical issues both in health and beyond. The following topics are covered: Introduction to economics and health economics; basic concepts of economics; medicine and economics – some value issues; economics at work in health care; demand and supply; production; costs; the power of the margin; the health care market; basic welfare economics; cost benefit analysis; political economy and institutional economics.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4021S  PRIORITY SETTINGS, RESOURCE ALLOCATION AND EQUITY
Course convenor: To be announced
Course outline: The course aims to provide students with an overview of the economic approaches (and other approaches) to priority setting in terms of both efficiency and equity. The following topics are covered: Review of priority settings; programme budgeting and marginal analysis; PBMA in practice; burden of disease and priority setting; communitarian claims; equity in principle and in practice; the future of priority settings.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4022F  HEALTH ECONOMICS 2
Course convenor: To be announced
Course outline: The course aims to build on Health Economics 1, and to give students a deeper understanding of the sub-discipline. The following topics are covered: agency- and supplier-induced demand; equity revisited; medical practice variations; paying doctors and paying patients; health.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4023F  ECONOMICS OF HEALTH SYSTEMS
Course convenor: To be announced
Course outline: The course aims to allow students to understand and critique in economic terms different forms of organisation and financing of health care systems. The following topics are covered: Funding health care: general; funding through the market; what health care systems are trying to do; whether there is an optimal size of the health care system; how health care systems are judged; what is meant with "quality"; and the role of public health.
Assessment: Two assignments, each worth 50% of the course mark.
PPH4024S  HEALTH ECONOMICS 3
Course convenor: To be announced
Course outline: The course aims to extend the breadth and depth of student’s knowledge of health economics obtained in Health Economics 1 and Health Economics 2. The following topics are covered: Community values in resource allocation decision making; theoretical basis of conjoint analysis; methodological issues in the application of conjoint analysis; mortality indicators and gender differences; globalisation and global public goods; competition revisited.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4025S  CURRENT DEVELOPMENTS IN HEALTH ECONOMICS
Course convenor: To be announced
Course outline: The course aims to expose students to new and exciting topics in health economics and provide an overall critique of the whole sub-discipline. Content will vary with each course offering so as to reflect what is happening at the ‘cutting edge’ of health economics.
Assessment: Two assignments, each worth 50% of the course mark.

POSTGRADUATE DIPLOMA IN HEALTHCARE TECHNOLOGY MANAGEMENT (MG010)

Programme convenor: Mr M Poluta (Department of Human Biology)

Admission requirements
FGC1  An applicant shall not be admitted as a candidate for the Postgraduate Diploma in Healthcare Technology Management unless he/she:
(a) has an approved undergraduate degree or equivalent qualification from this University or another university recognised by the Senate for this purpose; or
(b) has in any other manner attained a level of competence which in the opinion of the Senate is adequate for the purposes of admission as a candidate for the Diploma.
[Note: Experience in the health care sector will be a strong recommendation.]

Duration of diploma programme
FGC2  The Diploma is offered on a part-time basis, with a number of on-site teaching blocks. Students must be registered for a minimum of one year.

Curriculum
FGC3  The Diploma consists of coursework and a project. The coursework consists of:
(a) the following core courses:
   HUB4027H Health Technology Assessment
   HUB4028H Healthcare Technology Planning and Acquisition
   HUB4029H Healthcare Technology Utilisation and Maintenance
   HUB4030H Project Management
   HUB4031H Special Topics in Healthcare Technology Management
   HUB4033H Clinical Engineering Practice
   HUB4036H Healthcare Orientation
(b) one course selected from the following:
   HUB4034H Health Facilities and Services Management
   HUB4037H Medical Equipment Design and Application
   HUB4044H Health Informatics and Management Information Systems
(c) HUB4032H Project in Healthcare Technology Management.
Assessment
FGC4 Students will be assessed on the basis of class tests, written examinations, assignments (where appropriate) and a mini-dissertation.

Distinction
FGC5 The Diploma may be awarded with distinction (75% - 100%).

Courses in Postgraduate Diploma in Healthcare Technology Management:

HUB4027H HEALTH TECHNOLOGY ASSESSMENT
Course convenor: Mr M Poluta
Course outline: Macro- and micro-assessment; assessment criteria and methods; cost-benefit, cost-effectiveness, cost-minimisation and cost-utility analysis; health status, health outcomes and impact analysis; international trends and data; evidence gathering and analysis; case studies.
Assessment: Assignment, class test, written examination.

HUB4028H HEALTHCARE TECHNOLOGY PLANNING AND ACQUISITION
Course convenor: Mr M Poluta
Course outline: The course covers the systems, processes and procedures relating to the planning for and the selection and procurement of healthcare technologies. Topics include: Strategic planning; policy formulation and implementation; essential health technology packages; technology life cycles; cost of ownership; technology evaluation and option appraisal; the procurement process; information resources; special needs of developing countries.
Assessment: Assignment, class test, written examination.

HUB4029H HEALTHCARE TECHNOLOGY UTILISATION AND MAINTENANCE
Course convenors: Mr M Poluta and Mr R Dickinson
Course outline: The course covers the systems, processes and procedures relating to the utilisation and maintenance of healthcare technologies. Topics include: Overview of commonly encountered diagnostic, monitoring and therapeutic medical equipment; organisation of technical services; risk management; asset management; user support; electrical safety standards; performance indicators; special needs of developing countries.
Assessment: Assignment, class test, written examination.

HUB4030H PROJECT MANAGEMENT
Course convenor: Mr M Poluta
Course outline: This course underlines the importance of the project management approach in healthcare technology management interventions. Topics include: Project definition; project teams; time scheduling; cost estimation and budgeting; project control; risk management; conflict management; project evaluation.
Assessment: Assignment, class test, written examination.

HUB4031H SPECIAL TOPICS IN HEALTHCARE TECHNOLOGY MANAGEMENT
Course convenor: Mr M Poluta
Course outline: This course covers topics which complement the 'core' material, such as: Organization of health care; health systems research; introduction to health economics; accreditation
and quality assurance in healthcare delivery; information technology; human resource management and development; ergonomics; systems analysis; decision-making; management accounting; organisational culture; management of change.

Assessment: Overall assessment of performance (attendance and participation at presentations and site visits).

HUB4032H PROJECT IN HEALTHCARE TECHNOLOGY MANAGEMENT
Course convenor: Mr M Poluta
Course outline: This applied research project is intended to consolidate the student's understanding of the course material through application in a target environment. Topic and brief to be determined in consultation with the programme convenor.
Assessment: Assessment of interim report and mini-dissertation (with oral examination if necessary).

HUB4033H CLINICAL ENGINEERING PRACTICE
Course convenor: Mr M Poluta
Course outline: Definitions; basic concepts; asset management; risk management; safety (with a focus on electrical safety); standards; performance and cost indicators; quality assurance and accreditation; service models and resource requirements; organisation of technical services; regulation of medical devices; certification and other professional issues.
Assessment: Assignment, class test, written examination.

HUB4034H HEALTH FACILITIES MANAGEMENT
Course convenor: Mr M Poluta
Course outline: This course presents the essentials of accepted health facilities management and hospital engineering practice at the operational level. Special needs of developing countries will be addressed. The course includes site visits to hospital engineering departments.
Assessment: Assignment, class test, written examination.

HUB4036H HEALTHCARE ORIENTATION
Course convenor: Dr D A Boonzaier
Course outline: This course provides a grounding to students who have not had prior exposure to the health sciences. Topics include: functional anatomy; introduction to physiology; pathology and medical biochemistry; clinical specialties and procedures; disability and rehabilitation. The course includes visits to hospital departments and community institutions.
Assessment: Class test and oral examination.

HUB4037H MEDICAL EQUIPMENT DESIGN AND APPLICATION
Course convenors: Mr M Poluta, Prof D Kelso and Prof M Glucksberg
Course outline: Technology trends; technology lifestyle; innovation and development process; design factors, including human factors needs assessment; concept generation & evaluation; commercialisation; technology transfer; generalised specifications; good manufacturing practice; quality assurance; regulation of medical devices; international standards.
Assessment: Assignment, class test, written examination

HUB4044H HEALTH INFORMATICS AND MANAGEMENT AND INFORMATION SYSTEMS
Course convenors: Mr M Poluta and Mr E Nunziata
Course outline: Use of health information; health and hospital information systems; database
design; date storage and retrieval; clinical decision-making; expert systems; telemedicine; evaluation of hospital information systems; HTM-related management information systems; indicators; decision-support tools.

**Assessment:** Assignment, class test, written examination.

### POSTGRADUATE DIPLOMA IN HEALTH MANAGEMENT (MG009)

**Programme convenor:** Dr M Thiede (School of Public Health and Family Medicine)

**Admission requirement**

FGD1 An approved undergraduate degree or equivalent qualification from this University or from another university recognised by the Senate for the purpose.

*Note: Experience in health management will be a strong recommendation.*

**Duration of diploma programme**

FGD2 The programme is offered over 18 months on a part-time basis (four nine-day residential blocks in the first 12 months and an additional six months to complete the project).

**Curriculum outline**

FGD3 **Part 1 Coursework**

The following courses are offered:
- PPH7042F/S Transforming the Health Sector
- GSB4102W Foundations of Systemic Management Practice
- PPH7043F/S Planning for Health Sector Reform

**Part 2**

- GSB4107Z Technical Report

**Examination**

FGD4 Students are assessed continuously through work-related tasks and the course project. A candidate is required to obtain at least 50% in each of the coursework and project components.

**Distinction**

FGD5 The Diploma may be awarded with distinction (75% - 100%).

### Courses in Postgraduate Diploma in Health Management:

**PPH7042F/S TRANSFORMING THE HEALTH SECTOR**

**Course convenor:** To be announced

**Course outline:** This course provides in-depth training in health policy and management and bridges the gap between theory and practice in order to equip students with the skills required in the process of health sector transformation.

**Assessment:** See FGD4.

**PPH7043F/S PLANNING FOR HEALTH SECTOR REFORM**

**Course convenor:** To be announced

**Course outline:** Programme & budgeting, medium-term expenditure framework for health financing in South African; resource allocation, contracting in South African Health service; budgeting and business plan; monitoring and evaluation. This course introduces students to the
financial and managerial health system planning tools that aim to improve efficiency and effectiveness in the health sector in the context of health reform. The course has a strong focus on the South African health care system.

**Assessment:** See FGD4.

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**GSB4102W SYSTEMIC MANAGEMENT PRACTICE**

**Course convenor:** To be announced

**Course outline:** This course explores recent developments in the field of management practice and knowledge management with a particular focus on systems thinking. The foundation module provides the broad framework on which the programme is built. It introduces the action learning, systems thinking and the adult learning theories on which the programme as a whole is based. It integrates these into the concepts of organisational learning and knowledge management.

On completion of the course, students will have demonstrated their ability to integrate systems thinking and learning into their management practice and knowledge and apply it to a significant organisational issue, problem or opportunity. Assessment will be done through the submission of a portfolio of relevant project work done.

**Assessment:** See FGD4.

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**GSB4107Z TECHNICAL REPORT**

**Course convenor:** To be announced

**Course outline:** Students are required to conduct an action-based investigation which adds substantive depth to their management studies. The technical report tests their ability to apply the analytical and integrating skills and knowledge gained on the programme to a particular and substantial management problem. The action research challenges them to become acquainted with the problem, the problem context and the current literature specific to the problem field; to make independent critical evaluations of contending points of view; and to show understanding of the theory and its implications for decision-making and practice. To do so, students need to research a specific topic, methodologically collect robust data, interpret the data and apply the findings to resolve the research questions. The project follows an action-learning process which involves the following steps: Diagnosis; construction of a theory of action appropriate to the context; implementation; observations covering process and results of implementation; Critical reflection on process with the aim of evaluating operational leadership.

**Assessment:** See FGD4.

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**POSTGRADUATE DIPLOMA IN INTERNATIONAL RESEARCH ETHICS (MG014)**

**Programme convenors:** Prof S Benatar and Dr T Fleischer (Department of Medicine)

**Admission requirements**

FGE1  An applicant shall be required to:

(a) have a background that reflects significant interest in bioethics or research ethics (broadly construed as a multi-disciplinary enterprise);

(b) demonstrate evidence of scholarly ability and personal maturity;

(c) fulfil the University of Cape Town English language requirements and demonstrate fluency in both oral and written English. Students who have not obtained a degree at an English medium university shall be required to provide proof of English proficiency;

(d) be computer-literate.

[Note: Applicants will be considered on a case-by-case basis. The Programme Committee, with the assistance of representatives of the health care sector of the home]
country in question, will determine suitable credentials for entry (including the question of equivalency of undergraduate education). Members of a research ethics committee or an institution involved in performance and monitoring of biomedical research, and with the linguistic and educational ability to cope with the course readings and practicum, will be given preference. Preference will be given to individuals who could play a leadership role in research ethics committees in their home institutions. There must be a high likelihood that the applicant will provide significant leadership in research ethics and bioethics in his or her home country upon completion of the Diploma programme. Trainees are sought not only from health care disciplines, but also if they were trained in other fields, such as philosophy, law, theology and the social sciences. We encourage representatives of government, businesses and NGOs who have a professional interest and involvement in some aspect of research ethics to apply.

Duration of the diploma programme
FGE2 A student shall be registered for a minimum of one year of part-time study.

Curriculum
FGE3 Part I: coursework, consisting of the following modules:
MDN4007Z Foundations of Bioethics
MDN4008Z Professionalism, Law, and Ethics
MDN4009Z Research on Human Subjects
MDN4010Z International Research Ethics in Cross-cultural Context
Part 2 MDN4006W Project

Assessment/examination
FGE4 Students will be assessed based on class attendance and active participation; take-home assignments designed to build skills in research ethics, to be carried out at each student's home institution under direction of an assigned mentor; and on satisfactory completion of the project.

Distinction
FGE5 The Diploma may be awarded with distinction (75% - 100%).

Courses in Postgraduate Diploma in International Research Ethics:

MDN4007Z FOUNDATIONS OF BIOETHICS
Course convenor: To be announced
Course outline: Students will be given a basic philosophical foundation in the major ethical theories and methods of moral reasoning, distinguishing between ethics, religion and law, as these are utilised in bioethics.
Assessment: See FGE4.

MDN4008Z PROFESSIONALISM, LAW, AND ETHICS
Course convenor: To be announced
Course outline: This module examines standards of scientific method and professional behaviour that guide physicians and researchers in their conduct with patients and research subjects. Elements of professionalism will be blended with an introduction to basic legal principles that impact on professional behaviour and the conduct of research.
Assessment: See FGE4.
MDN4009Z  RESEARCH ON HUMAN SUBJECTS
Course convenor: To be announced
Course outline: Students will be introduced to the scientific method for clinical trials and to ethical issues arising in the conduct of research on human subjects, including topics such as: codes and guidelines; research ethics committee structure and operations; review of protocols; informed consent; randomised controlled trials; and use of placebos.
Assessment: See FGE4.

MDN4010Z  INTERNATIONAL RESEARCH ETHICS IN CROSS-CULTURAL CONTEXT
Course convenor: To be announced
Course outline: Students will become acquainted with international ethical, legal and regulatory codes governing research and their rationales. Topics include challenges in regulating international research; harmonisation of international codes; and justice and research ethics. Ethical considerations in cross-cultural settings, for example where Western systems of science encounter African cultures, will be a primary focus.
Assessment: See FGE4.

POSTGRADUATE DIPLOMA IN NURSING (MG012)

Programme convenor: Ms S Duma (Department/ School of Health & Rehabilitation Sciences)

Admission requirements
FGF1 (a) A senior certificate with matriculation exemption or an equivalent university entrance qualification; or
(b) A four-year diploma or degree in accordance with South African Nursing Council (SANC) regulation R425; and
(c) Registration with South African Nursing Council as a professional nurse.
(d) In addition, registration with South African Nursing Council as a midwife for the Advanced Midwifery and Neonatal Care module.

Duration of the programme
FGF2 A student must be registered for the Postgraduate Diploma for at least 18 months of full-time study or two years of part-time study. The maximum registration period is three years. Retrospective registration will not be allowed.

Curriculum
FGF3.1 All students are required to complete the following fundamental modules:
[Note: Courses ending with H or F extensions are half courses.]
(a) AHS4048H Research Methods
(b) AHS4081Z Professional Development Studies A
(c) AHS4082Z Professional Development Studies B
(d) AHS4062Z Research Project

FGF3.2 All students are required to complete the additional prescribed modules for a chosen pathway [Note: Certain pathways and modules are offered in alternate years only. Please consult the Division.] The programme has seven different pathways, namely:

FGF3.2.1 Health Care and Nursing Management
(a) AHS4083Z Nursing Management Portfolio Development
(b) AHS4049H Fundamentals of Nursing Management
(c) AHS4060Z Financial Management in the Health Services
(d) AHS4070H Health Care and Nursing Management

FGF3.2.2 Nursing Education
(a) AHS3016A Principles and Process of Teaching and Learning A
(b) AHS3017C Principles and Process of Teaching and Learning B
(c) AHS3018F Curriculum Design and Evaluation
(d) AHS4028Z Subject Didactics
(e) A one-semester course in Adult Education offered in the Faculty of Humanities to be approved by the programme convenor.

FGF3.2.3 Advanced Midwifery and Neonatal Care
(a) AHS4030Z Health Assessment of the Pregnant Woman and Neonate A
(b) AHS4031Z Health Assessment of the Pregnant Woman and Neonate B
(c) AHS4032H Advanced Midwifery
(d) AHS4033H Advanced Midwifery Clinical Practice
(e) AHS4059Z Promoting Safe Motherhood
(f) AHS4074Z Maternal, Child & Women's Health

FGF3.2.4 Critical Care Nursing (General)
(a) AHS4034Z Health Assessment of the Critically Ill Adult A
(b) AHS4035Z Health Assessment of the Critically Ill Adult B
(c) AHS4036H Nursing the Critically Ill Adult A
(d) AHS4054Z Impact of the Critical Care Environment
(e) AHS4037H Critical Care Nursing Practice
(f) AHS4078Z Counselling Skills

FGF3.2.5 Child Nursing
(a) AHS4040H Nursing the Ill Child
(b) AHS4041H Child Nursing Clinical Practice
(c) AHS4058Z Communicating Health to Children
(d) AHS4074Z Maternal, Child and Women's Health
(e) AHS4075Z Assessment of the Child A
(f) AHS4076Z Assessment of the Child B

FGF3.2.6 Critical Care Nursing (Child)
(a) AHS4054Z Impact of the Critical Care Environment
(b) AHS4058Z Communicating Health to Children
(c) AHS4061H Critical Care Child Nursing Practice
(d) AHS4063H Nursing the Critically Ill Child
(e) AHS4075Z Assessment of the Child A
(f) AHS4076Z Assessment of the Child B

FGF3.2.7 Ophthalmic Nursing
(a) AHS4050A Biosciences in Ophthalmic Nursing
(b) AHS4051Z Ophthalmic Nursing in Primary Care Settings
(c) AHS4052Z Ophthalmic Nursing in Secondary and Tertiary Care Settings
(d) AHS4053H Practice-based Learning
(e) AHS4078Z Counselling Skills

[Notes: Certain courses are offered in alternate years only. Please consult the Division.]

Clinical teaching and experience
Students who have clinical requirements related to their chosen pathway will undergo clinical experience in cooperation with clinical facilities recognised as learning institutions for this purpose.

Students will not be able to register with the regulatory body for Nursing and Midwifery (The South African Nursing Council) until all clinical requirements have been completed.

**DP (Duly Performed) requirements**

Contact time for modules varies. Students must meet the following minimum requirements in order to be eligible for entry to the final integrated summative evaluation of the module:

(a) Two-thirds of contact time.

(b) All of the time on task activities, assignments and clinical learning activities prescribed per module.

**Minimum requirements for re-registration**

[Note: These rules must be read in conjunction with the general rules in the front section of this handbook.]

A student who fails to meet the following minimum requirements may be refused permission to renew his/her registration for the postgraduate diploma:

(a) In each year of study the student shall complete at least half the courses/modules for which he/she is registered, with the exception of the final year of study, in which the student will be expected to complete the requirements for the Diploma.

(b) Except by permission of the Senate, a student shall not be permitted to renew his/her registration for the postgraduate diploma if he/she fails the same course or module during more than one examination cycle (a cycle being an examination and, if awarded, a re-evaluation).

(c) The student shall satisfactorily complete all course requirements of the programme within three years of study.

(d) Full-time students are required to complete at least six modules (or the equivalent) within 18 months. Part-time students are required to complete at least five modules (or equivalent) within two years.

**Assessment**

The examination shall consist of such written papers and/or oral and clinical examinations as may be required. Unless otherwise indicated, formative assessment will contribute 40% and the summative assessment will contribute 60% to the final mark of the module/course.

In order to be considered for a supplementary examination, a student must achieve at least 40% for fundamental modules and at least 45% for all other programme requirements. If the student is not eligible for a supplementary examination, the student may (subject to other rules in this section) re-register for the module in a subsequent year.

If a student fails the supplementary examination, he/she may (subject to other rules in this section) re-register for the relevant module in a subsequent year.

Should a student be granted a supplementary examination, the mark obtained in the supplementary examination will constitute the total mark for that course or module.

Students are required to achieve an aggregate of 50% in summative evaluations for theoretical modules and an aggregate of 60% in summative evaluations for clinical modules to pass these modules.

**Distinction**
The Postgraduate Diploma may be awarded with distinction (75% - 100%).

Courses in the Postgraduate Diploma in Nursing:

**AHS3016A  PRINCIPLES AND PROCESS OF TEACHING & LEARNING A**

**Course convenor:** Ms U Kyriacos  
**Course outline:** The module enables the learner to apply didactic principles and the principles of education in general and adult education in particular to clinical and classroom teaching and learning settings. It builds on the theories of curriculum design and evaluation.  
**Fieldwork:** Skills practice at a selected teaching technology laboratory.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS3017C  PRINCIPLES AND PROCESS OF TEACHING & LEARNING B**

**Course convenor:** Ms U Kyriacos  
**Prerequisites:** AHS3016A, AHS3018F  
**Course outline:** This is a practical module that enables students to apply didactic principles, the principles of education in general, and adult education in particular from the modules: AHS3018F Curriculum Design & Evaluation and AHS3016A Principles and Process of Teaching and Learning A, to nursing education programmes within a classroom setting.  
**Fieldwork:** Teaching practice in various nursing education institutions.  
**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS3018F  CURRICULUM DESIGN AND EVALUATION**

**Course convenor:** Ms U Kyriacos  
**Course outline:** This half course gives students the opportunity to critique and evaluate a curriculum in a scholarly manner and to distinguish between product and process curriculum models. It provides a theoretical foundation for the management of classroom teaching found in the modules AHS3016A and AHS3017C.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4028Z  SUBJECT DIDACTICS**

**Course convenor:** Ms U Kyriacos  
**Course outline:** The aim of this module is for students to upgrade their knowledge base in order to teach the practice of nursing. The biological sciences, social and behavioural sciences and nursing knowledge already mastered in the undergraduate courses are contextualised in problem-based nursing care studies. Students also review and critique the literature pertaining to clinical nursing research in their area of interest.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4030Z  HEALTH ASSESSMENT OF THE PREGNANT WOMAN AND NEONATE A**

**Course convenor:** Assoc Prof S E Clow
Co-requisite: AHS4031Z
Course outline: Using a whole person approach, this module covers systematic reviews of the health assessment of the pregnant woman, foetus and neonate as well as the whole family. It includes foundations of genetics, inheritance patterns and the common genetic anomalies of the South African population.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4031Z  HEALTH ASSESSMENT OF THE PREGNANT WOMAN AND NEONATE B
Course convenor: Assoc Prof S E Clow
Co-requisite: AHS4030Z
Course outline: This module introduces the student to advanced skills in assessment and diagnosis for the advanced midwifery practitioner. This runs concurrently with AHS4030Z Health Assessment of the Pregnant Woman and Neonate A so that maximum application of theory and practice is facilitated.
Fieldwork: This is done in various health services related to pregnancy care.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4032H  ADVANCED MIDWIFERY
Course convenor: Assoc Prof S E Clow
Co-requisite: AHS4033H
Course outline: This half course examines the philophical foundations of midwifery, national and international approaches, legislation governing practice, scope of practice, theoretical models and current international initiatives. These are applied to local examples. A variety of approaches to offering care in various contexts and at various levels of care is included to assist the practitioner to develop leadership and advocacy.
Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4033H  ADVANCED MIDWIFERY CLINICAL PRACTICE
Course convenor: Assoc Prof S E Clow
Co-requisite: AHS4032H
Course outline: This half course runs concurrently with AHS4032H Advanced Midwifery. It includes guided clinical learning experiences and the development of midwifery skills with the aim of developing clinical judgement and to equip the advanced midwife to practise independently in a variety of settings.
Fieldwork: This is done in various health services related to pregnancy care.
Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the learner at the beginning of the module. The summative assessment is externally moderated.

AHS4034Z  HEALTH ASSESSMENT OF THE CRITICALLY ILL ADULT A
Course convenor: Ms N A Fouche
Co-requisite: AHS4035Z
Course outline: This module aims to achieve competency in basic health assessment of the adult in
the ICU. The critical care nurse will exercise perceptual and observational skills, using the senses of sight, listening, touch and smell. The duration and depth of any physical assessment depends on the current condition of the patient and the urgency of the situation but usually includes inspection, palpation, percussion and auscultation. The approach is grounded in a sound knowledge of normal health and development and this will guide the practitioner's approach, diagnosis, plan of intervention and referral.

**Fieldwork:** None.

**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4035Z  HEALTH ASSESSMENT OF THE CRITICALLY ILL ADULT B**

**Course convenor:** Ms NA Fouché  
**Co-requisite:** AHS4034Z  
**Course outline:** This module includes the full health assessment of an adult, namely physical, emotional, intellectual, relational and spiritual assessment. This is applied to the student's practice setting. For the purpose of promoting health, and preventing relapse/re-admission, there is assessment of health care services provision at primary, secondary and tertiary levels and appropriate management. This runs concurrently with AHS4034Z Health Assessment of the Critically Ill Adult A so that maximum application of theory to practice is facilitated.

**Fieldwork:** Students are allocated to specialist clinical areas at mutually agreed times.

**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4036H  NURSING THE CRITICALLY ILL ADULT A**

**Course convenor:** Ms NA Fouché  
**Pre-requisites:** AHS4034Z and AHS4035Z  
**Co-requisite:** AHS4037H  
**Course outline:** This half course focuses on the evidence-based care on the critically ill adult in the ICU, including special situations; e.g. patients with an obstetric crisis and the elderly. Students are enabled to establish a sound nursing approach, to acquire and practise skills and to develop creative responses to the needs of the critically ill adult and the family/significant others. In keeping with a whole person-based approach, this includes physical, emotional, learning, relational and spiritual aspects of the rehabilitation of adults and inter-disciplinary aspects, community resources and involvement, as well as institutional care and primary, secondary and tertiary prevention. Practical application is expected as students initiate and manage care in their practice setting. Diagnostic procedures and medical intervention are covered at an applied level. Constructive co-operation with other members of the health team is part of the process of equipping the Critical Care Nurse.

**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4037H  CRITICAL CARE NURSING PRACTICE**

**Course convenor:** Ms N Fouche  
**Co-requisite:** AHS4036H  
**Course outline:** This half course runs concurrently with AHS4036H Nursing the Critically Ill Adult. This includes guided clinical learning experiences and the development of critical care nursing skills with the aim of developing clinical judgement and to equip the critical care nurse to practise independently in a variety of settings.

**Fieldwork:** Students are allocated to various health and critical care settings for adults.
**AHS4040H  NURSING THE ILL CHILD**

**Course convenor:** To be announced  
**Co-requisite:** AHS4041H  
**Course outline:** The aim of this half course is to challenge the student, as professional child nurse, to work out how he/she can act skilfully and ethically while engaging with children and their families he/she encounters in practice. Focus is on the evidence-based care of the ill child. In keeping with the whole person-based approach, this includes physical, emotional, learning, relational and spiritual aspects of care.  
**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4041H  CHILD NURSING CLINICAL PRACTICE**

**Course convenor:** To be announced  
**Co-requisite:** AHS4040H  
**Course outline:** The aim of this half course is to challenge the student, as professional child nurse, to work out how he/she can act skilfully and ethically while engaging with children and their families he/she encounters in practice. Focus is on the evidence-based care of the ill child. Students are enabled to acquire and practise skills to develop creative responses to the needs of the ill child in the family. In keeping with the whole, person-based approach, this includes physical, emotional, learning, relational and spiritual aspects of care.  
**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4048H  RESEARCH METHODS**

**Course convenor:** Assoc Prof D Khalil  
**Course outline:** This half course aims to enable students to understand the research process and its relationship to nursing. It facilitates the utilisation of research findings to inform nursing practice. Critical thinking and problem-solving skills are facilitated. Students identify and access resources essential to the research process and design and formulate a small-scale research proposal to address concerns within their specialist areas of practice.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4049H  FUNDAMENTALS OF NURSING MANAGEMENT**

**Course convenor:** Ms S Duma  
**Course outline:** This half course focuses on knowledge, understanding and application of principles and processes of management in day-to-day public or private health and nursing service management units. Knowledge and understanding of general management and or organisational theories and management approaches relevant to health and nursing service is acquired and applied to day-to-day management at all levels. A case study-based approach is used to facilitate teaching and learning in order to enhance integration of theory and practice and application thereof.  
**Tutorials:** Four tutors assist student groups to compile the health service legal framework file for nurse managers.  
**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment would be externally moderated.
contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4050A  BIOSCIENCES IN OPHTHALMIC NURSING**

**Course convenor:** Ms U Kyriacos  
**Course outline:** This module explores the links between the biosciences and ophthalmic nursing practice. The intention is the development of clear understanding of the reasons for every action and the progressive development of professional and skilful practice. Main concepts include relevant anatomy, physiology, pharmacology, microbiology, pathology and optics.  
**Lectures:** 24 hours contact time in the first semester.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4051Z  OPHTHALMIC NURSING IN PRIMARY CARE SETTINGS**

**Course convenor:** Ms U Kyriacos  
**Course outline:** This module is aimed at the acquisition of knowledge (terms, concepts, principles), skills and attitudes related to ophthalmic nursing practice in primary care settings. The intention is the development of clear understanding of the reasons for every action and the progressive development of professional and skilful practice. Main concepts include promotive eye health and principles of the primary health care approach, prevention of eye conditions/diseases, rehabilitation and psychosocial considerations.  
**Lectures:** 48 hours' contact time in the first semester.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4052Z  OPHTHALMIC NURSING IN SECONDARY AND TERTIARY CARE SETTINGS**

**Course convenor:** Ms U Kyriacos  
**Course outline:** This module is aimed at the acquisition of knowledge (terms, concepts, principles), skills and attitudes related to ophthalmic nursing practice in secondary and tertiary care settings. The intention is the development of clear understanding of the reasons for every action and the progressive development of professional and skilful practice. Main concepts include peri-operative, pre-operative, intra-operative and post-operative nursing care with integrated learning of the biosciences.  
**Lectures:** 36 hours' contact time in the second semester.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4053H  PRACTICE-BASED LEARNING**

**Course convenor:** Ms U Kyriacos  
**Course outline:** This half course is aimed at the acquisition of knowledge, skills and attitudes required to perform ophthalmic nursing skills in primary secondary and tertiary care settings.  
**Tutorials:** A total of 24 hours throughout the year.  
**Fieldwork:** A total of 200 hours at various health delivery services throughout the year.  
**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.
AHS4054Z  IMPACT OF THE CRITICAL CARE ENVIRONMENT
Course convenor: Ms N Fouché
Course outline: This module is divided into the following sections: Effects of the economic environment on patient care and the implication for nursing practice; effects of sensory alterations, including stressors for patients and staff, sensory overload and deprivation, sleep and rest disturbances in the critical care unit; the dying process and death; immobility in critically ill adults, including pain management, wound healing and altered body image; communication, communication channels, communication barriers and interventions that improve communication; effects of occupational hazards, including infection, chemical and radiation hazards, noise and chemical dependency; legal and ethical aspects e.g. euthanasia, withdrawal of therapy, 'do not resuscitate', constitutional rights of patients and allocation of scarce resources and ethical decision-making.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4058Z  COMMUNICATING HEALTH TO CHILDREN
Course convenor: To be announced
Course outline: The aim of this module is to offer the student the tools to communicate ethically and skillfully with children and their families as they strive to maintain their health.
Fieldwork: Various health and health-related services for children.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4059Z  PROMOTING SAFE MOTHERHOOD
Course convenor: Assoc Prof S E Clow
Course outline: Using available national and international data, key issues affecting maternal and perinatal morbidity and mortality will be identified and appropriate midwifery responses will be developed. This includes issues related to reproductive health.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4060Z  FINANCIAL MANAGEMENT IN THE HEALTH SERVICES
Course convenor: Ms S Duma
Course outline: This module aims to empower the student at clinical or managerial level with essential financial management skills in order to meet the challenges of the ever-shrinking health service budget. It focuses on budgeting and budget plans, and cost containment as applied to public or private health and nursing service. Different types of budget and budget proposals are analysed. The student is assisted in planning, implementing and evaluating cost-effective financial resource management.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4061Z  CRITICAL CARE CHILD NURSING PRACTICE
Course convenor: To be announced
Co-requisite: AHS4063H
Course outline: This half course runs concurrently with AHS4063H Nursing the Critically Ill Child. This includes guided clinical learning experiences and the development of critical care nursing skills with the aim of developing clinical judgement and to equip the critical care nurse to practise independently in a variety of settings.

Fieldwork: Students are allocated to various health and critical care settings for adults.

Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4062Z  RESEARCH PROJECT
Course convenor: Assoc Prof D Khalil
Pre-requisite: AHS4048H

Course outline: Students are required to implement the proposal developed in AHS4048H (Research Methods) and write this up. Students may do group projects and are each allocated a supervisor.

Assessment: Continuous assessment takes place throughout the research project. The summative assessment contributes 100% of the final mark. Details are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4063H  NURSING THE CRITICALLY ILL CHILD
Course convenor: To be announced
Co-requisite: AHS4061Z

Course outline: The aim of this half course is to prepare the student as a professional child nurse to function as a skilled practitioner in the critical care setting. The focus is on the evidence-based care of the critically ill child in the ICU, including special situations, e.g. neonates and adolescents, planned surgery and the sudden, unexpected admission. Students are required to establish a sound nursing approach to acquire and practise skills and develop creative responses to the needs of critically ill children, their parents and family. In keeping with the whole person-based approach, this includes physical, emotional, learning, rational, and spiritual aspects of care. The module includes the aetiology, pathophysiology, and management of acute and chronic illness in children. It also includes interdisciplinary aspects, community resources and involvement as well as institutional care and primary, secondary and tertiary prevention.

Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4070H  HEALTH CARE AND NURSING MANAGEMENT
Course convenor: Ms S E Duma

Course outline: This case study-based half course focuses on the acquisition and application of management skills and competencies that are specific to health and nursing service management at all levels within the public and private health sector. Management skills and competencies in relation to human resources, job evaluation, communication, time management, staffing, change management, problem-solving, conflict management, performance appraisal, labour relations, quality of life and commissioning of health service facilities are addressed, and the students are assisted in their application at different levels of health and nursing management.

Fieldwork: This includes a situational analysis project in a health service of the learners choice. Seminar presentation will be based on the intervention in respect of an identified health service management problem.

Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.
AHS4074Z MATERNAL, CHILD AND WOMEN'S HEALTH  
Course convenor: Assoc Prof S E Clow  
Course outline: This module involves the study of women's and children's health (including adolescents) and the factors influencing this, in the family and community. It includes applicable health legislation and health maintenance, health service delivery and community resources related to women, children and family health in the SA.  
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4075Z ASSESSMENT OF THE CHILD A  
Course convenor: To be announced  
Co-requisite: AHS4076Z  
Course outline: The aim of this module is to challenge the student skilfully to assess a child who may require nursing care. This runs concurrently with AHS4076Z Assessment of the Child B. This module aims to achieve competency in basic health and developmental assessment of the child and adolescent. This module includes the full health assessment of a child, viz. physical, emotional, intellectual, relational and spiritual assessments. These aspects are related to the developmental phase of the infant, child and adolescent as these relate to health, illness and critical illness. The approach is grounded in a sound knowledge of normal health and development to guide the practitioner's approach, diagnosis and plan for intervention and referral.  
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4076Z ASSESSMENT OF THE CHILD B  
Course convenor: To be announced  
Co-requisite: AHS4075Z  
Course outline: The aim of this module is to challenge the student skilfully to assess a child who may require nursing care and to achieve competency in basic health and developmental assessment of the child and adolescent, and of the ill and critically ill child. A family-centred approach is integral to the module. Skills of inspection, palpation, percussion and auscultation as these relate to children with specific symptoms are included. Students are mentored in the skill of perpetual observation, using the sense of sight, listening, touch and smell. Learning is applied to the learner's practice setting throughout. This runs concurrently with AHS4075Z Assessment of the Child A so that maximum application of theory to practice is facilitated. This module includes a clinical practice component.  
Fieldwork: Various health and related services for children.  
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4078Z COUNSELLING SKILLS  
Course convenor: Ms P M Mayers  
Prerequisite: AHS4056A  
Course outline: This module offers a practical and theoretical framework to enable the health care professional to develop further their range of counselling skills. This module is open to students who have a particular interest in this area and will use it in their field of practice.
Fieldwork: An intensive experiential learning session (field camp) may form part of this module.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4081Z  PROFESSIONAL DEVELOPMENT STUDIES A
Course convenor: Assoc Prof D Khalil
Course outline: This module aims to develop further the professional ethos and professionalism of students by examining theoretical, philosophical and pragmatic factors that shape and/or challenge nursing as a profession and also as a science and an art. Students are encouraged to reflect on their lived experiences in nursing, of being registered nurses, members of the nursing profession, and members of the multidisciplinary health care team. Students select an issue that is of current concern or interest to them by examining the professional, socio-cultural, political, legal, economic factors and ethical implications on their selected topics. Furthermore, this module expands the student's knowledge on the concepts of primary health care and the national health system in South Africa. It explores the historical factors leading to the Alma Ata declaration (WHO 1988), global strategies for the implementation of primary health care and the national health system in South Africa. It also addresses leadership models within the African and international contexts. Contemporary theories and case studies of organisational change and change processes are presented, e.g. transformation leadership. Theoretical concepts are presented with a particular application to the health systems and to legal and political frameworks.

Fieldwork: Visit to various primary health care services.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4082Z  PROFESSIONAL DEVELOPMENT STUDIES B
Course convenor: Mrs P Mayers
Course outline: This module creates an environment where students can explore values, beliefs, behaviour etc. that are often socially and culturally constructed. It promotes critical reflective practice which enables students to make choices, to gain self awareness, self-confidence, flexibility, accountability, personal development, independent learning and commitment to action and social change. During this module the student also examines various approaches to human rights, the SA Constitution and Bill of Rights, international conventions/treaties, professional codes - and how these support or undermine a culture of human rights in society and specifically within the health sector.

Fieldwork: An intensive experiential learning session (field camp) forms part of this module and a field visit e.g. a visit to Robben Island followed by an exercise interrogating issues of human rights.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4083Z  NURSING MANAGEMENT PORTFOLIO DEVELOPMENT
Course convenor: Ms S E Duma
Course outline: The student is assisted to develop a professional development portfolio according to identified learning needs. The portfolio captures both management specific skills as well as transferable core skills. Learning contracts are the driving force in the development of the portfolio.
Fieldwork: This includes individualised workplace assessment in various health care and nursing management services.

Assessment: Continuous formative assessment of the professional development portfolio leading to the final submission of the portfolio at the end of the programme. The professional development portfolio is externally moderated and will contribute 100% to the final mark.

POSTGRADUATE DIPLOMA IN OCCUPATIONAL HEALTH (MG007)

Programme convenor: Prof J Myers (Department/ School of Public Health and Family Medicine)

Admission requirements
FGG1 A degree in medicine of this University or another university recognised by the Senate for the purpose.

[Note: Certain categories of non-medical graduates may be admitted to the Postgraduate Diploma in Occupational Health. Prospective applicants are advised to contact the programme convenor.]

Duration and attendance of the programme
FGG2.1 Every student must be registered for the programme for at least two years (part-time). Retrospective registration is not allowed.

FGG2.2 A registered candidate is required to attend the programme for four one-week practicum blocks over the two-year period.

Curriculum
FGG3 PPH7008W: The programme includes occupational hygiene, occupational medicine, toxicology, epidemiology and biostatistics, research methods, social and behavioural sciences, industrial relations, relevant legislation and environmental health. There are practical activities that include a research project, work-place visits, and clinical case studies.

Examination
FGG4.1 The examination comprises three written papers covering epidemiology and statistics; industrial hygiene and toxicology; occupational medicine and health services; and an oral examination for selected candidates. Examinations are “closed book” and count for 50% of the total mark, with 40% allocated to continuous assessment by way of assignments and other work, and 10% of the total mark allocated for students’ contribution to asynchronous and synchronous learning activities.

FGG4.2 Students must pass each section with 50% or more to graduate.

FGG4.3 There are no supplementary examinations, but students may be permitted to take the examination in a subsequent session.

FGF4.4 In addition to the above, the external examiner retains the discretion to alter any mark based on an assessment of the student's performance across the course (or course component) as a whole.

Distinction
This Diploma may be awarded with distinction (75% - 100%).

### POSTGRADUATE DIPLOMA IN PALLIATIVE MEDICINE (MG011)

**Programme convenor:** Dr L Gwyther (Department/ School of Public Health and Family Medicine)

**Admission requirements**

FGH1 A degree in medicine of this University or another university recognised by the Senate for the purpose.

**Duration of the programme**

FGH2 Every student must be registered for the Diploma for at least two years (part-time). Retrospective registration is not allowed.

*>Note: The Faculty also offers an MPhil in Palliative Medicine by coursework and dissertation. In such a case the material covered in the Diploma programme will contribute to the coursework part of the MPhil programme. Students who register for the Postgraduate Diploma may be granted permission to upgrade to the MPhil prior to being awarded the Postgraduate Diploma. Once the Diploma has been awarded, a student will not be permitted to count the work done for the Diploma towards the MPhil. An alternative in the latter case may be for the student who has obtained the Diploma to proceed to an MPhil by dissertation only.*

**Curriculum**

FGH3 The programme consists of coursework (PPH4003W in year 1 and PPH4017F in the first semester of year 2) in which the following topics are covered: Palliative care; psychosocial issues; symptom control; paediatric palliative care; chronic diseases; oncology; HIV/AIDS; ethics.

**Assessment**

FGH4 Students are required successfully to complete 10 written assignments on coursework, a portfolio project, a written examination and a communication skills assessment. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate final marks.

**Distinction**

FGH5 The Diploma may be awarded with distinction.

### BACHELOR OF SCIENCE IN MEDICINE: HONOURS (BSc(MED)(HONS)) (MH001)

*Note: Rules FHA1 to FHA5 are generic to all honours programmes. The outlines of individual honours programmes are given after this general section.*

**Minimum generic requirements to be considered for admission:**

FHA1 An applicant shall not be admitted as a candidate for the degree programme unless he/she

(a) is a graduate; or

(b) has passed at any university or at any institution recognised by the Senate for this purpose such examinations as are in the opinion of the Senate equivalent to the examinations prescribed for a degree at the University; or
(c) has in any other manner attained a level of competence which in the opinion of the Senate is adequate for the purpose of admission as a candidate for the degree; and

(d) has satisfied the Senate that he/she has the necessary background and ability to undertake the honours study the subject he/she has selected.

Choice of honours programmes

FHA2 The honours programmes that may be on offer are listed below. For the specific admission requirements, please see the outlines of the individual programmes provided in the next section.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Department</th>
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<tr>
<td>Applied Anatomy</td>
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<td>Bioinformatics</td>
<td>Clinical Laboratory Sciences</td>
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<td>Biological Anthropology</td>
<td>Human Biology</td>
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<tr>
<td>Cell Biology</td>
<td>Human Biology</td>
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<tr>
<td>Exercise Science</td>
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<tr>
<td>Exercise Science (Biokinetics)</td>
<td>Human Biology</td>
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<tr>
<td>Human Genetics</td>
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<td>Infectious Diseases and Immunology</td>
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<td>Immunology</td>
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<td>Medical Biochemistry</td>
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<td>Medical Physics</td>
<td>Radiation Medicine</td>
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<tr>
<td>Nutrition &amp; Dietetics</td>
<td>Health and Rehabilitation Sciences</td>
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<td>Physiology</td>
<td>Human Biology</td>
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<tr>
<td>Radiobiology</td>
<td>Radiation Medicine</td>
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Duration of the honours degree programmes

FHA3 (a) Except as provided in (b) (c) and (d) below, a student shall during one academic year of full-time study attend and by examination complete an honours programme in the subject selected.

(b) The BSc(Med)(Hons) in Nutrition and Dietetics is a full-time degree programme over two years.

(c) In exceptional circumstances, the Senate may permit graduates whom it deems worthy on academic grounds but who do not have an adequate undergraduate background to undertake a full-time honours programme over two years. In such cases, students will be required to complete, in the first year, courses chosen to strengthen their background, and may undertake a portion of the honours programme, provided that this portion does not exceed 30% of the full programme.

(d) In some cases students may be permitted to register for part-time studies over two years.

Assessment

FHA4 The honours examination consists of such written papers and include such practical and oral tests as may be prescribed by the Senate from time to time.

Award of degree

FHA5 This degree may be awarded in the first class.

Outlines of individual honours programmes:
BSc(Med)(Hons) in Applied Anatomy (HUB4002W)

Programme convenors: Assoc Prof A G Morris and Assoc Prof G Louw

Admission requirements
FHB1 A BSc degree or an equivalent degree in the biological sciences; or an MBChB degree; or an approved degree in the health and rehabilitation sciences.

Programme outline
FHB2 The programme is aimed at introducing students to an academic or research career in physiology. It consists of seven mini-courses (modules) and a research project. The academic year begins with an intensive six-week laboratory techniques course which is a practical module aimed at teaching students basic anatomy in the anatomical sciences. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend five programme modules, each of which covers a specific field and which runs over a three-week period. Three modules should be in cell anatomy and two modules can be in any of the following Honours Programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year students are required to write a research project and final examinations.

Assessment
FHB3 Evaluation is based on performance in the research project, in coursework and in examinations. The final mark is made up as follows:
- Laboratory techniques - tests and examination: 10%
- Scientific communication: 10%
- Programme modules (tests/evaluations): 20%
- Research project: 30%
- Oral presentation of research project: 05%
- Programme modules final exams: 20%
- Research paper comprehension: 05%

BSc(Med)(Hons) in Bioinformatics (LAB4005W)

[Note: This is a postgraduate training programme for academic, research or service careers in the biochemical and biotechnology fields.]

Programme convenor: Assoc Prof C Seoighe (National Bioinformatics Network)

Admission requirements
FHC1 A BSc degree or an equivalent degree in computer science or in biological sciences or in chemistry; or an MBChB degree.

Programme outline
FHC2 The programme consists of seven modules and a research project. The academic year
begins with an intensive six-week computer programming module which is a theoretical and practical module aimed at teaching students computer programming for Bioinformatics. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition students need to take five programme modules, each of which runs over a three-week period. Three of the modules are from the Bioinformatics programme (introduction to bioinformatics; genomics and molecular evolution of pathogens; and data analysis for microarrays and proteomics) and two modules can be selected from any of the following Honours Programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. In addition, students will conduct a research project under the supervision of senior research scientists at the National Bioinformatics Network which is located at the Institute of Infectious Disease and Molecular Medicine. During that period students become integrated into the research groups and participate in weekly discussion meetings and research seminars. Towards the end of the year students are required to write a research project report and final examinations.

Assessment
FHC3  Computer programming: 10%
Scientific communication: 10%
Programme modules (tests/evaluations): 20%
Research project: 30%
Oral presentation of research project: 05%
Programme modules final exams: 20%
Research paper comprehension 05%

BSc(Med)(Hons) in Biological Anthropology (HUB4001W)

Programme convenors: Assoc Prof A G Morris and Assoc Prof G Louw

Admission requirements
FHD1  A BSc degree or an equivalent degree in the biological sciences, preferably with Anatomy as a major subject; or an MBChB degree; or an approved degree in the health and rehabilitation sciences.

Programme outline
FHD2  The programme is aimed at introducing students to an academic or research career in physiology. It consists of seven mini-courses (modules) and a research project. The academic year begins with an intensive six week laboratory techniques course which is a practical module aimed at teaching students basic anatomy in the anatomical sciences. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend five programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be in cell anatomy and two modules can be from any of the following Honours Programmes: Applied Anatomy/ Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year students are required to write a research
project and final examinations.

**Assessment**

FHD3 Evaluation is based on performance in the research project, in coursework and in examinations. The final mark is made up as follows:

- Laboratory techniques - tests and examination: 10%
- Scientific communication: 10%
- Programme modules (tests/evaluations): 20%
- Research project: 30%
- Oral presentation of research project: 05%
- Programme modules final exams: 20%
- Research paper comprehension: 05%

**BSc(Med)(Hons) in Cell Biology (HUB4000W)**

**Programme convenor:** Dr D Laing

**Admission requirements**

FHE1 A BSc or equivalent degree in the biological sciences, preferably with biochemistry or genetics as a subject; an MBChB degree; or a degree in the health and rehabilitation sciences.

**Programme outline**

FHE2 The programme is aimed at introducing students to an academic or research career in Physiology. It consists of seven mini-courses (modules) and a research project. The academic year begins with an intensive six-week laboratory techniques course which is a practical module aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend five programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be from the programme in Cell Biology and two modules can be from any of the following Honours Programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year students are required to write a research report and final examinations.

**Assessment**

FHE3 Evaluation is based on performance in research projects, in coursework and in examinations. The final mark is made up as follows:

- Laboratory techniques: 10%
- Scientific communication: 10%
- Programme modules (tests/evaluations): 20%
- Research project: 30%
- Oral presentation of research project: 05%
- Programme modules final exams: 20%
- Research Paper comprehension: 05%
BSc(Med)(Hons) in Exercise Science (HUB4041W)
[Note: The objectives of this programme are to examine the underlying physiological and biochemical processes associated with exercise. In particular, research skills are taught to address questions on exercise, health, and peak performance. Research methodology, including laboratory skills, statistics, and critical scientific thinking, are integral features of the programme, while teaching and lecturing skills are also purposely developed.]

Programme convenor: Assoc Prof M Lambert
Exercise Science convenor: Dr A Bosch

Admission requirements
FHF1 A BSc majoring in a biological science; or an MBChB; or a BSc in Nutrition and Dietetics; or a BSc in Physiotherapy; or a BSc Occupational Therapy; or an equivalent degree. Other prerequisites include:
• Undergraduate degree to include one senior full course in physiology or zoology;
• An above-average academic record;
• Evidence of interest in and/or experience of the scientific aspects of sport.

Programme outline
FHF2 The programme consists of lectures, practicals and tutorials arranged into several different modules covering the following topics: Muscle physiology and biochemistry; anatomy and biomechanics; psychological aspects of human performance; intermediary metabolism and endocrinology; respiratory and cardiovascular systems; neurophysiology; medical aspects of sport, including environmental and comparative physiology; sporting injuries and sports nutrition. Students are also taught many laboratory techniques related to exercise science. Each student is required to complete a research project.

Assessment
FHF3 Two written theory papers, an oral examination, class tests, and assignments during and at the completion of each module; assessment of the research project. The final mark is made up as follows:
Exercise science elective: 15%
Modules (tests/evaluations): 25%
Research project: 33%
Oral presentation of project: 02%
Final examination 1 and 2 (written & oral): 18%
Final examination 3 (research paper): 07%.

BSc(Med)(Hons) in Exercise Science (Biokinetics) (HUB4043W)
[Notes: The objective of this programme is to provide the theoretical and practical basis for the controlled use of physical activity in the prevention of disease and as the primary therapeutic modality during final phase rehabilitation. Students are taught practical and clinical competencies in the assessment of various conditions and then to apply this knowledge in the management of these conditions in clinical practice. Presentation skills necessary to disseminate exercise "messages" to the athlete and lay public are developed. On graduation with the BSc(Med)(Hons) in Exercise Science (Biokinetics), a one-year internship must be completed before students can register with the Health Professions Council of South Africa.]
Programme convenor: To be announced

Biokinetics convenors: Prof EV Lambert and Dr W Viljoen

Admission requirements
FHG1 A BSc or a BA degree majoring in Physical Education or Human Movement Science. Other prerequisites include:
- An above-average academic record;
- Evidence of interest in and/or experience of the scientific aspects of sports medicine and exercise rehabilitation.

Programme outline
FHG2 The programme consists of lectures, practicals and tutorials arranged into several different modules covering the following topics: Muscle physiology and biochemistry; anatomy and biomechanics; physiological aspects of human performance; intermediary metabolism and endocrinology; respiratory and cardiovascular systems; neurophysiology; injuries; and sports nutrition. Each student is required to complete a research project. The clinical portion of the Biokinetics module will be in the form of lectures and practicals, as well as rotations through the various programmes run from the Sports Science Institute of South Africa and outside clinical practices.

Assessment
FHG3 This includes two written theory papers, an oral examination, class test/s, and assignments during and at the completion of each module, and assessment of the research project. Students are also expected to complete practical competency examinations at three different times during the year, in addition to the Biokinetics elective examination. The final mark is made up as follows:
- Biokinetics elective: 15%
- Modules (tests/evaluations): 25%
- Research project: 33%
- Oral presentation of project: 02%
- Final examination 1 and 2 (written): 18%
- Final examination (oral): 07%.

BSc(Med)(Hons) in Human Genetics (LAB4001W)
[Notes: The programme is aimed at introducing students to an academic or research career in human genetics, particularly as it relates to human diseases. The Human Genetics honours programme is designed to articulate with other honours programmes in the Faculty, particularly those in Cell Biology (HUB4000W) and Medical Biochemistry (LAB4003W), and students will be able to select optional topics from these and other Faculty programmes.]

Programme convenor: Dr G Rebello

Admission requirement
FHH1 A BSc degree or an equivalent degree in the biological sciences; or an MBChB degree.

Programme outline
FHH2 The programme includes: (1) A basic techniques module including scientific methods, basic techniques in molecular biology; molecular genetics techniques; cell and tissue culture; genetic linkage analysis; (2) core modules in advanced molecular and human genetics; basic tissue structure and function; developmental biology and genetics; gene structure and function; bio-informatics; (3) optional modules, such as cell biology,
neurobiology, evolutionary genetics, cancer biology, cell physiology, and other topics are offered depending on interest and availability; (4) a research project, essays and seminars.

Assessment

FHH3 This is based on performance in research projects, coursework during the year, seminar presentations, tests and examinations. The November examination includes three written papers and an oral examination. The final mark is made up as follows:
- Laboratory techniques - tests and examination: 10%
- Scientific communication: 10%
- Modules (tests/evaluations): 20%
- Research project: 30%
- Oral presentation of project: 05%
- Final examination 1 and 2 (on modules): 20%
- Final examination 3 (research paper): 05%

BSc(Med)(Hons) in Infectious Disease and Immunology (LAB4004W)

[Note: This is a postgraduate training programme in the fields of Infectious Disease and Immunology for academic, research or service careers in the biomedical and biotechnology fields.]

Programme convenor: Dr J Ramesar.

Admission requirements

FHI1 A BSc degree in the Biomedical Sciences with a major in either Microbiology, Biochemistry or Physiology.

Programme outline

FHI2 This programme consists of seven mini-courses (modules) and a research project. The academic year begins with an intensive six-week laboratory techniques course which is a practical module aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend five programme modules. Each module covers a specific field and generally runs over a three-week period. The first module is Introduction to Bioinformatics, which is compulsory. Three modules are from the infectious diseases and immunology programme module list (cancer biology; intracellular pathogens, mechanisms and molecular basis of antibiotic resistance, molecular and cellular immunology, molecular biology of HIV, pathogenesis of infection and vaccine development, viral evasion of host defences) and the remaining fifth module can be from any of the following Honours Programmes: Applied Anatomy/ Biological Anthropology, Cell Biology, Human Genetics, Medical Biochemistry and Physiology (modules names are listed for each programme in this handbook). Students choose their research project from a wide variety of projects offered and the majority of students will conduct their projects in the Institute of Infectious Disease and Molecular Medicine under the supervision of senior scientists of the Faculty. The research project begins in April and ends in October. During that period students become integrated into the research groups and participate in weekly discussions meetings and research seminars. Towards the end of the year students are required to write a research project and final examinations.

Assessment
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FHI3 Laboratory techniques: 10%
Scientific communication: 10%
Programme modules tests/evaluations: 20%
Research project: 30%
Oral presentation of research project: 05%
Programme modules final exams: 20%
Research paper comprehension 05%

BSc(Med)(Hons) in Medical Biochemistry (LAB4003W)
[Note: This is a postgraduate biochemical training programme in the fields of Medical Biochemistry and Molecular Medicine for academic, research or service careers in the biomedical and biotechnology fields.]

Programme convenor: Assoc Prof A Katz

Admission requirements
FHJ1 A BSc or equivalent degree with a major in any of the biological sciences or chemistry; or an MBChB degree.

Programme outline
FHJ2 The programme consists of seven mini-courses (modules) and a research project. The academic year begins with an intensive six week laboratory techniques course which is a practical module aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the academic year and trains students in scientific writing. In addition students need to attend five programme modules. Each module covers a specific field and generally runs over a three-week period. The first module is Introduction to Bioinformatics, which is compulsory. Three modules are from the Medical Biochemistry Programme module list (Cancer Biology; Cellular Signal Transduction; Metabolism of Foreign Compounds; Molecular Basis of Disease and Transcriptional regulation in development and disease) and the remaining fifth module can be from any of the following Honours Programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. The students choose their research project from a wide variety of projects offered and the majority of students will conduct their projects in the Institute of Infectious Disease and Molecular Medicine under the supervision of senior scientists of the Faculty. The research project begins in April and ends in October. During that period students become integrated into the research groups and participate in weekly discussion meetings and research seminars. Towards the end of the year students are required to write a research project report and final examinations.

Assessment
FHJ3 Laboratory techniques: 10%
Scientific communication: 10%
Programme modules (tests/evaluations): 20%
Research project: 30%
Oral presentation of research project: 05%
Programme modules final exams: 20%
Research paper comprehension: 05%. 
BSc(Med)(Hons) in Medical Physics (RAY4005W)

[This programme is in abeyance.]

Programme convenor: Assoc Prof E R Hering

Admission requirements
FHK1 A BSc degree with a major in Physics.

Programme outline
FHK2 The programme comprises five lectures per week for two years and a series of practical sessions covering the coursework. At least one third of the programme comprises basic physics subjects. Students are required to complete the following:
The Physics of Diagnostic Radiology;
The Physics of Nuclear Medicine;
The Physics of Radiotherapy;
The Physics of Radiation Protection;
Nuclear Physics;
Laser Physics;
Solid State Physics;
Medical Instrumentation & Electronics.

Assessment
FHK3 The written examination comprises four or five three-hour papers in medical physics in addition to the papers covering the subject modules chosen from the basic physics subjects in this Honours programme offered by the Division of Medical Physics.

BSc(Med)(Hons) in Nutrition and Dietetics (AHS4027W and AHS4073W)

[Notes: The programme is under review and students admitted to the current programme may be required to transfer to a revised programme from 2008. On successful completion of the programme, students are registered as dietitians with the Health Professions Council of South Africa.]

Programme convenor: To be announced

Admission requirements
FHL1 Graduates preferably with a BSc (majoring in physiology or biochemistry or mammalian zoology or any other biological science deemed appropriate) including second year physiology as a prerequisite, may be accepted for this full-time, two-year, coursework and research project programme. Prospective students are also advised to consider subjects in addition to the major such as eg. microbiology, statistics, psychology and/or a second language (e.g. Afrikaans or Xhosa) should their undergraduate timetables allow.

Programme outline
FHL2 The first year (AHS4027W) consists predominantly of coursework and includes daily lectures, workshops and seminars in the three core areas of nutrition, namely clinical, community and food service management. Other subjects include food science and research methods and epidemiology. Independent work and presentations, problem-solving and case-studies underpin the learning experience. The second year (AHS4073W) is an internship year and students work in small groups in various clinical,
community and food service management placements. Students are also required to complete a substantial independent research project in their internship year.

Fieldwork
FHL3 The programme has a substantial community orientation with regular and directed fieldwork visits to several sites and a field study camp in the first postgraduate year, with further hands-on fieldwork experiences in the second year, including time with the Western Cape Department of Health and various NGOs around the Cape Peninsula.

Assessment
FHL4 Tests and orals occur throughout the first year programme which, along, with various assignments and seminars, contribute to a year mark. Three 3-hour papers are also written in the first year and the student is required to achieve 50% for each exam in the core subjects in order to move into the second year. Written and oral case study presentations and general competencies are determined both formatively and summatively in the second year. Three 3-hour papers and an OSCE exam moderated by external examiners occur at the end of the final year. Assessment of the research project contributes one third of the final mark. Candidates are required to pass all components of the programme.

BSc(Med)(Hons) in Pharmacology (MDN4004W)

Programme convenor: Mrs J Norman

Admission requirements
FHM1 A BSc degree with a major in pharmacy, chemistry, biochemistry, or physiology, or other appropriate majors in the life sciences.

Programme outline
FHM2 The programme extends over one year and is designed for graduates with a BSc degree in the life, chemical or pharmaceutical sciences. There is comprehensive training in laboratory skills (analytical and applied pharmacology) and in the theory of drug action and toxicity in humans. A personalised programme is provided with individual instruction by dedicated tutors. Students undertake an original research project.

Assessment
FHM3 The programme is written off throughout the year in tests on the various theoretical sections. Presentation of the project takes place in November.
The final mark is made up of:
  Theory: 45%
  Laboratory component: 10%
  Research project: 45%.

BSc(Med)(Hons) in Physiology (HUB4040W)

Programme convenor: Prof V Russell

Admission requirements
FHN1 A BSc or equivalent degree in the biological sciences, preferably with physiology as a major; or an MBChB degree; or a degree in the health and rehabilitation sciences.
Programme outline
FHN2 The programme is aimed at introducing students to an academic or research career in physiology. It consists of seven mini-courses (modules) and a research project. The academic year begins with an intensive six-week laboratory techniques course which is a practical module aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend five programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be in physiology and two modules can be from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year students are required to write a research project and final examinations.

Assessment
FHN3 Evaluation is based on performance in research projects, in coursework and in examinations. The final mark is made up as follows:
- Laboratory techniques: 10%
- Scientific communication: 10%
- Programme modules (tests/evaluations): 20%
- Research project: 30%
- Oral presentation of project: 05%
- Programme module final exams: 20%
- Research Paper comprehension: 05%

BSc(Med)(Hons) in Radiobiology (RAY4000W)

Programme convenors: Dr A Hendrikse and Dr A Hunter

Admission requirements
FHO1 A BSc degree with senior courses in biochemistry or physiology or zoology. The course RAY2001W Radiobiology is a recommendation.

Programme outline
FHO2 The programme consists of lectures/seminars (5 per week) arranged into modules covering the following:
- Introduction to radiobiology and aspects of medical physics relevant to radiobiology;
- models in radiation biology; densely ionizing radiation and radiation modification; cell and tissue responses to ionizing radiation; tumour biology, tumour kinetics and cancer chemotherapeutic drugs; effects of ionizing radiation on DNA and DNA repair. The student is also required to complete a laboratory project offered by the course convenors, and present a literature survey of a topic relating to the programme.

Assessment
FHO3 Two written theory papers: 50%
- Assessment of the research project and 30%
literature survey:
Class tests at completion of each module: 20%.

MASTER OF MEDICINE (MMed) (MM001) General Rules

[Notes: To be read in conjunction with the rules for the degree of Master in Handbook 3 of this series. Rules FMA1 to FMA7 are generic to all MMed programmes. The outlines of individual MMed programs are given after this general section.

1. All specialist trainees register for the MMed degree and, in the large majority of disciplines, write College of Medicine examinations, which qualify them for registration as specialists with the Health Professions Council of South Africa (HPCSA). (A few disciplines may offer internal examinations instead.) Candidates who have successfully completed the Parts 1 and 2 examinations of the Colleges of Medicine of South Africa (CMSA) are exempted from Part 1 and Part 2 of the MMed degree. Only those MMed students who register for and who successfully complete the Part 3: dissertation are awarded the MMed degree.

2. A candidate who wishes to specialise and have his/her specialist training time recognised by the Health Professions Council of South Africa must hold an HPCSA-approved training number in a relevant teaching hospital department or in a recognised satellite department in a hospital which is not a teaching hospital. Training time usually amounts to four years. Recognition of training time as a registrar in a satellite department may be granted for a maximum period of one year. Both the Head of discipline and the Dean have to certify that the training has been completed.

3. MMed candidates must register at the beginning of each academic year of study following the year in which they have first registered, by completing the required forms at the Faculty Office. Retrospective registration with the University will not be granted, which means that candidates who failed to register annually by completing registration forms by the due date will not have their training time recognised by the HPCSA.

4. Part 3 MMed candidates must each have a supervisor. Guidelines for candidates and supervisors are available from the Faculty Office.

5. Specialists undergoing subspecialty training must be registered for the MPhil degree. See notes on MPhil degree programmes on page 153.]

Minimum generic admission requirements
[Note: Individual specialities may have additional entry requirements. Applicants are advised to contact the programme convenors in this regard.]

FMA1.1 A person shall not be admitted as a candidate for the degree programme unless he/she:
(a) is a graduate in medicine of any university recognised by the Senate for this purpose; and
(b) has, after graduating in medicine, as a minimum requirement, completed the prescribed intern period and community service and is registered with the Health Professions Council of South Africa as a medical practitioner.
(c) has been appointed against an HPCSA-approved training number.

FMA1.2 Prospective applicants are strongly advised to complete the Part 1 (basic sciences) College of Medicine examination before applying. (Please consult the relevant head of discipline for discipline–specific admission requirements.)

FMA1.3 The Senate may refuse admission or re-admission to any candidate who is not appointed against an HPCSA-approved training number.

Specialities offered
FMA2 The degree of Master of Medicine may be awarded in any one of the following branches
of medical practice:
Anaesthesia; Anatomical Pathology; Cardio-thoracic Surgery; Chemical Pathology; Clinical Pathology; Clinical Pharmacology; Dermatology; Emergency Medicine; Forensic Pathology; Haematological Pathology; Medical Microbiology; Medical Virology, Medicine; Neurology; Neurosurgery; Nuclear Medicine; Obstetrics & Gynaecology; Occupational Medicine; Ophthalmology; Orthopaedic Surgery; Otorhinolaryngology; Paediatrics; Plastic, Reconstructive and Maxillo-facial Surgery; Psychiatry; Public Health; Radiation Oncology; Radiology; Surgery; Urology.

Duration of training
FMA3 Training takes place over a period of four years. At the end of four years the trainee will be required to vacate his/her training post (usually a registrar post) and HPCSA training number.

Examination
FMA4.1 The examination consists of three parts. The examination in each of Parts 1 and 2 consists of one or more written paper/s together with such practical and/or oral examination/s as the examiners may require. The examination in Part 3 consists of a dissertation. (See FMA5 below).

FMA4.2 A candidate may not be permitted to write the examination for Part 2 unless he/she has completed Part 1 and such approved experience as may be prescribed for the speciality concerned.

Dissertation
FMA5 (a) The Part 3 candidate must submit his/her dissertation within two years of completing his/her registrar training (The candidate will no longer hold a registrar post or HPCSA training number, but will remain registered for the MMed degree until completion of the Part 3 dissertation.).
(b) The dissertation must be on a topic in the same branch of the medical speciality in which the candidate is registered and must be based on a study for which the work was commenced while the candidate was registered as a postgraduate student.
(c) The candidate must submit a summary of not more than 500 words outlining the work he/she proposes to submit for the Part 3 examination, not later than six months before submitting the work for examination, to allow for the appointment of examiners.
(d) The dates for receipt of the dissertation by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.
(e) The Part 3 dissertation must consist of the original work of the candidate with such acknowledged extracts from the work of others as may be pertinent. The candidate shall declare the extent to which it represents his/her own work, both in concept and execution.
(f) The Part 3 dissertation may be awarded with distinction.

Credit and exemption
FMA6 The candidate may be granted credit for and exemption from the examinations of Part 1 and/or Part 2 if he/she has passed similar examinations at another university or institution recognised by the Senate for the purpose. If the Senate permits a candidate to take both Parts 1 and 2 examinations concurrently, the candidate will be granted credit for Part 2 only if he/she has also obtained credit for Part 1.
Prerequisites for award of MMed degree
FMA7 Except by permission of the Senate, a candidate shall not be awarded the MMed degree unless he/she
(a) has been registered as an MMed student of this University for at least three years;
(b) has had at least three years’ approved experience in his/her speciality subsequent
to registration as a medical practitioner;
(c) has successfully completed such courses and passed such examinations as are
prescribed for Parts 1 and 2 in his/her speciality; and
(d) has submitted a dissertation acceptable to the Senate on an approved research
project undertaken under the guidance of a supervisor appointed by the Senate and
passed by appointed examiners.

MMed in Anaesthesia

Programme convenor: Prof M James

FMA8 Training and examinations
(a) AAE7003W Part 1 MMed Anaesthesia
Basic sciences relevant to anaesthesia: applied physiology, applied pharmacology,
physics, and principles of clinical measurement and clinical chemistry as they
relate to clinical anaesthesia.
(b) AAE7004W Part 2 MMed Anaesthesia
The practice of clinical anaesthesia: the principles and practice of anaesthesia and
analgesia including pre- and post-operative treatment, clinical medicine and
surgery related to the practice of anaesthesia, critical care medicine, the
application of anatomy and pathology to the speciality, the history of its
development, theories of narcosis, and molecular mechanisms of anaesthesia.
(c) AAE7002W Part 3 MMed Anaesthesia
Dissertation.

MMed in Anatomical Pathology

Programme convenor: Dr R M Bowen

FMA9.1 Training
The programme covers a minimum of four years' experience in anatomical pathology,
including its branches of cytology, neuropathology or paediatric pathology. Irrespective
of what earlier training may have been undertaken, candidates are required to write and
pass Part 1A (LAB7007W) of the examination within 24 months of commencing formal
training in anatomical pathology.

FMA9.2 Examinations
(a) LAB7007W Part 1A MMed Pathology Disciplines (Anatomical Pathology)
Written, practical and oral examinations in autopsy pathology and diagnostic
histopathology. These examinations are offered twice yearly in May/June and
November/December.
(b) LAB7002W Part 2 MMed Anatomical Pathology
There will be written, practical and oral examinations, including the performance
of an autopsy. The syllabus covers the current principles and practice of
anatomical pathology. Before being admitted to the Part 2 examination a candidate
shall have had at least 42 months’ approved experience in anatomical pathology.
These examinations are offered twice yearly in May/June and November/
December.

(c) LAB7003W Part 3 MMed Anatomical Pathology
Dissertation. To be submitted within 24 months of completing the Part 2 examination.

**MMed in Cardio-thoracic Surgery**

**Programme convenor:** Prof P Zilla

**FMA10 Training and examinations**

(a) CHM7004W Part 1 MMed Surgical Disciplines
Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery

(b) CHM7010W Part 2A MMed Surgical Disciplines
The principles of surgery in general, including basic principles as applicable to all branches.

(c) CHM7019W Part 2B MMed Cardio-thoracic Surgery
The principles and practice of cardio-thoracic surgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) CHM7020W Part 3 MMed Cardio-thoracic Surgery
Dissertation.

**MMed in Chemical Pathology**

**Programme convenor:** Prof T S Pillay

**FMA11.1 Training**
A minimum of three years in Chemical Pathology plus an additional year at Registrar level in Chemical Pathology, Medical Microbiology, Haematology, Immunology, Anatomical Pathology, Cytology, General Medicine, Paediatrics or a combination of these disciplines other than Chemical Pathology. The candidate is required to pass the Part I examination in the relevant discipline, or, where such an examination is not offered, to obtain a written statement from the Head of the relevant Division that he/she has achieved a satisfactory standard of competence in that discipline.

**FMA11.2 Examinations**

(a) LAB7013W Part 1B MMed Pathology Disciplines (Chemical Pathology)
Written, practical and oral examination after one year of training in Chemical Pathology. This course is to be completed within 18 months of starting formal training in Chemical Pathology.

(b) LAB7014W Part 2 MMed Chemical Pathology
Written, practical and oral examination after a minimum of 18 months of further training in Chemical Pathology.

(c) LAB7015W Part 3 MMed Chemical Pathology
Dissertation.

**MMed in Clinical Pathology**

**Programme convenor:** To be announced.

**FMA12 Training and examinations**
(a) **Part 1 MMed Pathology Disciplines**

The candidate must complete sixteen months of approved training in each of the following disciplines of pathology: Chemical Pathology, Haematology, Medical Microbiology. At the end of each of the training periods, he/she shall write the Part I examination in that discipline.

(i) LAB7013W Part 1B MMed Pathology Disciplines (Chemical Pathology); and

(ii) LAB7023W Part 1C MMed Pathology Disciplines (Haematology); and

(iii) LAB7034W Part 1D MMed Pathology Disciplines (Medical Microbiology).

(b) **LAB7004W Part 2 MMed Clinical Pathology**

In addition to the four years’ of training specified above, and before being admitted to the Part 2 examination, a candidate must have completed a further year of training in Pathology disciplines, which may be divided among Chemical Pathology, Haematology, Medical Microbiology and Immunology, according to the candidate’s choice, provided such a choice is acceptable to the Heads of the Divisions concerned. The MMed Part 2 examination includes Chemical Pathology, Haematology, and Medical Microbiology. It may also include Immunology.

(c) **LAB7005W Part 3 MMed Clinical Pathology**

Dissertation.

**MMed in Clinical Pharmacology**

[Note: Clinical Pharmacology is not yet a speciality recognised by the Health Professions Council of South Africa.]

**Programme convenor:** Prof G Maartens

FMA13.1 The graduate will have the following **core skills**:

- A strong knowledge of the basic pharmacology of medicines (including pharmacokinetics, pharmacodynamics and principles of drug action, toxicology);
- An ability to apply that knowledge rationally and safely in a clinical context;
- Competency in research methodology, statistics and evaluation of data;
- An understanding of the scientific basis of drug development, which will include regulatory issues;
- Leadership skills and the capacity to teach others in these fields.

The graduate will have the public interest at heart, and be committed to supporting rational, safe and cost-effective drug use by all health care professions.
FMA13.2 Training and examinations
(a) MDN7034W Part 1 MMed Clinical Pharmacology
Registrars will be required to complete relevant modules. Coursework will be assessed by an externally reviewed written assessment (Part I) primarily based on in-course assignments with closed-book examinations of external modules and modules not suited to assignments.
(b) MDN7035W Part 2 MMed Clinical Pharmacology
Clinical (and Applied Therapeutics) components will be recorded and assessed through internal and external examination including an open-book clinical scenario assessment and an oral defence of the portfolio/logbook.
(c) MDN7036W Part 3 MMed Clinical Pharmacology
Each registrar must be involved in and contribute significantly to at least one of the following areas during the MMed, which will form the basis for his/her dissertation:
- Drug regulation and policy (drugs and therapeutics committees, essential drugs programmes, national drug regulators authority, and scientific principles of drug development)
- Drug utilisation review
- Pharmacokinetic studies
- Therapeutic efficacy studies
- Pharmaco-epidemiology
- Pharmaco-economics
- Pharmaco-vigilance
- Improving the rational use of drugs at any level of the health care system.
The dissertation should be written with a view to its resulting in at least one peer-reviewed original research article or Cochrane Review, publishable in a Medicine journal.

MMed in Dermatology

Programme convenor: Assoc Prof G Todd and Dr S Jessop

FMA14.1 Additional admissions requirements
Applicants should have at least two years of supervised medical practice (which may include the internship and community service referred to under FMA1.1 above) plus a further minimum of one year of medical practice or medical research in a field related to dermatology.

FMA14.2 Training and examinations
(a) MDN7026W Part 1 MMed Dermatology/ FCDerm (SA)
It is preferred that this examination is taken within the first 18 months of admission to registrarship. The following core knowledge is assessed in three written papers and one oral examination:
- An in-depth knowledge of the embryology, macro and micro (cellular and subcellular) anatomy, histology and histochemistry of the normal skin, mucous membranes and associated structures including circulatory and neurologic systems. Also included are general principles of anatomy, embryology and histochemistry with special reference to the skin.
- An in-depth knowledge of the physiology, biochemistry and immunology of the skin, mucous membranes and associated structures including circulatory
and neurologic systems. Also included are general principles of metabolism, homeostasis (fluid balance, temperature control), genetics, immunology, endocrinology, inter- and intra-cellular communication, biochemistry and physiology with special reference to the skin.

- An in-depth knowledge of the general principles of general pathology.

(b) MDN7027W Part 2 MMed Dermatology/ FCDerm (SA)
This examination can be taken only after three years in an accredited dermatology registrar training programme. The following core knowledge and skills are assessed in two written papers, in an oral and clinical examination and in respect of an in-course formative portfolio assessment:

- The principles and practice of general medicine (including diagnosis; pathogenesis; pathology; differential diagnosis; cost-effective investigations and treatments; and psychosocial and public health dimensions).
- The principles and practice of dermatology (including diagnosis; pathogenesis; pathology; differential diagnosis; cost-effective investigations; and treatments and psychosocial and public health dimensions).
- Objective evaluation of dermatopathology with competence in clinicopathologic correlation and differential diagnosis.
- Competence in the technology and basic surgical skills and procedures necessary for the practice of dermatology.

(c) MDN7025W Part 3 MMed Dermatology
Graduates are expected to conduct independent research as part of their training. Submission of the results of this research as a dissertation is required.

**MMed in Emergency Medicine**

**Programme convenor:** Assoc Prof L Wallis

**Training and examinations**

(a) CHM7056W Part 1 MMed Emergency Medicine
Current ATLS; ACLS; APLS/PALS certification is required to write the FCEM(SA) part one (Primary examination) which examines the following: Clinical Anatomy, Physiology, Pathology and Pharmacology.

(b) CHM7057W Part 2 MMed Emergency Medicine
The lectures include the following: Pre-hospital emergency medicine; disaster medicine; aeromedicine; fractures and dislocations; toxicology; emergency equipment; injury prevention; rape management and sexually transmitted disease; IV fluids and blood products; thermal injuries; child abuse; dysbarism; adult trauma; paediatric trauma; domestic violence; organ donation. The emergency aspects of the following subjects are also included in the lectures: respiratory medicine; cardiology; gynaecology; obstetrics; paediatrics; pharmacology; nervous system disorders; radiology; pathology; medico-legal issues; ethics; ophthalmology; otorhinolaryngology; urology; geriatrics; psychiatry; renal disorders; anaesthesia; sports medicine; occupational medicine; dental emergencies; systemic infection disorders; dermatology; endocrine and metabolic disorders; immune system disorders.

The following five short courses are requirements: Wound Management; Basic Surgical Skills; Emergency Management of Severe Burns; Disaster Medicine and Aviation Medicine.

(c) CHM7058W Part 3 MMed Emergency Medicine
Dissertation

MMed in Forensic Pathology

Programme convenor: Prof L Martin

FMA16.1 Training
The prescribed programme shall cover a minimum of 12 months' training experience in Anatomical Pathology (Part 1) and three years' experience in Forensic Pathology (Part 2). Candidates are required to complete Part 1 within 18 months of commencing formal training in Anatomical Pathology.

FMA16.2 Examinations
(a) LAB7013W Part 1B MMed Pathology Disciplines
Written, practical and oral examinations in autopsy pathology and diagnostic histopathology. These examinations are offered twice yearly in January and June/July and may not be written before a minimum of 11 months of training has been undertaken.
(b) LAB7016W Part 2 MMed Forensic Pathology
The principles and practice of forensic pathology. Before being admitted to the Part 2 examination a candidate shall have had at least 32 months' approved experience in forensic pathology.
(c) LAB7017W Part 3 MMed Forensic Pathology
Dissertation. To be submitted within 24 months of completing the Part 2 examination.

MMed in Haematological Pathology

Programme convenor: Prof N Novitsky

FMA17.1 Training
A minimum of three years in Haematological Pathology plus an additional year at registrar level in Haematological Pathology, Chemical Pathology, Medical Microbiology, Immunology, Anatomical Pathology, Cytology or a combination of these disciplines, provided such a combination is acceptable to the Heads of the Divisions concerned. The candidate is required to pass the Part I examination to continue training.

FMA17.2 Examinations
(a) LAB7023W Part 1C MMed Haematological Pathology
Written, practical and oral examinations after one year of training in Haematological Pathology. This course must, however, be completed within 18 months of commencing formal training in Haematological Pathology.
(b) LAB7020W Part 2 MMed Haematological Pathology
Written, practical and oral examinations after a minimum of two years' further training in Haematological Pathology.
(c) LAB7021W Part 3 MMed Haematological Pathology
Dissertation.

MMed in Medical Microbiology
Programme convenor: Dr S Oliver

FMA18.1 Training
A minimum of three years in Medical Microbiology of which three to six months will be in Virology plus an additional year at registrar level in Medical Microbiology and Virology, provided such a combination is acceptable to the Head of the Divisions concerned.

FMA18.2 Examinations
(a) LAB7034W Part 1 MMed Medical Microbiology
Written, practical and oral examinations after one year of training in Medical Microbiology. This course must, however, be completed within 18 months of commencing formal training in Medical Microbiology.
(b) LAB7035W Part 2 MMed Medical Microbiology
Written, practical and oral examinations after a minimum of 18 months’ further training in Medical Microbiology.
(c) LAB7036W Part 3 MMed Medical Microbiology
Dissertation.

MMed in Medical Virology

Programme convenor: Dr D Hardie

FMA19.1 Training
A minimum of three years in Medical Virology of which three to six months will be in Medical Microbiology plus an additional year at registrar level in Medical Virology, Chemical Pathology, Medical Microbiology, Haematology, Immunology, Anatomical Pathology, Cytology, General Medicine, Paediatrics or a combination of these disciplines, provided such a combination is acceptable to the Heads of the Divisions concerned. At the end of that additional year in the discipline other than Medical Virology, the candidate will be required to obtain a written statement from the Head of the relevant Division that he/she has achieved a satisfactory standard of competence in that discipline. The candidate may be required to sit some form of examination in that division at the discretion of that Divisional Head.

FMA19.2 Examinations
(a) LAB7039W Part 1 MMed Medical Virology
Written, practical and oral examinations after one year of training in Medical Virology. This course is to be completed within 18 months of starting formal Medical Virology training.
(b) LAB7037W Part 2 MMed Medical Virology
Written, practical and oral examinations, after a minimum of 18 months’ further training in Medical Virology.
(c) LAB7038W Part 3 MMed Medical Virology Dissertation.

MMed in Medicine

Programme convenor: Prof B Mayosi

FMA20 Training and examinations
(a) MDN7005W Part 1 MMed Medicine
Basic sciences in their application to the practice of medicine.

(b) MDN7006W Part 2 MMed Medicine
The principles and practice of medicine

(c) MDN7007W Part 3 MMed Medicine
Dissertation.

[Note: The MMed in Medicine Parts 1 and 2 requirements may be met by the completion of the Fellowship of the College of Physicians of South Africa for which there is no separate primary or Part 1.]

**MMed in Neurology**

**Programme convenor:** Assoc Prof R Eastman

FMA21.1 **Additional admission requirement**
Applicants to the MMed Neurology must have at least one year's experience (excluding internship and community service) in general medicine.

FMA21.2 **Training and examinations**

(a) MDN7028W Part 1 MMed Neurology
Basic sciences as applied to the practice of neurology. This will include neuroanatomy, neurophysiology, neuropharmacology, molecular biology, neuropathology and neuro-immunology in addition to medical statistics and relevant neurogenetics. The examination shall consist of written paper(s).

(b) MDN7029W Part 2 MMed Neurology
The principles and practice of clinical neurology and of medicine relating to neurology. In addition to the mental and physical examination, this includes the interpretation of electroencephalograms, electromyograms, nerve conduction studies, evoked responses, and neuro-radiology. A written, practical, and oral examination shall be conducted.

(c) MDN7030W Part 3 MMed Neurology
Dissertation.

[Note: The MMed Neurology Parts 1 and 2 requirements may be met by the completion of the Fellowship of the College of Neurologists of South Africa.]

**MMed in Neurosurgery**

**Programme convenor:** Prof J C Peter

FMA22 **Training and examinations**

(a) CHM7004W Part 1 MMed Surgical Disciplines
Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.

(b) CHM7010W Part 2A MMed Surgical Disciplines
The principles of surgery in general: including basic principles as applicable to all branches.

(c) CHM7026W Part 2B MMed Neurosurgery
The principles and practice of neurosurgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) CHM7027W Part 3 MMed Neurosurgery
Dissertation.
MMed in Nuclear Medicine

Programme convenor: Prof S J Beningfield

FMA23 Training and examinations
   (a)  RAY7012W Part 1 MMed Nuclear Medicine
        Radiation physics, radiation protection, radiation biology and an introduction to
        the apparatus of nuclear medicine.
   (b)  RAY7013W Part 2 MMed Nuclear Medicine
        Radiopharmacology and the principles and practice of nuclear medicine.
   (c)  RAY7014W Part 3 MMed Nuclear Medicine
        Dissertation.

MMed in Obstetrics & Gynaecology

Programme convenor: Prof Z van der Spuy

FMA24 Training and examinations
   (a)  OBS7004W Part 1 MMed Obstetrics and Gynaecology
        Applied basic sciences related to obstetrics and gynaecology: anatomy,
        biochemistry, cell biology, embryology, endocrinology, genetics, immunology,
        microbiology, pharmacology, physiology, principles of pathology and elementary
        statistics as they relate to obstetrics and gynaecology.
   (b)  OBS7006W Part 2 MMed Obstetrics and Gynaecology
        The principles and practice of obstetrics and gynaecology including reproductive
        medicine, gynaecological oncology, urogynaecology, maternal and fetal medicine,
        family planning, community obstetrics and such aspects of other medical
        disciplines as are relevant.
        [Note: Detailed rules for admission to Part 2 of this degree programme must be
        obtained from the Department of Obstetrics and Gynaecology.]
   (c)  OBS7007W Part 3 MMed Obstetrics and Gynaecology
        Dissertation.

MMed in Occupational Medicine

Programme convenor: Assoc Prof M Jeebhay

FMA25 Training and examinations
   (a)  PPH7056W Part 1 and PPH7057W Part 2 MMed Occupational Medicine
        Basic public and occupational health sciences including epidemiology,
        biostatistics and health economics; social and behavioural sciences including
        industrial relations and psychology; occupational medicine and toxicology (basic,
        intermediate and advanced); occupational hygiene; occupational safety;
        occupational health management systems; environmental health.
   (b)  PPH7058W Part 3 MMed Occupational Medicine
        Dissertation

MMed in Ophthalmology
Programme convenor: Prof A Murray

FMA26.1 Additional admissions requirements
Candidates are required to have completed the Primary Examination of the College of Ophthalmologists of South Africa.

FMA26.2 Training and examinations
(a) CHM7032W Part 1 MMed Ophthalmology
Anatomy of the head and neck (with special reference to the eye, orbit, adnexae, visual pathways and related structures), neuro-anatomy, embryology, ocular physiology and neurophysiology in relation to ophthalmology, basic optics, principles of pathology and general physiology related to ophthalmology.

(b) CHM7030W Part 2 MMed Ophthalmology
Ophthalmic medicine, neuro-ophthalmology, clinical optics, ophthalmic surgery and ocular pathology.

(c) CHM7031W Part 3 MMed Ophthalmology
Dissertation.

MMed in Orthopaedic Surgery

Programme convenor: Prof J Walters

FMA27 Training and examinations
(a) CHM7004W Part 1 MMed Surgical Disciplines
Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles of clinical surgery.

(b) CHM7010W Part 2A MMed Surgical Disciplines
The principles of surgery in general: including basic principles as applicable to all branches.

(c) CHM7035W Part 2B MMed Orthopaedic Surgery
The principles and practice of orthopaedic surgery including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) CHM7036W Part 3 MMed Orthopaedic Surgery
Dissertation.

MMed in Otorhinolaryngology

Programme convenor: Prof J Fagan

FMA28.1 Additional admissions requirements
Candidates are required to have completed at least 12 months approved training in any of the surgical disciplines, excluding Otorhinolaryngology, but including not less than 3 months of intensive care and not less than 6 months of training in surgical disciplines. Only in exceptional cases and at the sole discretion of the Head of Division may a registrar be appointed to the Division prior to completion of the Intermediate Examination of the CMSA. For further requirements please consult the Programme convenor.

FMA28.2 Training and examinations
(a) CHM7004W Part 1 MMed Surgical Disciplines
Anatomy, including applied anatomy, applied physiology, principles of pathology
and the applications of the principles to clinical surgery.

(b)  \textit{CHM7040W Part 2 MMed Otorhinolaryngology}

The principles and practice of otorhinolaryngology, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects. A study of audiology.

(c)  \textit{CHM7041W Part 3 MMed Otorhinolaryngology}

Dissertation.

\textbf{MMed in Paediatrics}

\textbf{Programme convenor:} Assoc Prof P Hartley

\textbf{FMA29  Training and examinations}

(a)  \textit{PED7004W Part 1 MMed Paediatrics}

The principles of paediatrics and child health with special reference to those aspects of applied sciences and therapeutics of importance to the foetus and the care of the neonate infant, toddler, pre-school and school child and adolescent.

(b)  \textit{PED7006W Part 2 MMed Paediatrics}

The principles of child health including knowledge of those aspects of foetal life, childhood and adolescence important to promotion of normal growth, development and health, health surveillance, preventive health, educational medicine and management of children with handicaps; the art and practice of clinical paediatrics.

(c)  \textit{PED7007W Part 3 MMed Paediatrics}

Dissertation.

\textbf{MMed in Plastic, Reconstructive and Maxillo-facial Surgery}

\textbf{Programme convenor:} Assoc Prof D Hudson

\textbf{FMA30  Training and examinations}

(a)  \textit{CHM7004W Part 1 MMed Surgical Disciplines}

Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.

(b)  \textit{CHM7010W Part 2A MMed Surgical Disciplines}

The principles of surgery in general: including basic principles as applicable to all branches.

(c)  \textit{CHM7012W Part 2B MMed Plastic, Reconstructive and Maxillo-facial Surgery}

The principles and practice of the speciality, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d)  \textit{CHM7013W Part 3 MMed Plastic, Reconstructive and Maxillo-facial Surgery}

Dissertation.

\textbf{MMed in Psychiatry}

\textbf{Programme convenor:} Dr R Bothwell

\textbf{FMA31  Training and examinations}

(a)  \textit{PRY7007W Part 1 MMed Psychiatry}
Aspects of psychology and of neuroscience related to the practice of psychiatry. 
Anatomy of the nervous system, physiology of the nervous system, and psychopharmacology.

(b)  \textit{PRY7008W Part 2 MMed Psychiatry}  
Psychiatry, including child psychiatry, forensic psychiatry, mental handicap and 
psychotherapy. Neurology, including neuro-pathology and general medicine 
re relevant to psychiatry.

(c)  \textit{PRY7009W Part 3 MMed Psychiatry} 
Dissertation.

\section*{MMed in Public Health}

\textbf{Programme convenor:} Prof J Myers

\textbf{FMA32 Training and examinations}

(a)  \textit{PPH7033W Part 1 and PPH7034W Part 2 MMed Public Health}  
Health measurement and informatics; social sciences; occupational health; 
communicable diseases; non-communicable diseases; environmental health; 
organisation, development and management of healthcare.

(b)  \textit{PPH7035W Part 3 MMed Public Health}  
Dissertation.

\section*{MMed in Radiation Oncology}

\textbf{Programme convenor:} Prof R Abratt

\textbf{FMA33 Training and examinations}

(a)  \textit{RAY7009W Part 1 MMed Radiation Oncology}  
Clinical physics and apparatus construction as applied to the practice of 
radiotherapy. The physical basis of treatment with radioactive isotopes. Radiation 
risks and protection. Medical Statistics. General and special pathology, 
including the pathology of neoplasms and radiation. Principles of radiation biology 
as related to radiotherapy. Anatomy and physiology as applied to the practice of 
radiotherapy and chemotherapy.

(b)  \textit{RAY7010W Part 2 MMed Radiation Oncology}  
Principles and practice of radiotherapy and chemotherapy. Relevant aspects of 
immunity in cancer. Medicine and surgery and gynaecology as they affect the 
practice of radiotherapy and chemotherapy.

(c)  \textit{RAY7011W Part 3 MMed Radiation Oncology} 
Dissertation.

\section*{MMed in Radiology}

\textbf{Programme convenor:} Prof S Beningfield

\textbf{FMA34 Training and examinations}

(a)  \textit{RAY7017W Part 1 MMed Radiology}  
Anatomy and physics relevant to radiology; radiographic techniques; basic physics 
of medical imaging techniques concerning x-rays, ultrasound, computed 
tomography, magnetic resonance imaging and radio-isotopes; apparatus, hazards
and protection measures.

(b)  **RAY7020W Part 2 MMed Radiology**

Principles and practice of clinical diagnostic radiology; the study of imaging techniques in general medicine and the specialities.

(c)  **RAY7021W Part 3 MMed Radiology**

Dissertation.

**MMed in Surgery**

**Programme convenor:** Prof D Kahn

FMA35  **Training and examinations**

(a)  **CHM7004W Part 1 MMed Surgical Disciplines**

Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.

(b)  **CHM7010W Part 2A MMed Surgical Disciplines**

The principles of surgery in general including the basic principles applicable to all branches of surgery.

(c)  **CHM7008W Part 2B MMed Surgery**

The principles and practice of general surgery: including the principles of paediatric surgery, applied anatomy, applied physiology and pathology and related radiological and therapeutic aspects.

(d)  **CHM7009W Part 3 MMed Surgery**

Dissertation.

**MMed in Urology**

**Programme convenor:** Dr A R Pontin

FMA36  **Training and examinations**

(a)  **CHM7004W Part 1 MMed Surgical Disciplines**

Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.

(b)  **CHM7010W Part 2A MMed Surgical Disciplines**

The principles of surgery in general, including basic principles as applicable to all branches.

(c)  **CHM7044W Part 2B MMed Urology**

The principles and practice of urology, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d)  **CHM7045W Part 3 MMed Urology**

Dissertation.

**MASTER OF PHILOSOPHY (MPhil) (MM021, MM006, MM016)**

[Degree codes: MM021 MPhil by dissertation, MM006 MPhil by coursework and dissertation and MM016 MPhil for subspeciality training.]

The MPhil is a degree by dissertation, or as in the case of the degree programmes specified under rule FMB1(a) below, by coursework plus dissertation. Admission to some of these programmes takes place only every second year.

The MPhil degree is not generally a registrable specialist qualification with the Health Professions
Council of South Africa. However, candidates who successfully complete the degree programme in Family Medicine & Primary Care (MFamMed) may be able to register as family physicians. Candidates who complete the Part I of the MPhil in a subspeciality and write the relevant College of Medicine examination/s are registrable as subspecialists. (See page 154 below.)

Prospective candidates for the MPhil in Biomedical Engineering by dissertation only may be required (at the discretion of the Head of Division) to take certain courses as co-requisites to the dissertation.

FMB1 Fields of study
MPhil programmes:
(a) A Master of Philosophy programme by coursework and dissertation is offered in:
   • Bioethics;
   • Child & Adolescent Psychiatry;
   • Emergency Medicine;
   • Forensic Mental Health
   • Maternal & Child Health;
   • Occupational Health;
   • Paediatric Pathology;
   • Palliative Medicine;
   • Sports Medicine;
   • Sports Physiotherapy.
(b) Candidates may also be accepted for an MPhil by dissertation only (MM021).
(c) Subspeciality training is offered in a range of disciplines and candidates who are accepted for such training register for an MPhil degree. Those candidates who choose to register for, and who successfully complete, Part 2 (dissertation), will be awarded the degree.

Duration of the programme
FMB2 Subspeciality trainees and MPhil candidates by coursework and dissertation are advised to consult the individual programme outlines below to establish the duration of the programme concerned.

Nature of the degree programme
FMB3 A candidate shall undertake advanced study, or an approved research project, or both, under the guidance of a supervisor appointed by the Senate.

Generic examination rules
FMB4.1 The examination shall consist
(a) in the case of the MPhil by dissertation only: of a dissertation on an approved research project demonstrating understanding of the methods of research;
(b) in the case of the master's by coursework (excluding subspeciality training): of written papers in the prescribed course or courses, a clinical and/or oral examination, and a minor dissertation on an approved research project (unless specified otherwise under the specific programme outline.
(c) in the case of subspeciality training: of examinations set by the relevant College. Credit will be given towards Part 1 of the MPhil degree for examinations passed at the College. If a candidate chooses to continue with Part 2, the dissertation will also be examined.

FMB4.2 In the case of programmes by coursework and dissertation, a candidate is required to obtain at least 50% in each of the coursework and dissertation components.
The dissertation
FMB5.1 Except by permission of the Senate, a candidate shall not submit his/her dissertation for examination until he/she has had two years' approved experience.

FMB5.2 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of examiners.

FMB5.3 A candidate who intends to submit work for examination in the hope of being awarded the degree at either the June or December graduation ceremony shall inform the Faculty Office Manager: Academic Administration in writing of his/her intention to do so by not later than 1 February or 20 June, respectively.

FMB5.4 A candidate shall submit two copies bound in temporary bindings and two unbound copies of his/her dissertation. The recommended dates for receipt of the work by the Faculty Office Manager: Academic Administration are 15 March for the June graduation and 15 August for the December graduation.

FMB5.5 The dissertation must consist of the original work of the candidate with such acknowledged extracts from the work of others as may be pertinent. The candidate shall declare the extent to which it represents his/her own work, both in concept and execution.

Distinction
FMB6.1 The degree by dissertation only may be awarded with distinction if a candidate obtains 75% or more.

FMB6.2 In the case of a degree by coursework and dissertation (unless otherwise indicated), the degree shall be awarded with distinction where a candidate:
(a) obtains an average mark of 75% for both components;
(b) obtains at least 70% for each component.

MPhil in Bioethics
[This is a programme by coursework and dissertation. This programme will not be offered in 2007.]

Programme convenor: Prof S Benatar (Department of Medicine)

Admission requirement
FMC1 A candidate shall not be admitted to the programme unless he/she holds an approved honours degree, or a qualification recognised by the Senate as equivalent.

Duration of programme
FMC2 A candidate shall be registered for at least one year of full-time or two years of part-time study.

Programme outline
FMC3 The prescribed courses shall be:
(a) MDN7012W Part I MPhil in Bioethics
   Introduction to philosophy. Introduction to ethics and applied ethics; ending life, beginning life. Professional issues in the practice of medicine. Justice and health
**Assessment**

FMC4  Continuous evaluation, in-course assessments, and essay assignments. Submission of a dissertation.

**MPhil in Child and Adolescent Psychiatry (or Psychology)**

*This is a programme by coursework and dissertation. The MPhil in Child and Adolescent Psychiatry is also a recognised subspeciality – see page 155. It includes seminars, supervision and demonstrations for registered psychiatrists or clinical psychologists who wish to specialise in child and adolescent psychiatry/psychology. Psychiatrists may write the Certificate of Child Psychiatry of the College of Medicine of SA (CMSA) at the end of the programme if they wish to register in the sub-speciality of Child Psychiatry with the Health Professions Council of South Africa (HPCSA).*

**Programme convenor:** Prof A J Flisher (Department of Psychiatry and Mental Health)

**Admission requirements**

FMD1  A candidate shall not be admitted to the programme unless he/she

(a) holds the degree of Master of Medicine in Psychiatry of the University or another approved university or a qualification recognised by the Senate as equivalent; or

(b) holds the degree of Master of Arts in Clinical Psychology of the University, or from another approved university, or a qualification recognised by the Senate as equivalent.

**Duration of the programme**

FMD2  A candidate shall be registered for at least one year of full-time or two years of part-time study.

**Programme outline**

FMD3  The prescribed courses shall be:

(a)  *PRY7006W Part 1 MPhil in Child & Adolescent Psychiatry*

Aspects of general psychiatry; paediatrics and basic development; social and applied psychology relevant to child adolescent psychiatry.

(b)  *PRY7010W Part 2 MPhil in Child & Adolescent Psychiatry*

Dissertation.

**Assessment**

FMD4  *For psychiatrists:*

For registration with the Health Professions Council of South Africa in the subspeciality of Child and Adolescent Psychiatry, psychiatrists must pass the examinations for the Certificate of Child and Adolescent Psychiatry set by the College of Medicine of South Africa. The examination consists of a three-hour written paper, a clinical examination, and an oral examination

FMD5  *All candidates:*

There is on-going assessment of performance through regular supervision sessions and at seminars. There is also continuous in-course evaluation by means of observed clinical interviews, and oral examinations every six months. Following these assessments there is
a critical evaluation of the candidate's progress. At the end of the programme candidates are formally assessed by means of:
- a three-hour written examination;
- in-course assessment reports;
- the presentation and examination of a dissertation.

**MPhil in Disability Studies**

*Note: This is a programme by coursework and dissertation.*

**Programme convenor:** Dr T Lorenzo (School of Health and Rehabilitation Sciences)

**Objectives**

**FME1** The programme aims to increase awareness and informed participation in disability issues at a teaching, research and policy level. Graduates will be able to:

(a) Appreciate the shift in perspective from seeing disability as a welfare and charity issue to a human rights and development issue.

(b) Develop the capacity to interrogate the emotional responses related to disability issues.

(c) Critically analyse and debate the different models and approaches to disability and relate these to policy and practice.

(d) Critically analyse and debate issues in both international and national policies to ensure the integration of disability at all levels of governance and civil society.

(e) Apply new knowledge and skills in research, policy and practice related to disability.

The programme will be of benefit to disabled people in national and provincial governance structures; staff of provincial offices on the status of disabled people; disability activists; health professionals; social workers; teachers; service providers in public and private sectors; human resource managers; policymakers; lecturers and students in different faculties.

**Admission requirements**

**FME2**

(a) A degree or equivalent in postgraduate study from any discipline.

(b) Recognition of prior learning: Candidates will be required to submit a personal profile of their competencies in order to qualify for admission on the basis of merit or expertise:

(c) Experience in the field of disability and development; or relevant work experience;

- Relevant course attendance in fields related to course content (certificates or diplomas);
- A review of critical thinking skills in writing and reading;
- Computer literacy.

(c) A letter of support from the employer granting the student study leave for the block weeks and support in applying assigned tasks to work context as well as time for assignments.

**Programme structure**

**FME3** The programme comprises seven taught modules, a research protocol and a minor dissertation. The decision to proceed to master’s level will be made on the recommendation of a core group from the postgraduate programme portfolio. There will be four blocks per year to enable enrolment by participants from other provinces and rural areas. The blocks are 10-14 days in length.
Programme outline

FME4 The prescribed courses shall be:
(a) *MPhil in Disability Studies: Part 1*
Consisting of the following four core modules:
- AHS6004S Research Methods 2
- AHS6003F Research Methods 1
- PSY4009X Introduction to Disability Issues
- SOC4018X Theories and Issues of Diversity
(b) *MPhil in Disability Studies: Part 2*
Part 2 consists of three courses: An elective course chosen from current modules offered in Social Development, African Gender Studies, Psychology, Sociology, Health and Rehabilitation Sciences or Public Health. Plus:
- AHS4024S Policy Development, Advocacy and Disability Politics
- AHS4025S Disability Lifestyles and Support Systems
(c) *MPhil in Disability Studies: Part 2*
- AHS5031W Minor dissertation

Assessment
FME5 Students need to have attended all block sessions and completed all required assignments within the ascribed time period, unless otherwise negotiated with the course convenor or relevant person. Participation in seminars and group projects will be monitored. Students need to pass each module.
In the first year, each module will be assessed through a combination of group projects, individual written assignments, peer presentations, seminars and a research protocol. In the second year, each module will be assessed through a combination of projects, written assignments, presentations and seminars. These will be peer-reviewed by an internal and/or external examiner. To be awarded the degree not less than 50% must be obtained for each component of the programme. To be awarded the degree with distinction an overall average of 75% must be obtained with not less than 70% in any component.

MPhil in Emergency Medicine
[Note: This is a programme by coursework and dissertation.]

Programme convenor: Assoc Prof L Wallis

Admission requirements
FME1 A candidate shall not be admitted to the programme unless he/she
(a) is a registered medical practitioner with the Health Professions Council of South Africa and has completed the prescribed internship and community service; and
(b) is employed in a full-time capacity in emergency medicine (e.g. in a trauma unit or medical emergency unit).

Duration of the programme
FME2 A candidate shall be registered for at least one year of full-time or two years of part-time study.

Programme outline
FME3 The prescribed courses shall be:
(a) *CHM6001W MPhil in Emergency Medicine: Part 1*
The lectures include the following: Pre-hospital emergency medicine; disaster
medicine; aeromedicine; fractures and dislocations; clinical anatomy; toxicology; emergency equipment; injury prevention; rape management; IV fluids and blood products; thermal injuries; child abuse; dysbarism; adult trauma; paediatric trauma; domestic violence; organ donation. The emergency aspects of the following subjects are also included in the lectures: respiratory medicine; cardiology; gynaecology; obstetrics; paediatrics; pharmacology; nervous system disorders; radiology; pathology; medico-legal issues; ethics; ophthalmology; otorhinolaryngology; urology; geriatrics; psychiatry; renal disorders; anaesthesia; sports medicine; dental emergencies; systemic infection disorders; dermatology; endocrine and metabolic disorders; immune system disorders and allergies. The examination consists of written, OSCE, oral and clinical examinations at the end of the first or second year of registration. (Full-time working experience in an accredited emergency environment is required for a minimum of two years.)

(b) MDN6002W MPhil in Emergency Medicine: Part 2
Dissertation.

Assessment
FMF4 The examination shall consist of written, oral and clinical examinations at the end of the first year of registration.

MPhil in Forensic Mental Health
[Note: This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists, clinical psychologists, occupational therapists, social workers and lawyers who wish to gain special expertise in forensic mental health. It is envisaged that, ultimately, this will become a registrable subspeciality with the Health Professions Council of South Africa.]

Programme convenor: Assoc Prof S Z Kaliski (Department of Psychiatry and Mental Health)

Admission requirements
FMG1 To be eligible for consideration, a candidate must have:
(a) a master of medicine in Psychiatry of the University or another university recognised for this purpose, or a qualification recognised by the Senate as an equivalent (such as the fellowship in psychiatry from the College of Medicine of South Africa); or
(b) a masters degree in clinical psychology of the University or another university recognised for this purpose, or a qualification deemed to be equivalent; or
(c) a professional qualification in a mental health discipline such a social work, occupational therapy, or nursing; or
(d) an LLB degree of the University or another university recognised for this purpose, or a qualification deemed to be equivalent; or
(e) a professional qualification with requisite experience deemed to be equivalent to any of the above.
All candidates will have to be practising or have the intention to practise in the psycholegal field.

Duration of the programme
FMG2 A candidate shall be registered for two years of full-time or three years of part-time study.
Programme outline

FMG3 The prescribed courses shall be:
(a) *PRY7013W* MPhil in Forensic Mental Health: Part 1
    General principles of forensic mental health practice;
    Criminal and civil assessments;
    Professional skills development (such as report writing, expert testimony) and
    ethical considerations.
(b) *PRY7014W* MPhil in Forensic Mental Health: Part 2
    Dissertation.

DP requirements and progression rule

FMG4 Students are required to attend at least 90% of seminars and academic activities in the
unit, and will have to achieve a pass mark (50%) in the part 1 coursework assessments in
the first year in order to be eligible to write the Part 1 examination. They will be allowed
to submit their dissertations only once they have passed all coursework requirements and
the Part 1 examination.

Assessment

FMG5 (a) On-going assessment of performance through regular supervision session and
    through oral and observed clinical examinations every six months. At the end of
    the programme candidates will have been assessed formally by means of
    • in-course assessment reports (33%)
    • a three-hour written Part 1 examination (33%)
    • the presentation and examination of a dissertation (34% of total mark)
(b) Part-time candidates will undergo the same course and examination procedures but
    will be allowed an extra (third) year to complete coursework and dissertation
    requirements.

MPhil in Maternal and Child Health

[Note: This is a programme by coursework and dissertation.]

Programme convenor: Dr M Hendricks (Department/ School of Child and Adolescent
Health)

Admission requirements

FMH1 A candidate shall not be admitted to the programme unless he/she
    (a) is a graduate in medicine of the University or any other university recognised by
        the Senate for the purpose; or is a professionally qualified applicant in an approved
        field other than medicine*; and
    (b) has provided evidence satisfactory to the Senate that he/she has completed at least
        two years’ approved clinical experience subsequent to registration as a medical
        practitioner.
    [Note: *Selected professionally qualified graduates in other fields of health care, such as
        in nursing, physiotherapy, occupational therapy and nutrition and dietetics, may also be
        admitted as candidates for this degree programme.]

Programme outline

FMH2 The prescribed courses shall be:
(a) *PED7003W* Part 1 MPhil Maternal & Child Health
    The practice of child health including epidemiology, demography and biostatistics;
    management and administrative principles; the organisation of health services and
medical legislation, community services; and psychology and sociology applied to maternal and child health.

(b)  *PED7008W Part 2 MPhil in Maternal & Child Health*  
Dissertation.

**Assessment**

*FMH3*  
Assessment is continuous and is made up of assignments, a mid-course, and an end-of-course examination. Candidates are required to pass each assignment. Passing (50% minimum) the mid and end-of-course examinations is compulsory.

**MPhil in Occupational Health**

*[Note: This is a programme by coursework and dissertation.]*

**Programme convenor:** Prof J Myers (Department/ School of Public Health and Family Medicine)

**Admission requirements**

*FM1*  
A candidate shall not be admitted to the programme unless he/she

(a)  
holds an MBChB degree, an Honours degree or a four-year Bachelors degree in a relevant discipline; or

(b)  
Has access to relevant places of work and/ or experience in occupational health practice, management, inspection or auditing.

**Duration of the programme**

*FM2*  
A candidate shall be registered for at least two years of part-time study, and is required to attend four one-week practicum blocks over the two-year period.

**Programme outline**

*FM1*  
The prescribed courses shall be:

(a)  
*PPH7059W MPhil in Occupational Health: Part 1*  
Coursework will include occupational hygiene, occupational medicine, toxicology, sociology of work and industrial relations, legislation, ethics, environmental health, safety, health services management, risk assessment, medical surveillance and biological monitoring, impairment and disability assessment, health promotion, epidemiology, biostatistics and research methods, ergonomics, information systems, adult education, risk communication, and environmental and disaster management.

(b)  
*PPH7060W MPhil in Occupational Health: Part 2*  
Dissertation. Learners will conduct their own substantive research project following a critical review of the current literature. They will select, evaluate and refine hypotheses, develop hypotheses, set operational aims and objectives, compile methods for data collection and analysis and critically evaluate their results and limitations and discuss their implications for knowledge and implementation of preventive measures in the workplace. The standard will be of a publishable article in a quality scientific journal. Communication of the results of the research will be assessed by means of a final oral presentation and written report.

**Assessment**

*FM4*  
Assessment of coursework is by written assignments, practicums, participation in group work, and written and oral examinations. A pass of 50% is required for the coursework.
In addition, the external examiner retains the discretion to alter any mark based on assessment of the candidate's performance during the course (or course components) as a whole.

**MPhil in Paediatric Pathology**

*Note: This is a programme by coursework and dissertation.*

**Programme convenor:** Assoc Prof C Sinclair-Smith (Department of Clinical Laboratory Sciences)

**Admission requirements**

FMJ1 A candidate shall not be admitted to the programme unless he/she
(a) has trained and been certified as an anatomical pathologist, or
(b) has trained as an anatomical pathologist or as a general or a forensic pathologist with experience in anatomical pathology.

**Duration of the programme**

FMJ2 A candidate shall be registered for at least one year of full-time or two years of part-time study.

*Note: The programme is offered either on a full-time basis with students working in paediatric and perinatal pathology for 12 months or on a part-time basis over 24 months with students attending periodic intensive training sessions of two to four weeks.*

**Programme outline**

FMJ3 (a) *LAB7008W MPhil in Paediatric Pathology Part 1*

The programme is divided into four modules, viz. perinatal and placental pathology, including normal and abnormal fetal growth and development; paediatric autopsies and laboratory investigations; pathological aspects of childhood neoplasia and post-natal growth disturbances, including malnutrition and general systematic and surgical pathology applicable to children. Instruction is by means of individualised tutorials and demonstrations.

(b) *LAB7009W Part 2 Dissertation*

**Assessment**

FMJ4 Part I comprises a year mark obtained from essays (four assignments) (20%), written paper (20%), practical examination including an autopsy (20%), and an oral examination (20%). Part 1 comprises a short dissertation or a research-based journal publication (20%). Even though Part 2 constitutes only 20% of the assessment, both parts have to be passed (with 50% each).

**MPhil in Palliative Medicine**

*Note: This is a programme by coursework and dissertation.*

**Programme convenor:** Dr L Gwyther (Department/ School of Public Health and Family Medicine)

**Admission requirements**

FMK1 A candidate shall not be admitted to the programme unless he/she
(a) is a registered medical practitioner with the Health Professions Council of South Africa; and
(b) preferably has access to a palliative care unit.

**Duration of the programme**

FMK2 A candidate shall be registered for at least two years of part-time study.

**Programme outline**

FMK3 The prescribed courses shall be:

(a) **PPH7047W MPhil in Palliative Medicine: Part 1**

The lectures will include, inter alia, the following: ethics; HIV/Aids; oncology; chronic diseases; paediatric palliative care; symptom control; psychosocial issues; palliative care.

(b) **PPH7048W MPhil in Palliative Medicine: Part 2**

Dissertation. The purpose of the (mini-) dissertation is to show that the candidate is able to carry out supervised research, has a grasp of some of the research tools in the chosen field and is familiar with the more important publications on the subject. It should also demonstrate that the candidate is able to communicate results and evaluate his/her own work and that of others critically.

**Assessment**

FMK4 Assessment of coursework is by written assignments, a portfolio, and written, communication skill examinations. A pass of 50% is required in each component. In addition to the above, the external examiner retains the discretion to alter any mark based on assessment of the candidate's performance during the course (or course components) as a whole.

**MPhil in Sports Medicine**

[Notes: This is a programme by coursework and dissertation. New intake of candidates every three years.]

The objective of this degree programme is to provide a thorough understanding of the effects of physical activity on the human body and mind, and to emphasise how this knowledge can be applied to the management of common medical problems in physically active people; to prevent, treat and rehabilitate injuries and other medical problems arising from sport; to assist in the rehabilitation of those suffering from various illnesses; to promote the physical health, well-being and productivity of the community; and to achieve peak sporting performance in all classes of sports persons. Research methodology, including statistics and critical scientific thinking, are integral features of the course, while teaching and lecturing skills are also purposely developed.]

**Programme convenor:** Assoc Prof M P Schwellnus (Department of Human Biology)

**Admission requirements**

FML1 A candidate shall not be admitted to the programme unless he/she

(a) is a graduate in medicine of the University or any other university recognised by the Senate for the purpose; and

(b) has provided satisfactory evidence of an interest in sport;

(c) is registered with the Health Professions Council of South Africa (or an equivalent registering body outside South Africa) as a medical practitioner;

(d) has at least one year's postgraduate experience.

**Duration of the programme**

FML2 A candidate shall be registered for at least three years of part-time study.
Programme outline
FML3 (a) HUB5006W MPhil in Sports Medicine Parts 1A and HUB5008W Part 1B
Lectures are provided for (via email and WEBCT) for students doing the part-time programme and students are required to attend week-long practical components of the course at the University of Cape Town, three times a year. Practical instruction consists of lectures, tutorials, clinical case discussions and workshops. The programme content is divided into three main components: In the first year of study (Part I) all aspects regarding basic sciences are covered. This includes exercise physiology, biochemistry, applied anatomy, biomechanics and research design. In the second and third years (Part 2), coursework in clinical sports medicine is covered in two sections (sports injuries and medical aspects). The two sections, sports injuries and medical aspects, will therefore be covered in alternate years. The sequence of these sections will vary every year. On completion of one year, the examinations will be conducted to complete each section. Part 3 consists of a research project, the choice of which will be guided by the university, will be conducted either in a laboratory or in the field, and will, on completion, contribute 30% to the final mark.

(b) Dissertation HUB5007W MPhil in Sports Medicine Part 2:

Assessment
FML4 Part 1:
During the first year of study, class tests are written which make up the year mark (30% of the final mark). At the end of the first year, written examinations (two papers) are completed, which make up 70% of the final mark. Students will be admitted to the second year of study only if the final mark is more than 50%.

Part 2: Year marks (20% of total)
The year mark for each section (2nd year and 3rd year) will be made up of marks obtained for the class tests and practicals during each year. All the class tests will contribute to the year mark. The year marks for the 2nd and 3rd year will each contribute 10% to the total mark.
Sports injuries section 10%
Medical aspects section 10%
Total: 20%

Part 2: Written examinations (25% of total)
In November of the 2nd and the 3rd years (sports injuries and medical aspects in two different years) a paper will be written which will contribute to the final mark as follows:
Sports injuries section 12.5%
Medical aspects section 12.5%
Total: 25%

Part 2: Clinical examination (25% of total)
In November of each year (sports injuries and medical aspects) a clinical examination (short and long cases) and Objective Structured Clinical Examination (OSCE) will be conducted which will contribute to the final mark as follows:
Sports injuries section 12.5%
Medical aspects section 12.5%
Total: 25%

Part 3: Research project (30% of total)
The completed research project will contribute 30% to the final mark.
Total: 30%
MPhil in Sports Physiotherapy

[Notes: This is a degree by coursework and dissertation offered by the Division of Physiotherapy of the School of Health and Rehabilitation Sciences and the MRC/UCT Research Unit for Exercise Science and Sports Medicine of the Department of Human Biology. The objective of this programme is to provide a thorough understanding of the effects of physical activity on the human body and mind, and to emphasise how this knowledge can be applied to the management of common problems of physically active people; to prevent, treat and rehabilitate injuries arising from sport; to assist in the rehabilitation of those suffering from various illnesses; to promote the physical health, well-being and productivity of the community; and to achieve peak sporting performance of all categories of sports persons. The programme is offered either on a part-time or full-time basis.]

Programme convenor: Ms T Burgess (Department/ School of Health and Rehabilitation Sciences)

Admission requirements
FMM2 A candidate shall be registered for a minimum of two years of full-time or three years of part-time study, and a maximum period of five years.

Programme outline
FMM3 The programme consists of taught coursework courses and a dissertation. The student will be expected to attend four one-week taught course modules in the first year of study and four one-week taught modules in the second year of study. Practical instruction consists of lectures, tutorials, clinical case discussions and workshops. The course in exercise physiology will be offered in alternate years and the courses in sports physiotherapy and sports medicine will be offered in the intervening year. Research Methodology 1 and 2 will be offered every year. The full-time students are expected to complete their dissertations by the end of the second year of study, whereas part-time students will be expected to complete their dissertations in the third year of study. The prescribed courses shall be:

(a) AHS5032H Research Methodology 1 (40 hours)
Course convenor: To be advised
This course will include research design, methodology and good laboratory and clinical practice. Assessment will consist of one test, the completion of a research proposal and a final examination. The weighting of these components will be 10%, 40% and 50% respectively.

(b) HUB5009H Research Methodology 2 (20 hours)
Course convenor: To be advised
This course is designed to assist students in developing scientific thinking and critical analysis skills, as well as in the analysis and write-up of their research projects. Statistical analysis, methods of data presentation and critical review of literature are included. Assessment consists of one test, the production of a literature review and a final examination. The weighting of these components is 10%, 40% and 50% respectively.

(c) **HUB5010W Exercise Physiology (120 hours)**
Course convenor: To be advised
This course comprehensively covers exercise physiology, functional and applied anatomy, pathology and biomechanics. The year mark, made up of the class tests, will contribute 30% and two final examination papers will each contribute 35% to the final mark.

(d) **AHS5033W Sports Physiotherapy (80 hours)**
Course convenor: Ms T Burgess. Second convenor to be advised.
This course will include the prevention, comprehensive assessment, management and rehabilitation of sports injuries and conditions. The year mark will be made up of class tests and assignments. The final examination will consist of a theory paper, a clinical assessment examination and an oral examination. The year mark will comprise 49% and the final examinations 51% of the final mark.

(e) **HUB5011H Sports Medicine (40 hours)**
Course convenor: Ms T Burgess. Second convenor: To be advised
This course will cover the medical aspects of the management of sports injuries and sports traumatology. The course will be assessed through one class test (49%) and a final examination (51%).

(f) **AHS5034W Research Project** (when primary supervisor is in Department of Health and Rehabilitation Sciences); or **HUB5012W Research Project** (when primary supervisor is in the Department of Human Biology).
The student will be expected to complete a research project. The research proposal will be completed in the first year of study; ethical approval and data collection should take place in the second year of study. Analysis and write-up should be completed by the end of the second year of study for full-time students and by the end of the third year of study for part-time students. The data collection should not take longer than three months and the final project should be approximately 100 pages including references and appendices.

**Assessment**

- **FMM4** The minimum pass mark is 50%. A student who does not satisfactorily complete one of the courses, may, with permission of the Senate, be allowed to register for that course concurrently with the courses for the following year of study. The average is calculated with the following weightings:
  - Research methodology I and II 5%
  - Exercise physiology 20%
  - Sports physiotherapy 15%
  - Sports medicine 10%
  - Research project 50%

- **FMM5** The degree may be awarded with distinction if a student obtains an average of 75% or more.

**MPhil by dissertation (MM021)**
Admission requirements

FMN1 A candidate shall not be admitted to the programme, unless he/she
(a) is a graduate of the University recognised by the Senate for the purpose; or
(b) has passed at this University or at any institution recognised by the Senate for the purpose, such examinations as are, in the opinion of the Senate, equivalent to the examinations prescribed for a degree at the University; or
(c) has in any other manner attained a level of competence which in the opinion of Senate, on the recommendation of the Faculty, is adequate for the purpose of admission as a candidate for the degree; and
(d) has at least one year of postgraduate clinical experience.

Dissertation

FMN2.1 Except by permission of the Senate, a candidate shall not submit his/her dissertation for examination until he/she has had two years' approved experience.

FMN2.2 A candidate registered for the degree by coursework and dissertation, or by dissertation only, shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of examiners.

FMN2.3 A candidate who intends to submit work for examination in the hope of being awarded the degree at either the June or December graduation ceremony shall inform the Faculty Office Manager: Academic Administration in writing of his/her intention to do so by not later than 1 February or 20 June, respectively.

FMN2.4 A candidate shall submit two copies bound in temporary bindings and two unbound copies of his/her dissertation. The recommended dates for receipt of the work by the Faculty Office Manager: Academic Administration are 15 March for the June graduation and 15 August for the December graduation.

FMN2.5 The dissertation must consist of the original work of the candidate with such acknowledged extracts from the work of others as may be pertinent. The candidate shall declare the extent to which it represents his/her own work, both in concept and execution.

Assessment

FMN3 Examination of dissertation by external examiners

MPhil for subspeciality training (MM016)

[Notes: Candidates who are accepted for subspeciality training in one of the Faculty's approved sub-speciality training units are required to register for an MPhil degree. Admission requirements for subspeciality training are determined by the Medical & Dental Professional Board. Candidates will write the examinations offered by the relevant College and, upon successful completion of such examinations, will be granted credit towards Part 1 of the relevant MPhil degree. Candidates who choose to register for the MPhil Part 2 and successfully complete the dissertation part of the degree will be awarded the MPhil degree. Part 2 candidates are encouraged to design their projects in one of two ways: as a project that would be complete for the MPhil degree, or a project which would offer sufficient scope for upgrading to PhD studies.]

Admission requirements

FMO1 A candidate shall not be admitted to the programme, unless he/she
(a) submits proof that he/she, prior to commencing with education and training in the relevant subspeciality, has complied with all the requirements for registration as a specialist in the basic or one of the basic specialties listed against the relevant subspeciality;
(b) has been registered as a specialist in that field; and
(c) has been appointed against an HPCSA-approved training number.

Subspeciality fields currently on offer

FMO2.1 Anaesthesia
- AAE7005W and AAE7006W – Critical Care: Parts 1 & 2

FMO2.2 Medicine
- MDN7017W and MDN7038W – Cardiology: Parts 1 & 2
- MDN7021W and MDN7041W – Endocrinology: Parts 1 & 2
- MDN7022W and MDN7042W – Medical Gastroenterology: Parts 1 & 2
- MDN7020W and MDN7040W – Nephrology: Parts 1 & 2
- MDN7015W and MDN7037W – Pulmonology: Parts 1 & 2
- MDN7018W and MDN7039W – Rheumatology: Parts 1 & 2
- MDN7043W and MDN7044W - Geriatric Medicine: Parts 1 & 2

FMO2.3 Paediatrics
- PED7012W and PED7022W – Paediatric Cardiology: Parts 1 & 2
- PED7027W and PED7028W - Paediatric Critical Care: Parts 1 & 2
- PED7029W and PED7030W - Developmental Paediatrics: Parts 1 and 2
- PED7023W and PED7024W – Paediatric Endocrinology: Parts 1 & 2
- PED7010W and PED7020W – Neonatology: Parts 1 & 2
- PED7009W and PED7019W – Paediatric Nephrology: Parts 1 & 2
- PED7025W and PED7026W -- Paediatric Neurology: Parts 1 & 2
- PED7011W and PED7021W - Paediatric Oncology: Parts 1 & 2
- PED7033W and PED7034W - Paediatric Infectious Diseases Parts 1 & 2

FMO2.4 Pathology
- LAB7024W and LAB7041W - Clinical Haematology: Parts 1 & 2
- LAB7008W and LAB7009W - Paediatric Pathology: Parts 1 & 2
- LAB7026W and LAB7027W - Medical Genetics: Parts 1 & 2
[Note: Paediatric Pathology is not yet an HPCSA-approved subspeciality.]

FMO2.5 Psychiatry
- PRY7006W and PRY7010W – Child and Adolescent Psychiatry: Parts 1 & 2 (see page 142 for outline.)

FMO2.6 Surgery
- CHM6003W and CHM6004W - Surgical Gastroenterology Parts 1 and 2
- CHM7052W and CHM7053W - Vascular Surgery: Parts 1 and 2
- CHM7014W and CHM7054W - Paediatric Surgery: Parts 1 and 2

Duration of training
FMO3 Subspeciality trainees are required to register for two years of full-time study. Candidates for Adult and Paediatric Cardiology are required to register for three years of full-time study.

Assessment
FMO4 The examination consists of two parts. The examination in Part I consists of one or more
written paper(s) and/or such practical and/or oral examinations as the examiners may require. The examination in Part 2 (for those candidates who wish to obtain the degree) consists of a dissertation.

**Dissertation**

FMO5  
(a) The Part 2 candidate must submit his/her dissertation within two years of completing his/her registrar training.

(b) The dissertation must be on a topic in the same branch of the medical sub-speciality in which the candidate is registered and must be based on a study for which the work was commenced while the candidate was registered as a postgraduate student.

(c) The candidate must submit a summary of not more than 500 words outlining the work he/she proposes to submit for the Part 2 examination, not later than six months before submitting the work for examination, to allow for the appointment of examiners.

(d) The recommended dates for receipt of the dissertation by the Faculty Office Manager: Academic Administration are 15 March for the June graduation and 15 August for the December graduation.

(e) The Part 2 dissertation must consist of the original work of the candidate with such acknowledged extracts from the work of others as may be pertinent. The candidate shall declare the extent to which it represents his/her own work, both in concept and execution.

(f) The Part 2 dissertation may be awarded with distinction.

**Credit and exemption**

FMO6  
The candidate may be granted credit for and exemption from the examinations of Part I if he/she has passed similar examinations at another university or institution recognised by the Senate for the purpose.

**Prerequisites for award of the MPhil (for sub-speciality purposes) degree**

FMO7  
Except by permission of the Senate, a candidate shall not be awarded the MPhil (for sub-speciality purposes) degree unless he/she

(a) has been registered as an MPhil student of this University for at least two years;

(b) has had at least two years’ approved experience in his/her sub-speciality subsequent to registration as a medical specialist;

(c) has successfully completed such courses and passed such examinations as are prescribed for Part I in his/her speciality; and

(d) has submitted a dissertation acceptable to the Senate on an approved research project undertaken under the guidance of a supervisor appointed by the Senate and passed by appointed examiners.

**MASTER OF FAMILY MEDICINE AND PRIMARY CARE**

(MFamMed) (MM011)

[Notes: This is a degree programme by coursework and dissertation.]

**Programme co-ordinator:** Dr B Schweitzer (Department/ School of Public Health and Family Medicine)

**Admission requirements**

FMP1  
A candidate shall not be admitted to the programme unless he/she

(a) is a graduate in medicine of the University or any other university recognised by
the Senate for the purpose; and
(b) has successfully completed the Postgraduate Diploma in Family Medicine of this University, or a qualification recognised by the Senate as equivalent.

Duration of the programme
FMP2 A candidate shall be registered for at least one year of full-time study or at least three years of part-time study. (The masters can be completed in one year; total, including diploma = three years)

Programme outline
FMP3 The prescribed courses shall be:
(a) *Part I Master of Family Medicine & Primary Care*, consisting of the following modules:
   - PPH7070S – Quantitative Research Methods
   - PPH7071F – Qualitative Research Methods;
   - PPH6002W – Clinical Medicine C;
   - PPH6003S – Health and Culture.
(b) *PPH7001W Part 2 Master of Family Medicine & Primary Care*
   Dissertation.

Assessment
FMP4 The examination consists of two parts. The examination in Part 1 consists of a research protocol, assignments, a portfolio assessment and final written examinations. The examination in Part 2 consists of a dissertation.

Progression and readmission
FMP5 Except with the permission of Senate, on the recommendation of the Division of Family Medicine,
(a) a candidate who fails three modules, or who fails the same module more than once, shall not be permitted to continue with the programme;
(b) a candidate who is permitted to reregister after failing may be permitted to re-take the examination after six months if he/she failed no more than two components of the examination at first attempt, or after one year if he/she failed three or more components at first attempt.

Degree with distinction
FMP6 This degree may be awarded with distinction (75% - 100%).

Courses in Master of Family Medicine and Primary Care:

**PPH6002W CLINICAL MEDICINE C**
Course convenor: Dr B Schweitzer
Course outline: This course will be mainly self-directed. Students will be required to produce a portfolio based on patients seen in their own practice. A web-based module on HIV and AIDS will be included.
Assessment: Portfolio assessment and examination.

**PPH6003S HEALTH AND CULTURE**
Course convenor: Dr B Schweitzer
Course outline: The course will help the practitioner to understand how beliefs, practices and social norms of patients impact on the presentation of symptoms and their experience of illness and its
management. Students will gain sensitivity to a number of customs and beliefs regarding life
passages and develop skills to elicit patients’ understanding their illness.

Assessment: Completion of assignment.

PPH7070S QUANTITATIVE RESEARCH METHODS
Course convenor: Prof R Ehrlich
Course outline: The course is designed to enable candidates to prepare research proposals on health
or health service problems that utilise quantitative methods; to carry out such research with
appropriate supervision; and enable candidates to cooperate as a team in research protocol
development.
Lectures: One half-week block in July and one two hour session every 2-3 weeks during the
semester
Assessment: A practical and written examination.

MASTER OF PUBLIC HEALTH (MPH)(MM012)
[Note: This is a degree programme by coursework and dissertation.]

Programme convenor: Assoc Prof R Ehrlich (Department/ School of Public Health and
Family Medicine)

Admission requirements
FMQ1 A candidate for the General or Epidemiology track or stream shall not be admitted to the
programme, unless he/she
   (a) is a graduate in medicine or a health profession other than medicine with at least a
       four-year degree from this University or another university recognised by the
       Senate as equivalent; or holds an honours or equivalent four-year degree from this
       University or another university recognised by the Senate for the purpose;
   (b) has attained at least a C-grade pass in higher-grade matriculation mathematics or
       an equivalent recognised by the Senate for the purpose.

FMQ2 A candidate for the Health Economics stream shall not be admitted to the programme,
unless he/she
   (a) is a graduate in economics, health sciences or social sciences with at least a four-
       year degree from this University or another university recognised by the Senate as
       equivalent; or holds an honours or equivalent four-year degree from this
       University or another university recognised by the Senate for the purpose;
   (b) has attained at least a C-grade pass in higher-grade matriculation mathematics or
       an equivalent recognised by the Senate for the purpose.

Duration of the programme
FMQ3 A candidate shall be registered for a minimum of 18 months of full-time study for the
Health Economics stream, and two years of full-time study for the General or
Epidemiology stream.

Programme outline
FMQ4.1 General and Epidemiology streams
   The prescribed courses shall include:
   (a) Part I Master of Public Health
       All students shall register for the following five (5) core modules:
       PPH7016H Public Health and Society
       PPH7070S Quantitative Research Methods
PPH7018H Introduction to Epidemiology
PPH7021H Biostatistics I
PPH7066S Foundations of Health Services Management, or
PPH7036S Foundations of Health Economics and Management.
And shall choose another five (5) elective modules, subject to specialisation
stream requirements, from the modules below:
STA5055Z Biostatistics 2
STA5056Z Biostatistics 3
PPH7022H Evidence-based Health Care
PPH7029H Advanced Epidemiology
PPH7039F Theory and Application of Economic Evaluation in Health Care
PPH7063S Epidemiology of Infectious Diseases
PPH7065S Epidemiology of Non-Communicable Diseases
PPH7041F Health Policy and Planning
PPH7049S Macroeconomics, Health and Health Care Financing in Health Care
PPH7050S Microeconomics for the Health Sector
PPH7053S Public Health and Human Rights
PPH7071F Qualitative Research Methods
PPH7054F Gender and Health.

(b) PPH7015W Part 2: Master of Public Health
Mini-dissertation.

FMQ4.2 Health Economics stream
The prescribed courses shall include:
(a) Part I: Master of Public Health
All students shall register for the following six (6) core modules:
PPH7064F Quantitative Methods for Health Economics
PPH7050S Micro-economics for the Health Sector
PPH7049S Macro-economics, Health and Healthcare Financing
PPH7041F Health Policy and Planning
PPH7039F Theory and Application of Economic Evaluation in Health Care
PPH7070S Quantitative Research Methods
And shall choose another two elective modules from the list below:
Non-Faculty Electives
ECO4002V Development Economics
POL4006X Public Policy (Faculty of Humanities)
POL5020Z Financial Administration: Public Finance and Budgeting (Faculty of
Humanities)
SOC5022X Critical Issues in the Study of HIV/AIDS and Society (Faculty of
Humanities)
Monitoring and Evaluation in Primary Health Care (University of Western Cape)
Faculty Electives
PPH7021H Biostatistics I
PPH7018H Introduction to Epidemiology
PPH7022H Evidence-Based Health Care
PPH7016H Public Health & Society
PPH7053S Public Health and Human Rights
Any other relevant course (subject to approval by the programme co-ordinator).

(b) PPH7052W MPH(Health Economics): Part 2
Dissertation.

Progression and readmission
FMQ5 Candidates may be allowed to repeat a course they have failed, at the convenor’s
discretion. No course may be repeated more than once. A candidate failing (1) a core course twice, or (2) any three courses (including any elective) twice, will be asked to withdraw from the degree programme. No supplementary examinations will be offered. A deferred examination may be granted where applicable, e.g. on medical grounds.

Assessment

FMQ6.1 The following requirements shall apply to the General and Epidemiology streams:
(a) Each course convenor will determine the appropriate form of assessment in that module. Such assessment will consist of some combination of home assignments, a semester project and a final classroom examination. The examination carries 50% of the assessment weight. Each module will be written off at the end of its semester. A pass mark of 50% is required overall, with a 45% sub-minimum for each of the examination and semester marks. An external examiner is appointed for every course and has the authority to allocate final marks.
(b) The dissertation will be marked by two examiners, both external to the University. The standard aimed for will be that of a manuscript capable of publication as a single paper in a peer-reviewed journal.
(c) Candidates may be allowed to repeat a course they have failed, at the convenor’s discretion. No course may be repeated more than once.
(d) A candidates failing (1) a core course twice, or (2) any three courses (including any elective) twice, will be asked to withdraw from the degree programme.
(e) No supplementary examinations will be offered. A deferred examination may be granted on application, e.g. on medical grounds.
(f) The external examiner retains the discretion to alter any mark based on assessment of the candidate’s performance across the course (or course components) as a whole.

FMQ6.2 The following requirements shall apply to the Health Economics stream:
(a) The first year of study is dedicated to coursework. Assessment for the coursework component involves a combination of assignments and an examination per course. The examination makes up 50% of the coursework marks, while the assignments account for the remaining 50%. Students are required to pass a minimum of eight courses and the dissertation to qualify for the degree. A pass mark of 50% is required overall, with a 45% subminimum for each of the examination and semester marks. An external examiner is appointed for every course and has the authority to allocate final marks.
(b) Students are required to develop a research proposal by the second semester. Their dissertation accounts for 50% of total marks, while the coursework component accounts for the remaining 50%. In total, the dissertation accounts for 50%, assignments for 25% and the examination for 25%.
(c) The dissertation will be marked by two examiners, both external to the University. The standard aimed for will be that of a manuscript capable of publication as a single paper in a peer-reviewed journal.
(d) Candidates may be allowed to repeat a course they have failed, at the convenor’s discretion. No course may be repeated more than once.
(e) A candidates failing (1) a core course twice, or (2) any three courses (including any elective) twice, will be asked to withdraw from the degree programme.
(f) No supplementary examinations will be offered. A deferred examination may be granted on application, e.g. on medical grounds.
(g) The external examiner retains the discretion to alter any mark based on assessment of the candidate’s performance across the course (or course components) as a whole.
Distinction
FMQ7 The degree may be awarded with distinction to candidates who average 75% or above on coursework plus dissertation, with a 70% sub-minimum on each component.

Courses in Master of Public Health:

STA5055Z BIOSTATISTICS 2
Course convenor: Dr F Little
Prerequisites: Biostatistics I and Introduction to Epidemiology
Course outline: The course is designed to equip candidates with a good understanding of modelling the relationship between a response and a set of risk factors, so as to be able to perform such analyses themselves using sophisticated statistical software.
Lectures: One half-week block in July and one two-hour session every second week during the semester.
Assessment: See rule FMQ6.

STA5056Z BIOSTATISTICS 3
Course convenor: Dr F Little
Prerequisites: Biostatistics 2
Course Outline: This course aims to provide candidates with a thorough understanding of the analysis of “time-to-event” data and a capability to perform such analyses themselves and to introduce students to other more advanced statistical methods relevant to medical research, so that they are aware of their availability for application to specific problems in medical research.
Lectures: One half-week block in January / February and one two-hour session every second week during the semester.
Assessment: See rule FMQ6.

PPH7016H PUBLIC HEALTH AND SOCIETY
Course convenors: Dr J Head and Assoc Prof H Phillips
Course outline: The course will consist of two related components. The first will provide an historical analysis of the concept of public health and the growth and development of a public health movement in Europe and South Africa. The second will consider patterns of disease in the world and South Africa and their social implications.
Lectures: One half-week block in January / February and two to four-hour sessions every 2nd or 3rd week during the semester.
Assessment: See rule FMQ6.

PPH7018H INTRODUCTION TO EPIDEMIOLOGY
Course convenor: Ms C Morroni
Course outline: The course aims to introduce the basic principles and methods of epidemiology. The emphasis will be on the application of epidemiology to the prevention of disease, the promotion of health, and the support of services in addressing all aspects of the health of populations.
Lectures: One half-week block in January/February and one two-hour session every second week during the semester.
Assessment: See rule FMQ6.

PPH7021H BIOSTATISTICS I
Course convenor: Mr R Sayed
Course outline: The course aims to give candidates an introduction to basic statistical concepts that will enable them to understand published research, interpret basic statistical results and perform
elementary data analysis using STATA statistical software.

Lectures: One half-week block in January/February and one two-hour session every second week during the semester.

Assessment: See rule FMQ6.

PPH7022H   EVIDENCE-BASED HEALTH CARE

Course convenor: Mr J Irlam

Prerequisites: Introduction to Epidemiology (PPH7018F), passed with at least 55%, Biostatistics I. Experience in clinical practice or health policy is recommended.

Lectures: One half-week block in July and one two-hour session every second week during the semester.

Course outline: The course aims to enable candidates to convert health care information needs into answerable questions, identify the best evidence with which to answer them, critically appraise the evidence for validity and usefulness, and apply the evidence in health care practice and policy.

Assessment: See rule FMQ6.

PPH7029H   ADVANCED EPIDEMIOLOGY

Course convenors: Prof JE Myers and Dr L Myer

Prerequisites: Introduction to Epidemiology with a pass mark of at least 55%; Biostatistics 1; Biostatistics 2. Recommended: one or more of: PPH7022H Evidence-based Health Care; PPH7063S Epidemiology of Infectious Diseases; PPH7065S Epidemiology of Non-communicable diseases; regular access to a computer and the internet at home and/or on campus to make use of online course materials and teaching resources.

Course outline: This course will provide candidates with a deeper understanding of concepts learned in the introductory epidemiology course: This includes: Causation, measures of occurrence and measures of association; the relationships between observational and experimental study designs, and an understanding of how different observational designs are inter-related; the role of variable measurement in research, with emphasis on bias and misclassification and their effects; how confounding is controlled in epidemiological research, and the uses and limitations of matching in analytical studies; the role of intermediate variables in investigating the determinants of disease; effect modification/interaction, including the relevance of these concepts to public health and the difficulties in identifying these phenomena in data; the integration and application of different epidemiological concepts to provide a thorough critique of study design, conduct and analysis.

Lectures: One half-week block in January / February; nine face-to-face learning sessions supplemented with notes and discussion and learning on WebCT.

Assessment: See rule FMQ6.

PPH7036S   FOUNDATIONS OF HEALTH ECONOMICS AND MANAGEMENT

Course convenor: Ms V Mutyambizi

Course outline: The course aims to introduce students to: Basic economic concepts; the relationship between the macroeconomic environment and health/health care, with emphasis on the developing country context; the nature of the market for health care; health care systems and health care financing mechanisms; basic principles in economic evaluation; application of strategic and project management principles in health; budgeting and financial management in a decentralized environment; health planning - with special focus on human resources planning; quality assurance in health care delivery.

Lectures: One half-week block in July and one two - to three-hour session every second week during the semester.

Assessment: See rule FMQ6.
PPH7039F  THEORY AND APPLICATION OF ECONOMIC EVALUATION IN HEALTH CARE
Course convenor: Dr E Sinanovic
Course outline: This module aims to enable students to understand and apply current methods in economic evaluation in health care. The main objectives are to gain insights into the economic theory underlying economic evaluation in health care, to develop skills in designing and conducting cost-effectiveness, cost utility, and cost-benefit analyses and to use these skills to inform policy formulation and implementation processes. At the end of this module, the students should also have an understanding of the importance of modelling in economic evaluation.
Lecturers: One half-week block in February and one two-hour session approximately every week during the semester.
Assessment: See rule FMQ6.

PPH7041F  HEALTH POLICY AND PLANNING
Course convenor: Mr S Mbatsha
Course outline: This course will enable participants to gain an insight into health sector policy and planning; appreciate evolution and performance of health systems; conceptualise health policies in a global setting; develop analytical skills for assessing policy development and implementation, and strategic management of stakeholders; understand the key tenets of planning, the constraints on planning authorities and key phases of the planning cycle; understand equity in health care - both in theory and practice and explore the practicalities of geographic distribution of resources; understand and assess option appraisal, programming and budgeting, with special emphasis on human resources and pharmaceuticals; develop skills to monitor and evaluate health sector policies and plans to be able to feedback the results into future policy development and planning.
Lectures: One half-week block in February and a two-hour session every week during the semester.
Assessment: See rule FMQ6.

PPH7049S  MACROECONOMICS, HEALTH AND HEALTH CARE FINANCING IN HEALTH CARE
Course convenor: Ms S Cleary
Prerequisites: Computer literacy, including proficiency in Microsoft Excel required.
Lectures: One half-week block in July and one two-hour session every second week during the semester.
Course outline: The course will give candidates an in-depth understanding of economic growth and health; macroeconomic policies and ideologies; structural adjustment programmes; globalisation and health; health sector reform and decentralisation; public-private mix; health care financing; national health accounts and financing and benefit incidence.
Assessment: See rule FMQ6.

PPH7050S  MICROECONOMICS FOR THE HEALTH SECTOR
Course convenor: Dr M Thiede
Prerequisites: As for Health Economics track, preferably with a background in economics or health related research. Quantitative skills required.
Course outline: The course is designed to enable candidates to understand economic growth and health; macroeconomic policies and ideologies; structural adjustment programmes; globalisation and health; health sector reform and decentralisation; public-private mix; health care financing; national health accounts; financing and benefit incidence.
Lectures: One half-week block in July/August and one two-hour session approximately every week during second semester.
Assessment: See rule FMQ6.
**PPH7053S  PUBLIC HEALTH AND HUMAN RIGHTS**

**Course convenor:** Prof L London

**Course outline:** This course provides candidates with insight into the theoretical and historical background to human rights; international and national human rights instruments and institutions; contemporary debates in defining human rights and their implementability; the relationship of human rights to health; the right to health, and of access to health care in national and international law; health as a socio-economic right; when it may be legitimate to restrict rights and the public health rationale; Instruments to examine the human rights impact of public health policies, and to incorporate human rights in public health planning and practice; vulnerable groups, human rights and health; rights of health care users; trade policies and practices, intellectual property, human rights and public health.

**Lectures:** One half-week block in July and one two-hour session every second week during the second semester.

**Assessment:** See rule FMQ6.

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**PPH7054F  GENDER AND HEALTH**

**Course convenors:** Ms P Orner and Ms J Harries

**Lectures:** A half-week block in January/February and four 2-hour seminars during the semester

**Course outline:** The course provides candidates with an understanding of issues of gender impact on health and health care; global patterns in gender and health; gender and health in South Africa; men, gender and health, gender theory; changing practices and mainstreaming gender; strategic and practical approaches. Specific topics will be used to examine the impact of gender on health. These include: gender and HIV/AIDS; women, work and health; gender-based violence; Termination of pregnancy; gender and work.

**Assessment:** See rule FMQ6.

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**PPH7063S  EPIDEMIOLOGY OF INFECTIOUS DISEASES**

**Course convenors:** Dr D Coetzee

**Prerequisites:** A pass of at least 55% for Introduction to Epidemiology (PPH7018F)

**Course outline:** This course is designed to enable candidates to apply descriptive epidemiology to communicable diseases and outbreak situations; discuss how observational studies are used to investigate causation; discuss transmission dynamics and mathematical modelling of epidemics; discuss routine and sentinel surveillance; discuss how experimental studies are used to evaluate efficacy and effectiveness of treatment and control measures; discuss the epidemiology of vaccination; apply epidemiology to specific communicable diseases including HIV/AIDS, TB, STIs and childhood communicable diseases.

**Lectures:** One half-week block in July and one two-hour session approximately every second week during the semester.

**Assessment:** See rule FMQ6.

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**PPH7064F  QUANTITATIVE METHODS FOR HEALTH ECONOMICS**

**Course convenor:** Mr O Okorafor

**Course outline:** The course is designed to cover aspects of the following: Descriptive statistics; basic introduction to probability theory and probability distributions; estimation; standard errors, variance, confidence intervals; hypothesis testing; introduction to epidemiology; indices and concentration curves; diagnostic tests; standardisation: regression analysis and modelling; discrete choice models; distribution equity – concentration curves.

**Lecturers:** One half-week block in January and one two-hour session approximately every second week during the semester.

**Assessment:** See rule FMQ6.
PPH7065S  EPIDEMIOLOGY OF NON-COMMUNICABLE DISEASES
Course convenor: Prof R Ehrlich
Prerequisites: A pass of at least 55% for Introduction to Epidemiology (PPH 7081F)
Course outline: Individual vs. population strategies for disease control; burden of disease; descriptive epidemiology; social epidemiology; epidemiology applied to cardiovascular disease, respiratory disease, cancer, occupational disease, environmental risk factors, mental health, injuries and violence.
Lectures: One half-week block in July and one two-hour session every second week during the semester.
Assessment: See rule FMQ6.

PPH7066S  FOUNDATIONS OF HEALTH SERVICES MANAGEMENT
Course Convenor: Ms V Mutyambizi
Course outline: The course is designed to introduce the basic concepts of economics and management in a public health sector environment. Given the breadth of the subjects, the emphasis will be on developing a foundation of knowledge and providing sufficient familiarity with the subject to encourage further learning through reading and discussion.
Lectures: One half-week block in July and one two- to three-hour session every second week during the semester.
Assessment: See rule FMQ6.

PPH7070S  QUANTITATIVE RESEARCH METHODS
Course convenor: Prof R Ehrlich
Course outline: The course is designed to enable candidates to prepare research proposals on health or health service problems that utilise quantitative methods; to carry out such research with appropriate supervision; and to enable candidates to cooperate as a team in research protocol development.
Lectures: One half-week block in July and one two-hour session every two to three weeks during the semester.
Assessment: See FMQ6.

PPH7071F  QUALITATIVE RESEARCH METHODS
Course convenor: Dr C Colvin
Course outline: Conceptual/theoretical foundations for qualitative research; relationship/differences between qualitative and quantitative research designs and theoretical perspectives; qualitative data collection methods and study designs (e.g., in-depth interviews, focus group discussions, participant-observation, document reviews); qualitative data analysis and interpretation of data (including introduction to computer-aided data management and analysis); formats and strategies for write-up, reporting and dissemination of qualitative research results; ethical issues in qualitative research; evaluating the quality of qualitative research projects.
Lectures: A half-week block in January / February and one two-hour session approximately every second week during semester.
Assessment: See FMQ6.

MASTER OF SCIENCE IN MEDICINE (MSc(Med)) (MM095 and MM094)

[Notes: Degree codes:
MM095 MSc(Med) by dissertation,
MM094 MSc(Med) by coursework and dissertation

This degree is by dissertation except in the case of Biomedical Engineering and the MSc(Med) in
Genetic Counselling. Rules FMR1 to FMR6 are generic to all MSc(Med) programmes. Outlines for the two MSc(Med) programmes containing coursework follow after this section.

Admission requirements
FMR1 A person shall not be admitted as a candidate for the degree programme unless
(a) he/she holds a Bachelor of Science (Medicine)(Honours) degree of the Faculty; or
(b) he/she holds a qualification deemed by the Senate to be equivalent; or
(c) he/she has in any other manner attained a level of competence which in the opinion of the Senate is adequate for the purpose of admission as a candidate for the degree; and
(d) he/she has satisfied the Senate that he/she has the necessary background and training to undertake an approved programme of work for the degree of master in the Faculty;
(e) he/she has submitted to the satisfaction of the Senate a statement of not more than 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake.

Duration of degree programme
FMR2 A candidate shall not be awarded the degree unless he/she has been registered therefore for at least one academic year

Content of programme
FMR3.1 A candidate will be required to undertake advanced study in an approved branch of medicine or an allied science, or an approved research project under the guidance of a supervisor appointed by the Senate, or both.

FMR3.2 Candidates registered for an MSc(Med) in Exercise Science who have not completed the BSc(Med)(Hons) in Exercise Science will be required successfully to complete the following components of the BSc(Med)(Hons) degree in Exercise Science: a six-month coursework component for the first half of each year of registration; four class tests; and the laboratory practicals, including a Science elective. [See rules FMS below.]

Assessment
FMR4.1 The examination shall consist of such written papers as may be required, or a dissertation, in five copies (four in temporary binding and one unbound) showing acquaintance with the methods or research, or both.

FMR4.2 The examiners may in addition require a candidate to present himself/herself for an oral examination.

FMQ4.3 A candidate registered for the degree by coursework and dissertation is required to obtain at least 50% for each of the coursework and dissertation components.

Dissertation
FMR5.1 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMR5.2 The dissertation may not be submitted without written permission of the supervisor, and must be accompanied by an undertaking in writing, signed by the candidate, empowering
the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever. No publication may, without the prior permission of the University, contain a statement that the published material was or is to be submitted in part or in full for the degree.

Distinction
FMR6.1 The degree may be awarded with distinction.

FMR6.2 In the case of a degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate:
(a) obtains an average mark of 75% for both components; and
(b) obtains at least 70% for each component.

MSc(Med) in Biomedical Engineering
[Note: This is a degree programme by coursework and dissertation.]

Programme co-venor: Prof CL Vaughan (Department of Human Biology)

Admission requirements
FMS1 An applicant shall not be admitted as a candidate for the degree programme unless he/she
(a) holds a degree of Bachelor of Science in Engineering of the University; or
(b) holds a qualification deemed by the Senate to be equivalent; or
(c) has in any other manner attained a level of competence which in the opinion of the Senate is adequate for the purpose of admission as a candidate for the degree; and
(d) has satisfied the Senate that he/she has the necessary background and training to undertake an approved programme of work for the degree of master in the Faculty.

Duration of degree programme
FMS2 A candidate shall not be awarded the degree unless he/she has been registered for the programme for at least one academic year.

Content of programme
FMS3.1 Part 1 MScMed in Biomedical Engineering
Students are required to obtain 31 credits to complete the coursework part of this programme which is regarded as preparation for the dissertation. Four courses are compulsory, namely:
HUB2003W Anatomy for Biomedical Engineering
HUB2013S Human Physiology: Physiology of Organ Systems
HUB4014H Introduction to Health Care

In addition, each candidate may be required to pass up to three of the following elective courses offered within the Department. Further detail regarding these courses can be obtained in this Handbook under the section for the Department of Human Biology. Students may obtain credits for equivalent courses offered by this institution, or other recognised institutions, through consultation with the programme co-ordinator, and with the approval of the Head of the Department:
HUB4007F Biomechanics of the Musculoskeletal System
HUB4027H Health Technology Assessment
HUB4028H Healthcare Technology Planning and Acquisition
HUB4029H Healthcare Technology Utilisation and Maintenance
HUB4030H Project Management
HUB4033H Clinical Engineering Practice
HUB4034H Health Facilities and Services Management
HUB4036H Healthcare Orientation
HUB4037H Medical Equipment Design and Application
HUB4044H Health Informatics and Management Information Systems
HUB4054F Introduction to Imaging and Image Processing.

Students may obtain credits for equivalent courses offered by this institution, or other recognised institutions, through consultation with the programme co-ordinator, and with the approval of the Head of Department.

FMS3.2 Part 2 MSc in Biomedical Engineering

The degree is awarded on the basis of a dissertation (HUB5002W). The candidate must undertake a research project which culminates in a dissertation which may involve study of a clinical or basic physiological problem of human behaviour or performance. It may alternatively involve the development of items of hardware or software for use in patient care or for understanding physiological processes.

Assessment

FMS4.1 The examination shall consist of a dissertation, in five copies (2 unbound, 3 temporary binding) showing acquaintance with the methods of research.

FMS4.2 The examiners may in addition require a candidate to present himself/herself for an oral examination.

FMS4.3 Students will be expected to attend and participate in scientific seminars in biomedical engineering and will be required to present two seminars, one in the first year of registration and one in the second year.

Dissertation

FMS5.1 A candidate must identify and select a thesis topic by the beginning of the second semester in the first year of registration. A full literature review plus a shorter written dissertation proposal must be submitted before the end of the semester two and, in addition, the proposal must be presented as a seminar during the semester.

FMS5.2 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMS5.3 The dissertation may not be submitted without written permission of the supervisor, and must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever. No publication may, without the prior permission of the University, contain a statement that the published material was or is to be submitted in part or in full for the degree.

FMS5.4 The dissertation must be submitted not later than 31 December in the second year of registration for the degree. This rule will be waived only in extenuating circumstances and at the discretion of the Head of Department.

Distinction

FMS6 The degree may be awarded with distinction (see FMR6.2 above).
Courses in MSc (Med) in Biomedical Engineering:

HUB2003W  ANATOMY FOR DEGREE IN BIOMEDICAL ENGINEERING
Course convenors: Prof G. Louw (1st Semester); Dr C. Warton (2nd Semester)
Course outline: A full course of lectures, tutorials and practicals, with emphasis on practical work. The course includes all aspects of gross anatomy, neuroanatomy and selected topics in applied anatomy.
Assessment: Final examination - 55%. Class Record - 45%.

HUB2013S  HUMAN PHYSIOLOGY: PHYSIOLOGY OF ORGAN SYSTEMS
[Note: Service course for students from Science Faculty.]
Course convenor(s): To be announced.
Prerequisites: HUB2019F, CEM1000W (or equivalent).
Course outline: The course contains lectures and tutorials on the physiology, anatomy and histology of organ systems in the human body including the endocrine, nervous, reproductive, cardio respiratory, immune and excretory systems. In practical sessions, students work in small groups to a) study the electrical, mechanical and chemical events in the contraction of skeletal and cardiac muscles using the oscilloscope and other electronic equipment, b) learn various principles of measuring the activities and concentration of enzymes and hormones and c) study anatomical parts of the human body from cadavers and histological sections under a microscope.
Lectures: First period, Mondays to Fridays.
Practicals: One per week, 14h00 - 17h00 Mondays or Tuesdays
DP requirements: Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.
Assessment: Class tests 20%; assignments 10%; practicals 20%; examinations (theory and practical) 50%. An oral examination may be required in the case of selected students.

HUB4007F  BIOMECHANICS OF THE MUSCULOSKELETAL SYSTEM
Course convenor: Prof C L Vaughan
Prerequisites: Mathematics 2, Physics 2 or Applied Mathematics 2 or equivalent.
Co-requisite: HUB2003W Anatomy for Biomedical Engineering.
Course outline: Body segment parameters; joint forces and torques; kinematic and kinetic data collection; computer techniques of data acquisition and analysis; aspects of electromyography; introduction to muscle, joint, and bone force optimisation techniques; rheology of bones, cartilage and collagenous tissues; fracture mechanics; joint lubrication and wear; properties of biomaterials; stress analysis; design of artificial joints; tissue response to implanted materials; implant failure analysis; biomechanics of human gait (walking and running) in health and disease.
Assessment: Written examination at the end of the first semester. Work during the semester may contribute to the overall mark.

HUB4014H  INTRODUCTION TO HEALTHCARE
Course convenor: Dr D A Boonzaier
Course outline: Medical terminology; introduction to medical biochemistry; introduction to medical informatics; introduction to clinical engineering; systems analysis; organisation of health care; the side-issues of healthcare technology; internal medicine and treatment principles; physical diagnosis; surgery; intensive care; obstetrics and radiotherapy; cardio-pulmonary physiology; clinical neurophysiology; clinical chemistry and haematology; clinical microbiology; immunology; blood and tissue transportation; diagnostic radiology.
The course includes invited lectures in relevant clinical departments and practicals/demonstrations in hospital departments that illustrate the applications of the principles introduced during lectures and seminars. Day-visits to institutions involved in welfare and public health help broaden the perspective of students from the natural sciences.

**Assessment:** Written examination at the end of the second semester. Work during the Semester may contribute to the overall mark.

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**HUB4044H HEALTH INFORMATICS AND MANAGEMENT AND INFORMATION SYSTEMS**

**Course convenors:** Dr S Isaacs and Mr L A Hanmer

**Course outline:** Use of health information; health and hospital information systems; database design; data storage and retrieval; clinical decision-making; expert systems; telemedicine; evaluation of hospital information systems; regulation and quality control of software; introduction to commonly used software packages.

**Assessment:** Assignment, class test, written examination.

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**HUB4054F INTRODUCTION TO MEDICAL IMAGING & IMAGE PROCESSING**

**Course convenors:** Dr T Douglas and Dr E Meintjes

**Co-requisites:** Mathematics 2 and Physics 2

**Course outline:** This course may be taken as an elective of the MSc(Med) in Biomedical Engineering. It provides an introduction to the physics and engineering principles involved in the acquisition and processing of medical images. Topics covered include: Mathematical Tools of Image Processing; Computed Tomography; Ultrasound; Magnetic Resonance Imaging; Nuclear Imaging.

**Assessment:** Assignments and final project.

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**MSc(Med) in Genetic Counselling**

([Note: This is a degree programme by coursework and dissertation.])

**Programme convenor:** Assoc Prof J Greenberg

**Admission requirements**

- **FMT1** An applicant shall not be admitted as a candidate for the degree programme unless he/she:
  - (a) holds a degree of Bachelor of Science (Honours), preferably in the biomedical sciences, or a BA (Hons) equivalent in Social Work, Nursing, or Psychology, with a basic knowledge of genetics; or
  - (b) holds a qualification deemed by the Senate to be equivalent; or
  - (c) has in any other manner attained a level of competence which in the opinion of the Senate is adequate for the purpose of admission as a candidate for the degree; and
  - (d) has satisfied the Senate that he/she has the necessary background and training to undertake an approved programme of work for the degree of master in the Faculty. ([Note: Some candidates may be required to write an entry examination.])

- **FMT2** (a) An MBChB (for medical doctors who wish to specialise in genetic counselling rather than in clinical genetics;  
  - (b) A registered nurse and midwife who does not meet the requirements as set out in FMS1 above may be considered for admission if he/she has a four-year diploma in nursing and midwifery plus at least one post basic diploma and relevant experience. Such candidates will be expected to submit a full portfolio, a
curriculum vitae, and may be required to complete a pre-learning programme.

**Duration of degree programme**
FMT3 A candidate shall not be awarded the degree unless he/she has been registered for the programme for at least one academic year.

**Content of programme**
FMT4 (a) *Part 1 MSc(Med) in Genetic Counselling (66% of total mark)*
Students are required to complete the coursework part of this programme which is regarded as preparation for the dissertation. Two courses are compulsory, namely:
LAB5005W Medical Genetics (33%)
LAB5006W Principles and Practices of Genetic Counselling (33%)

(b) *Part 2 MSc(Med) in Genetic Counselling: (34% of total mark)*
LAB5007W Dissertation
The candidate must complete research training and must submit a dissertation (which may not exceed 30 000 words or 60 pages).

**Assessment**
FMT5.1 Coursework, essays, case reports, project reports and journal reviews all count towards assessment of taught modules. Students are expected to attend all taught modules.

FMT5.2 Any student whose performance is not satisfactory may be required to withdraw from the programme.

FMT5.3 The logbook of all cases seen, that has been signed on a weekly basis by the clinician/counsellor involved with the case, will also be assessed at the end of the programme.

**Dissertation**
FMT6.1 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMT6.2 The dissertation may not be submitted without written permission of the supervisor, and must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever. No publication may, without the prior permission of the University, contain a statement that the published material was or is to be submitted in part or in full for the degree.

**Duly performed requirements**
FMT7.1 In order to qualify to write the final examinations, a Duly Performed certificate is required. At least 80% attendance at all activities is required to obtain a DP.

FMT7.2 For the Principles and Practices of Genetic Counselling module, a minimum average of 50% is required for the four counselling assessments. Students who do not pass this component of the programme will not be permitted to write the final examination.

**Distinction**
FMT8 The degree may be awarded with distinction (see FMR6.2 above).
Coursework in MSc (Med) in Genetic Counselling:

LAB5005W  MEDICAL GENETICS
LAB5006W  PRINCIPLES AND PRACTICES OF GENETIC COUNSELLING

Structure and outline: As this is a hands-on programme, it is expected that students will be in the department during working hours to meet the requirements of their internship. They will attend all genetic clinics where patients/families are counselled, initially as observers, but later, as their competence grows, as supervised counsellors. Teaching and mentoring takes place at the clinics and at post-clinic consultations. Students are expected to start writing counselling letters to patients from the beginning of the course, and to be present when telephonic follow-up is done with patients by counsellors/genetic nursing sisters. It is expected that students will be counselling, under supervision after six months, on straightforward cases, and increasingly taking on complex cases. By the end of the programme students should be competent counsellors able to handle situations such as advanced maternal age, previous pregnancy resulting in Down syndrome, neutral tube defects, positive triple screens, Mendelian inheritance, initial counselling for fetal anomalies and increasingly more complex cases as time progresses.

Lectures: There will be two major teaching blocks a year, for two weeks at a time each (about 80 hours contact time per year per module), comprising tutorials/discussions and experiential role-playing scenarios. For the rest of the year the student will learn to apply the acquired genetic information and skills through genetic counselling, while working under supervision.

Practicals: Students will attend all genetic clinics (different clinics on different days of the week) where patients/families are counselled, initially as observers, but later as their competence grows, as supervised counsellors.

DP requirements: In order to qualify to write the final exams, a DP is required. At least 80% attendance of all activities is required to obtain a DP.

Assessment: For LAB5006W Principles and Practices of Genetic Counselling, a minimum average of 50% per year is required for the counselling assessments in order for a student to pass. There will be two assessments in the first year of study and two assessments in the second year. Students who do not pass this component of the programme will not be permitted to write the final examination. The two courses each make up 33% of the final mark (total of 66%) and the written dissertation makes up the remaining 34%. For each component a 50% pass mark is required and a viva will take place at the end of the second year related to the genetic counselling assessments as well as the medical genetics component.

MSc IN AUDIOLOGY AND MSc IN SPEECH & LANGUAGE PATHOLOGY (MM019, MM020, MM008, MM009)

[Notes: Degree codes:
MM019 MSc in Audiology by coursework and dissertation,
MM020 MSc in Speech-Language Pathology by coursework and dissertation,
MM008 MSc in Audiology by dissertation and MM009 MSc in Speech-Language Pathology by dissertation.

Programme codes:
AHS5000W MSc in Audiology,
AHS5001W MSc in Speech-Language Pathology.]

Programme convenor: Assoc Prof H Kathard (School of Health and Rehabilitation Sciences)

Admission requirements
An applicant must have a BSc(Log) or BSc Audiology/ BSc Speech Pathology from the University or an equivalent qualification from this or another university recognised by the Senate for the purpose.

Duration of the degree programme
FMU2 (a) The programme by coursework and dissertation requires full-time attendance for one academic year or part-time attendance for two years.
(b) The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

Prerequisite for MSc by dissertation
FMU3 AHS5001W MSc in Speech-Language Pathology; AHS5000W MSc in Audiology by dissertation only: Students registering for the dissertation only option are required to have completed a postgraduate level course in research methodology prior to the submission of the research proposal or at least within the first six months following registration for the MSc.

Programme outline for MSc by coursework and dissertation
FMU4 (a) AHS5006W Professional Practice (to be taken by candidates for either of the two degrees by coursework and dissertation) plus
(b) For MSc in Audiology:
   AHS5004W Advanced Audiology, and
   AHS5005W Dissertation; OR
(c) For MSc in Speech and Language Pathology:
   AHS5002W Advanced Speech and Language Pathology; and
   AHS5003W Dissertation. [Note: The dissertation is a minor dissertation which may be submitted only after the successful completion of the coursework.]

Ethics approval
FMU5 Students must establish from their department whether they are required to obtain approval for their research study by the Faculty research ethics committee within the first two years of registration in order to be eligible to continue on the programme.

MSc by dissertation
FMU6.1 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.
FMU6.2 A candidate shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.
FMU6.3 A candidate who has not submitted the required dissertation within five years will not be permitted to register for another year unless the head of the Division concerned recommends accordingly on the ground of satisfactory progress.
FMU6.4 The dissertation in four copies (two bound in temporary and two unbound) must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or any portion of the
contents in any manner whatsoever.

FMU6.5 The dates for the receipt of the work by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.

**Distinction requirements**

FMU7.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMU7.2 In the case of the degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate:
   (a) obtains an average mark of 75% for both components; and
   (b) obtains at least 70% for each component.

**Courses in MSc in Audiology and MSc in Speech and Language Pathology:**

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**AHS5002W**  ADVANCED SPEECH-LANGUAGE PATHOLOGY  
**Course convenor:** To be announced  
**Course outline:** The course comprises four theory modules in advanced speech-language pathology. The modules include topics in promotive, preventative, diagnostic, and rehabilitative domains for adults and children with emphasis on advances in speech-language pathology research and clinical practice. The course fosters critical thinking and encourages independent learning. A seminar-based mode of learning is encouraged with tutorial support.  
**Lectures/contact time:** Each module requires 24 hours of contact time for seminar-based learning. The contact time is scheduled as per the annual Division timetable.  
**DP requirements:** Students are required to attend at least 80% of seminars.  
**Assessment/examination requirement:** Course outcomes are assessed via written assignments. A minimum of four assessments (one assignment/examination per module) contributes to the final mark for the course. Students must pass one assessment per module with 50%. The student must pass all (four) assessments and obtain an average of at least 50% to pass the course. If the mark is borderline, the student will have an opportunity to do an oral presentation. All modules are weighted equally. All assessments must be completed prior to the submission of the mini-dissertation. The final assessment mark for the course contributes 25% to the total mark for the programme.

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**AHS5004W**  ADVANCED AUDIOLOGY  
**Course convenor:** To be announced  
**Course outline:** The course comprises four theory modules in advanced audiology. The modules include topics in promotive, preventative, diagnostic, and rehabilitative domains for adults and children with emphasis on advances in audiology research and clinical practice. The course fosters critical thinking and encourages independent learning. A seminar-based mode of learning is encouraged with tutorial support.  
**DP requirements:** Students are required to attend at least 80% of seminars.  
**Assessment:** Course outcomes are assessed via written assignments. A minimum of four assessments (one assignment/examination per module) contributes to the final mark for the course. Students must pass one assessment per module with 50%. The student must pass all (four) assessments and obtain an average of at least 50% to pass the course. If marks are borderline, the student will have an opportunity to do an oral presentation. All modules are weighted equally. All assessments must be completed prior to the submission of the mini-dissertation. The final assessment mark for the course contributes 25% to the total mark for the programme.
AHS5006W  PROFESSIONAL PRACTICE

Course convenor: To be announced

Course outline: The course comprises four theory modules in various aspects of professional practice which contribute to broadening the basis of professional practice knowledge and develop research knowledge. The student must take two research methodology modules and any two other modules related to their professional development: They may choose modules equivalent to 24 hours contact time which could be offered in the School of Health and Rehabilitation or by other departments or faculties, at the discretion of the Head of Division. These include: Health Promotion and Education, Public Health and Society, Introduction to Epidemiology, Biostatistics 1, Economic Evaluation in Health Care, Health Economics and Management, Health Policy and Planning, Evidence-Based Health Care, Introduction to Disability Studies, Disability and Lifestyles.

Lectures/contact time: Each module requires 24 hours of contact time for seminar-based learning. The contact time is scheduled as per the annual Division timetable.

DP requirements: Students are required to meet the DP requirements for individual modules.

Assessment: Course outcomes are assessed via assessment requirements of individual modules. The student must pass each of the four modules with 50%. All modules are weighted equally. All modules must be completed prior to the submission of the mini-dissertation. The final assessment mark for the course contributes 25% to the total mark for the programme.

MSc IN NURSING (MM017, MM002)

[Notes: Degree codes:
MM017 MSc Nursing by coursework and dissertation
MM002 MSc Nursing by dissertation.]

Programme convenor: Mrs P Mayers (School of Health and Rehabilitation Sciences)

Admission requirements

FMV1.1 A candidate shall be required to:
(a) to have a four-year Bachelors degree in nursing; and
(b) be registered with the South African Nursing Council as a nurse and midwife.
(c) produce evidence of successful study in research methodology (within the past three years) at Bachelor's or equivalent level. Applicants who are unable to provide such evidence will be required to complete an appropriate module approved by the Head of Division.
[Note: Computer literacy is a strong recommendation.]

FMV1.2 Alternative route of access, and recognition of prior learning:
A registered nurse and midwife who does not meet the requirements set out above may be considered for admission if he/she meets the requirements in the following categories:
(a) a three or four-year diploma in Nursing and Midwifery and a Bachelors degree (e.g. B Com);
(b) a qualification recognised by the Senate as equivalent to the above;
[Note: A four-year diploma in nursing and midwifery plus at least one post-basic diploma and relevant experience may be considered for admission. Such candidates will be expected to submit a full portfolio, curriculum vitae, and supporting references, and may be required to complete a pre-learning programme. Where possible applicants will be asked to come for an interview with the programme convenor.]

Duration of the degree programme

FMV2 (a) The MSc degree in Nursing by coursework and dissertation requires full-time attendance of two years. All coursework requirements including the research
dissertation must be completed in a maximum of five years.
(b) The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

Programme outline for degree by coursework and dissertation
FMV3 The programme consists of four modules equivalent to two full courses plus a dissertation [mini-dissertation] of a maximum of 30,000 words. Taught core modules provide the candidate with a base for critically examining nursing practice by achieving a sound understanding of the principles and methods of research and professional issues. Other [elective] modules reflect the interests and areas of practice of individual candidates.
The coursework is offered over two years.
Core modules are offered every year. Elective modules offered by the Division of Nursing and Midwifery are normally offered every second year, depending on demand.
A module is a self-contained one semester course, which may require qualifying or prerequisite modules. A module will consist of 35 to 45 contact hours.
Core modules:
AHS5023F Research Methods (Year 1 - first semester);
AHS5022S Theoretical Foundations of Nursing Practice.
Examples of elective modules:
PPH7053S Public Health and Human Rights [offered by School of Public Health and Family Medicine].
Possibilities exist to take modules/course offered by other faculties/departments. Candidates who wish to consider such modules should consult with the programme convenor.

Ethics approval
FMV4 Students registered for the MSc must establish from their departments whether they are required to obtain approval for their research study by both the relevant Faculty postgraduate and Faculty research ethics committees within the first two years of registration in order to be eligible to continue on the programme.

Assessment of MSc by coursework and dissertation
FMV5.1 Coursework
Essays, project reports and reflective journals all count towards assessment of taught modules. Each module will be assessed in a manner appropriate to the course content and objectives

FMV5.2 Dissertation
AHS5024W The minor-dissertation [30,000 words] counts 50% of the final mark.

MSc by dissertation
FMV6.1 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMV6.2 A candidate shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.
FMV6.3 A candidate who has not submitted the required dissertation within five years will not be permitted to register for another year unless the head of the Division concerned recommends accordingly on the ground of satisfactory progress.

FMV6.4 The dissertation in four copies (two bound in temporary binding and two unbound) must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or an portion of the contents in any manner whatsoever.

FMV6.5 The dates for the receipt of the work by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.

**Distinction requirements**

FMV7.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMV7.2 In the case of a degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate:
   - (a) obtains an average mark of 75% for both components; and
   - (b) obtains at least 70% for each component.

**Course in MSc in Nursing:**

**AHS5022S  THEORETICAL FOUNDATIONS OF NURSING PRACTICE**

**Course convenor:** Ms S Duma

**Course outline:** The aim of this module is to explore and analyse the nature of theory in nursing practice, in an attempt to understand the relationship between theory and research, management, education and clinical practice. An understanding of this relationship should result in a logical, reflective and critical approach to reasoning in nursing practice appropriate for a master’s level nurse/midwife. Such understanding should also contribute to the development of new knowledge in nursing sciences. Students are introduced to several different nursing theories and theoretical frameworks or “borrowed theories” with relevance to nursing practice, nursing education, nursing management and research. Concepts of person, health, nursing and environment are explored from various theoretical perspectives. Students are expected to consider how these concepts are reflected in their own practice. Theory construction, levels and function of theories in nursing practice, nursing education, nursing management and research as well as contextual application of theories also form part of the content of the module.

**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment (externally moderated) contributes 60% of the final mark.

**MSc IN NUTRITION AND MSc IN NUTRITION AND DIETETICS (MM013, MM010)**

[Notes: Degree codes:

MM013 MSc in Nutrition by dissertation,
MM010 MSc in Nutrition and Dietetics by dissertation.]

**Programme codes:**

AHS5029W MSc in Nutrition by dissertation,
AHS5030W MSc in Nutrition and Dietetics by dissertation.]

**Programme convenor:** To be announced
Admission requirements
FMW1 An applicant for admission to the Master of Science in Nutrition and Dietetics (MM010) shall be required to have a degree in Dietetics, either a BSc(Med)(Hons) Dietetics or a 4-year Dietetics degree. In the case of the MSc in Nutrition (MM013) a candidate shall be required to have completed a BSc degree, preferably with an Honours in a nutrition related area. In exceptional circumstances and at the discretion of the Head of Division, other undergraduate degrees may be considered, for acceptance into the MSc Nutrition programme. Despite the requirements of research methodology and Biostatistics in each of the Masters programmes, additional courses in research may be requested by the candidate at the discretion of the Head of Division, depending on the candidate's previous exposure.

Co-requisites
FMW2 MSc in Nutrition and Dietetics and MSc in Nutrition students are required to complete modules in research methodology and in biostatistics in the School of Public Health.

Duration of degree programme
FMW3 The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

Ethics approval
FMW4 Students registered for the MSc must establish from their departments whether they are required to obtain approval for their research study by both the relevant Faculty postgraduate and Faculty research ethics committees within the first two years of registration in order to be eligible to continue on the programme.

Dissertation and examination
FMW5.1 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMW5.2 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMW5.3 A candidate who has not submitted the required dissertation within five years will not be permitted to register for another year unless the head of the Division concerned recommends accordingly on the ground of satisfactory progress.

FMW5.4 The dissertation in four copies (two bound in temporary binding and two unbound) must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or an portion of the contents in any manner whatsoever.

FMW5.5 The dates for the receipt of the work by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.
**Distinction requirements**

FMW6 The degree may be awarded with distinction.

**MSc IN OCCUPATIONAL THERAPY (MM018, MM005)**

[Notes: Degree codes:

MM018 MSc in Occupational Therapy by coursework and dissertation

MM005 MSc in Occupational Therapy by dissertation.

Programme code:

AHS5027W MSc in Occupational Therapy by dissertation.]

**Programme convenor:** Ms H Buchanan and Dr T Lorenzo

**Admission requirement**

FMX1 Except by permission of Senate a candidate must be

(a) a Bachelor of Science in Occupational Therapy graduate, or

(b) a graduate in Occupational Therapy of any other university recognised by the Senate for the purpose; or

(c) the holder of equivalent qualifications recognised by the Senate for the purpose.

**Duration of the degree programme**

FMX2 (a) The MSc in Occupational Therapy degree by coursework (part-time) is offered over two years, followed by a dissertation, and must be completed within five years of commencement of study. Not all courses are offered every year; some are offered every second year.

(b) The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

**Curriculum for MSc in Occupational Therapy by coursework and dissertation**

FMX3 (a) **Part 1 MSc in Occupational Therapy**

AHS5012F Disability Studies: This course raises awareness about disability issues, explores relevant national and international legislation and policy and promotes an understanding of equity and equal opportunity for all people.

AHS5014F Research Methods I: A research module which prepares candidates to plan, execute and report research.

AHS5015F Human Occupation I: This module develops the theoretical constructs of the form, function and meaning of occupation and examines and evaluates the impact of occupation on health and adaptation.

AHS5018F Research Methods 2: A research module which further prepares candidates to plan, execute and report research.

AHS5016S Human Occupation 2: This module further develops the theoretical constructs of the form, function and meaning of occupation, and further examines and evaluates the impact of occupation on health and adaptation.

AHS5017S Health Promotion and Education: This course explores the interface between teaching, learning and therapy, and how risk-taking behaviour threatens occupational performance and therefore health.

AHS5025S Rehabilitation: This course interrogates a South African interpretation of service provision, particularly with respect to primary health care,
appropriate measurement of outcome and service indicators.

AHS5026S Management: This course relates the basic economic principles and health service management to public and private health practices.

(b) Part 2 MSc in Occupational Therapy
AHS5011W Dissertation: This follows the research modules in the third year of study.

Timetable for MSc by coursework and dissertation
FMX4 Attendance of teaching commitment for two full weeks per semester per course.

Assessment of MSc by coursework and dissertation
FMX5 (a) Each course convenor will determine the appropriate form of assessment in that course. Such assessments could consist of some combination of home assignments, a semester project, poster presentations, oral assessments and a final classroom examination. The examination carries 50% of the assessment weight. A pass mark of 50% is required for each course with a 40% sub-minimum for each of the assessment that contributes to the course marks.

(b) The mini-dissertation will be marked by two examiners, both external to the university. A pass mark of 50% is required.

(c) Candidates may be allowed to repeat a course they have failed, at the convenor's discretion. No course may be repeated more than once.

(d) A candidate failing (1) a core course twice, or (2) any two courses (including any elective) twice, will be asked to withdraw from the programme.

(e) No supplementary examinations will be offered. A deferred examination may be granted where applicable, e.g. on medical grounds.

MSc by dissertation only
FMX6.1 Students registering for the dissertation only option are required to have completed a postgraduate level course in research methodology prior to beginning work on their dissertation.

FMX6.2 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMX6.3 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMX6.4 A candidate who has not submitted the required dissertation within five years will not be permitted to register for another year unless the head of the Division concerned recommends accordingly on the ground of satisfactory progress.

FMX6.5 The dissertation in four copies (two bound in temporary binding and two unbound) must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or an portion of the contents in any manner whatsoever.

FMX6.6 The dates for the receipt of the work by the Faculty Manager: Academic Administration
is 15 March for the June graduation and 15 August for the December graduation.

**Ethics approval**

FMX7 Students must establish from their department whether they are required to obtain approval for their research study by the relevant Faculty Research Ethics Committee within the first two years of registration in order to be eligible to continue on the programme.

**Distinction requirements**

FMX8.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMX8.2 In the case of a degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate:

(a) obtains an average mark of 75% for both components; and
(b) obtains at least 70% for each component.

**MSc IN PHYSIOTHERAPY (MM004)**

[Note: Degree code: MM004 MSc in Physiotherapy by dissertation. There is no MSc by coursework and dissertation in this discipline.

Programme code:
AHS5019W MSc in Physiotherapy.]

**Programme convenor:** To be announced

**Admission requirements**

FMY1 An applicant to the Master of Science in Physiotherapy must have a BSc Physiotherapy degree.

**Duration of degree programme**

FMY2 The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

**Ethics approval**

FMY3 Students registered for the MSc by dissertation must establish from their department whether they are required to obtain approval for their research study by Faculty research ethics committee within the first two years of registration in order to be eligible to continue on the programme.

**Dissertation and examination**

FMY4.1 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMY4.2 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.
FMY4.3 A candidate who has not submitted the required dissertation within five years will not be permitted to register for another year unless the head of the Division concerned recommends accordingly on the ground of satisfactory progress.

FMY4.4 The dissertation in four copies (two bound in temporary binding and two unbound) must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or an portion of the contents in any manner whatsoever.

FMY4.5 The dates for the receipt of the work by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.

**Distinction requirements**

FMY5 The degree may be awarded with distinction (75% - 100%).

**DOCTOR OF PHILOSOPHY (PhD) (MD001)**

*Notes: The University offers the degree of Doctor of Philosophy (degree by thesis). Rules for this degree are published in Handbook No 3 of this series.*

*Candidates admitted to a PhD in Exercise Science who have not completed the BSc(Med)(Hons) in Exercise Science at UCT will be required to complete and pass the a coursework component of the honours programme during the first year of registration.*

**DOCTOR OF MEDICINE (MD) (MD002)**

*Note: This is a degree by thesis. A copy of the procedures for the MD is available from the Faculty Office.*

**Admission requirements**

FDA1 The degree of Doctor of Medicine may be conferred on graduates in medicine of any university or on the holders of an equivalent qualification recognised by the Senate for the purpose, provided that graduates of universities other than the University of Cape Town have performed at the University of Cape Town the work which is the subject of the thesis.

**Required period of registration**

FDA2 Every candidate must be registered for at least two academic years. Retrospective registration will not be allowed.

**Supervision**

FDA3 A candidate shall undertake research and such advanced study as may be required, under the guidance of a supervisor or supervisors appointed by Senate.

**Prerequisites for acceptance by University of thesis**

FDA4 Every candidate for the degree of Doctor of Medicine must submit:

(a) Evidence of meeting the requirements of Rule FDA1 above;
(b) a statement of about 500 words indicating the purpose, design and content of the proposed thesis on any branch of knowledge included in the second or any subsequent year of the curriculum for the degree of Bachelor of Medicine and Bachelor of Surgery (MBChB);
(c) at a time after acceptance of his/her candidature, five copies (four in temporary
binding and one unbound) of the thesis, which must show evidence of original
investigation and give a full statement of the literature of the subject with accurate
references. Any change in the scope or direction of the programme from that
outlined under (b) above must immediately be communicated to the Faculty Office
Manager: Academic Administration. Other publications or works may be
presented by the candidate as collateral testimony of his/her fitness for the degree.
(d) The thesis must also be accompanied by an abstract for possible publication in the
interests of research.
(e) The thesis must consist of the original work of the candidate with such
acknowledged extracts from the work of others as may be pertinent. The candidate
shall declare the extent to which it represents his/her own work, both in concept
and in execution.
(f) Published work may be incorporated in the thesis but a collection of published
works will not be accepted as a thesis, which must show academic style as well as
scientific content.
(g) No thesis or published memoir or work will be accepted which has been already
accepted for the purposes of obtaining a degree.
(h) No publication may, without the prior permission of the University, contain a
statement that the published material was or is to be submitted in part or in full for
this degree.

Oral examination
FDA5 Every candidate for the degree of doctor of medicine may be required to present
himself/herself for a viva voce examination in the field of research on which the
candidate's research was based.

DOCTOR OF SCIENCE IN MEDICINE (MD004)
[Notes: The degree of Doctor of Science in Medicine is the most senior doctorate in the Faculty of
Health Sciences and is awarded for substantial, original and scholarly contributions to knowledge
in one or more medical field/s. It is awarded rarely and only to persons of exceptional academic
merit. It is awarded on the basis of original published work, which must be of international
standing, and regarded as seminal.]

Admission requirements
FDB1.1 The degree of Doctor of Science in Medicine may be conferred upon:
(a) Graduates of this University in medicine or related fields; or
(b) graduates in medicine or related fields of other universities, where the scholarly
activities of such graduates have been closely associated with the University of
Cape Town.

Application (or nomination) for registration as a candidate for the degree
FDB2 Before a person may be registered as a candidate for the degree, he/she must submit:
(a) his/her curriculum vitae;
(b) one set of copies of the work to be submitted for the degree, and any collateral
evidence;
(c) a detailed synopsis of the contents of the work, including a statement on the nature
and value of the contribution;
(d) a statement affirming that the work is the original work of the applicant, or
indicating the extent to which joint work is the original work of the applicant;
(e) a statement that the candidate has not submitted this work for an equivalent degree
at this or any other university.
Examination/assessment
FDB3 The examination shall consist primarily of an assessment of the published work submitted by the candidate, but a candidate shall, if required by Senate, present himself/herself for written or oral examination of the subject of the work presented, and on any work undertaken under supervision.
COURSES OFFERED TO STUDENTS IN OTHER FACULTIES

RAY2001W  RADIObIOLOGY (for students in Faculty of Science)
Course co-ordinators: Drs A J Hunter and A S Hendrikse
Prerequisites: RAY201W is a senior course. A student must have completed at least two full courses or the equivalent chosen from MTH105W/MAM100W, H101F/S/ MAM104F/ MAM105S/H, BIO100F/S, BOT102S, ZOO103S, ZOO104F, BIO101F, BIO104S, CEM100W, CEM101W, CEM102W, CEM109S, CEM110H, PHY100W, PHY104W, PHY106S, PHY107F/S.
Course outline: This course examines the biological effects of ionizing radiation (x-rays, gamma-rays, alpha particles, beta particles and neutrons) on mammalian systems. Cell death, chromosomal effects, DNA damage, mutation and carcinogenesis as well as radioprotectors and sensitizers are studied. Medical aspects including the radiobiology of radiation therapy of cancer forms a significant part of this course. This includes the radiation pathology of normal tissues and a basic introduction to cancer biology. Students who perform well in the course may apply to do the BSc(Med)(Honours) in Radiobiology once they have completed their undergraduate degrees.
Lectures: 5 lectures per week. Mon - Fri. Usually 5th period (or by arrangement).
Practicals: 1 practical per week.
Fieldwork: None.
Examination requirements: Essays, tests and practicals count 30%. Two three-hour exams written in November count 70%.

HUB2013S  HUMAN PHYSIOLOGY: PHYSIOLOGY OF ORGAN SYSTEMS (offered by Department of Human Biology.)
Course convenor: To be announced
Prerequisites: HUB2019F, CEM1000W (or equivalent)
Course outline: This course contains lectures and tutorials on the physiology, anatomy and histology of organ systems in the human body including the endocrine, nervous, reproductive, cardio respiratory, immune and excretory systems. In practical sessions, students work in small sessions to a) study the electrical, mechanical and chemical events in the contraction of skeletal and cardiac muscles using the oscilloscope and other electronic equipment, b) learn various principles of measuring the activities and concentration of enzymes and hormones c) study anatomical parts of the human body for cadavers and histological sections under a microscope.
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Lectures: 1 1 1 1 1 Fridays may be used for tutorials, guest lectures and tests.
Practicals: One per week, 14h00 – 17h00 Mondays or Tuesdays.
DP requirements: Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.
Assessment: Class tests counts 20%; assignments counts 10%; practicals counts 20%; examinations (theory and practical) counts 50%. An oral examination may be required in the case of selected students.

HUB2014F  HUMAN PHYSIOLOGY: MAINTENANCE OF HOMEOSTASIS (offered by Department of Human Biology.)
Course convenor: Dr D Querido
Entrance requirements: Any full year chemistry course (or two semester course)
Course outline: This course includes lectures on the physiology of body fluids and excitable tissues and of the two main systems (nervous and endocrine) which regulate and integrate organ and cell function. Physiology practical classes demonstrate basic physiological principles relating to cardiac and skeletal muscle function and to the estimation of volumes of body fluid compartments. Histology practicals provide an overview of cell and tissue morphology and its relationship to physiological function.

Lectures: Four scheduled lecturers per week: Mondays to Thursday at 07:50. Fridays may be used for completion of lecture material for purposes of consolidation (e.g. tutorials) and enrichment. One laboratory class per week: Tuesday or Thursday from 14h00 to 17h00.

Assessment: Theory paper in June – 50%. Two class tests – 25%. Physiology and Histology practical tests – 25%.


Course convenor: Dr E Ojuka

Prerequisites: CEM1000W (or equivalent), BIO1000F

Course outline: This course is an introduction to human anatomy and the basics of physiology. The first five weeks examine the basics of cells and tissues and cell proliferation, along with gross and histological studies and physiology of the integumentary, musculoskeletal system, cardio-vascular system, GIT, reproductive, urinary and nervous systems. The course includes the study of homeostasis, the chemistry of life, membranes, electrophysiology, nutrition and metabolism.

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Practicals: One per week, Mondays or Tuesdays.

DP requirements: Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.

Assessment: Class tests counts 20%; assignments counts 10%; practicals counts 20%; examinations (theory and practical) counts 50%. An oral examination may be required in the case of selected students.

HUB3006S GENERAL AND APPLIED PHYSIOLOGY (offered by Department of Human Biology.)

Course convenors: Prof V A Russell and Dr A Bosch

Prerequisites: HUB2013S, CEM1000W (or equivalent)

Course outline: The semester theme is “Living, working and playing”. Topics dealt with in detail include: metabolism and homeostasis, cellular homeostasis, nutrition and metabolism, obesity and diabetes, muscle physiology, cardio-respiratory physiology, exercise physiology, thermoregulation, physiology in extreme environments.

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Practicals: One practical per week, 14h00 – 17h00 Wednesdays and Thursdays. The nature of the practicals will sometimes require work outside of these formal times.

DP requirements: Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.

Assessment: Class tests counts 20%; assignments counts 10%; practicals counts 20%; examinations (written and practical) counts 50%. An oral examination may be required in the case of selected students.
HUB3007S BIOPHYSICS AND NEUROPHYSIOLOGY  
(offerred by Department of Human Biology.)

Course convenor: Prof V A Russell

Prerequisites: HUB2013S, CEM1000W (or equivalent)

Course outline: Advanced lectures on topics on neuroscience, such as: electrophysiological techniques, membrane physiology, neural communication, recticular formation, motor systems, vision, pain, hypothalamus, biorhythms, learning and memory, development of nervous system imaging.

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Practicals: One practical per week, 14h00 – 17h00 Wednesdays and Thursdays. The nature of the practicals will sometimes require work outside of these formal times.

DP requirements: Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.

Assessment: Class tests counts 20%; assignments counts 10%; practicals counts 20%; examinations (theory and practical) counts 50%. An oral examination may be required in the case of selected students.

HUB3010F FUNCTIONAL ANATOMY AND HISTOLOGY  
(offerred by Department of Human Biology.)

Course convenor: Assoc Prof A Morris

Prerequisites: Suitable first-year courses (e.g. BIO1000F, BIO1004S) in Biological sciences. Students with Archaeological courses will also be considered.

Course outline: Basic human anatomy, imaging, biomechanics, anthropometry and growth. Human embryology and histology.

Lecturers: Four lectures per week.

Tutorials: One tutorial per week.

Practicals: One per week.

Assessment: Class mark counts 50%; June examination counts 50%.

HUB3011S COMPARATIVE ANATOMY AND BIOLOGICAL ANTHROPOLOGY  
(offerred by Department of Human Biology.)

Course convenor: Assoc Prof A Morris

Prerequisites: Suitable first-year or second-year level courses in Biological or Archaeological sciences.

Course outline: Overview of human anatomy from the perspective of what make a human different to other species: humans and other primates; the human skeleton; anthropometry and growth; human variation; skeletal biology.

Lecturers: Four lectures per week.

Tutorials: One tutorial per week.

Practicals: One practical session per week, 14h00 – 17h00

DP requirements: Satisfactory completion of practicals and assignments.
**LAB5000S  MEDICINA FORENSIS** *(offered by Division of Forensic Medicine and Toxicology in Department of Clinical Laboratory Sciences)*

*Final Level half course, second semester, three lectures per week, one point.*

**Course convenor:** Prof L J Martin  
**Lecturers:** Prof L J Martin, Dr Y van der Heyde, Dr L Liebenberg, Dr S Potelwa, Dr I Bouwer, Dr X Njovane

**Prerequisites:** All courses of preliminary and intermediate levels to have been completed  
**Course outline:** The SA legal system and statutory obligations of doctors and health care workers; introduction to human anatomy and physiology; introduction to medico-legal concepts of life and death; the changes which take place in the body after death; the mechanisms of injury and death causation; identity and disputed parenthood; sexual offences and violence against women; choice of termination of pregnancy; child abuse and other forensic aspects of paediatric medicine; iatrogenic disorders; alcoholic intoxication and drunken driving, drug addiction and poisoning as cause of death; pathology of head injury; anoxic mechanisms as cause of death.  
**Assessment:** One written examination in November (1½hr) 100%. Twenty minutes oral examination for pass/fail and other candidates with borderline results will be held.

**AHS4084Z  INTERNATIONAL HEALTH CARE AND CLINICAL PERSPECTIVES** *(offered by Division of Nursing and Midwifery in Department of Health & Rehabilitation Sciences)*

**Course convenor:** Ms M Duma  
**Course outline:** This module aims to provide international students with an opportunity to work in South Africa to learn about the health care systems of the country, differences in culture/language and differences in clinical environments. The module examines the South African health care system and the health professional education system. These are compared with other international health and education systems from the international students’ country of origin. The opportunity for students to work and live within another culture will enable them to appreciate the benefits and limitations of other health care systems and other cultures first hand. This provides the student with insight into different fields of nursing that can inform their future practice. The module entails eight hours of theoretical teaching and at least 120 hours of clinical learning experience in the student’s elective clinical facility, supported by tutorials. The clinical placements facilities are limited to those determined by the School of Health and Rehabilitation Sciences.  
**Assessment:** One written assignment in relation to the elective clinical experience. The assignment will be marked by UCT and the marks sent to the original university.
## FACULTY STRUCTURE: SCHOOLS, DEPARTMENTS AND DIVISIONS; AND CONTACT NUMBERS

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DEPARTMENTS

ANAESTHESIA

D23, New Groote Schuur Hospital

Professor and Head:
M F M James, PhD Witwatersrand MBChB Birm FRCA FCA SA

Professor and Second Chair:
A T Bösenberg, MBChB Cape Town DA FFA SA

Associate Professors:
A R Dyer, BSc (Hons) Stell MBChB Cape Town FFA SA
P C Gordon, MB BCh Witwatersrand BScChem Natal FFA SA
T G Ruttmann, PhD Cape Town MBChB Cape Town FFA SA

Senior Lecturers Full-time:
A D Butt, MBChB Cape Town FFA SA
J F Cardoso, MBChB Cape Town FCA SA
F M Falanga, MBChB Cape Town DA FFA SA
S A M Heijke, MBChB Cape Town FFA SA
R J Ing, MB BCh Witwatersrand DA FCA SA
R L Llewellyn, MBChB Cape Town FFA SA
L F Montoya-Pelaez, MBChB Zimbabwe FCA SA
R W Nieuwveld, MB BCh Witwatersrand FFA SA
A R Reed, MBChB Cape Town DA FRCA UK
H K S Steinhaus, MBChB Cape Town DA FCA SA
J M Thomas, MBChB Cape Town FFA SA

Lecturers Full-time:
I Joubert, MB BCh Witwatersrand FCA SA
D Lilienfeld, MBChB DA MMed Stell
G D Lloyd, MBChB Natal DIP PEC DA FCA SA
M Meyer, MBChB Cape Town FCA SA
M Miller, MBChB Stell FCA SA
J Piercy, MBBS Lond BSc (Hons) FCA SA
B A Prestage, MBChB Cape Town DA FCA SA
A J J Smit, MBChB Stell FCA SA
T B Stefanutto, MBChB Cape Town FRCA
H van Zyl, MBChB Stell FCA SA
L van Zyl, MBChB Stell FCA SA
G S Wilson, MBChB Cape Town FRCA

Lecturer Part-time:
D J B Batty, MBChB Cape Town FCA SA

Division: Paediatric Anaesthesia

Red Cross Children's Hospital

Principal Specialist:
A D Butt, MBChB Cape Town FFA SA
Professor:
A T Bösenberg, MBChB Cape Town DA FFA SA

Senior Lecturer Full-time:
J Thomas, MBChB Cape Town FFA SA
CHILD AND ADOLESCENT HEALTH

Institute of Child Health, Red Cross Children's Hospital, Rondebosch

Professor and Director:
GH Swingler, MBChB UCT DCH SA FCP SA PhD

Division: Associated Paediatric Disciplines
Physiotherapy Department, Red Cross Children's Hospital, Rondebosch

Head:
B Morrow, BSc (Physio) Cape Town PhD

Division: Child and Adolescent Psychiatry
[See Department of Psychiatry and Mental Health.]

Division: Child Development and Paediatric Neurosciences
46 Sawkins Road, Rondebosch

Senior Lecturer and Head:
C M Adnams, MBChB Cape Town BSc Natal BSc Med (Hons) FCP SA

Associate Professors:
G Fieggen, MBChB Cape Town BSc (Med) MSc London FCS SA
J Wilmshurst, MB BS London MRCP UK FCP SA

Senior Lecturer Full-time:
A P Ndondo, MBChB Medunsa FCPaed SA

Senior Lecturers Part-time:
G Riordan, MBChB Cape Town DCH SA MMed (Paed) FCP SA
B Schlegel, MBChB Cape Town FCP SA
P Springer, MBChB Cape Town DCH FCP SA
K Walker, MBChB Cape Town DCH SA

Lecturers Full-time:
A A Figaji, MBChB MMed (NeuroSurg) Cape Town FCNeuroSurg SA
V Ramanjam, MBChB Natal DCH Cape Town FCPaed SA

Lecturers Part-time:
V Reddy, MBChB DCH SA
S C Van Bever Donker, ARTS Leiben DCH SA

Division: Child Health Unit
46 Sawkins Road, Rondebosch

Professor and Head:
To be appointed

Emeritus Professor:
M A Kibel, MB BCh FRCP Edin DCH RCP & S Eng
**Professor:**
G D Hussey, MBChB MMed (CH) *Cape Town* MSc Lond FFCM SA

**Associate Professor:**
M K Hendricks, MBChB *Cape Town* MMed (Paed) Stell MTrop (Paed) *Liverpool* DCH SA

**Senior Lecturer Full-time:**
C Adnams, BSc *Natal* BSc Med (Hons) MBChB *Cape Town* FCP SA

**Institute of Child Health**

**Director:**
To be announced

*The Institute of Child Health co-ordinates and supports the research activities of members of the School of Child and Adolescent Health. It also supports local and international participation in academic training and research endeavours, including attendance at scientific meetings, conduct of refresher courses, and academic support in the clinical arena. Work undertaken by school members is spread across the fields of Paediatric Infectious Disease, Malnutrition, Neonatology, Child Public Health and the specialist clinical disciplines.*

**Division: Critical Care and Children's Heart Disease**

*ICU, C Floor, Red Cross Children's Hospital, Klipfontein Road, Rondebosch*

**Associate Professor and Head:**
A C Argent, MB BCh MMed (Paeds) *Witwatersrand* DCH FCPaeds SA FRCPCH UK

**Associate Professor Part-time:**
J Brink, MBChB *Cape Town* FCS (Cardiothoracic) SA

**Senior Lecturers Full-time:**
R De Decker, MBChB *Cape Town* FCPaeds SA NSc *Cape Town* DCH Lond Cert Med Genet SA
J Hewitson, MBChB *Cape Town* FCS (Cardiothoracic) SA
J Lawrenson, MB BCH *Witwatersrand* MMED (Int Med) *Cape Town* FCP SA
S Salie, MBChB, DCH Lond FCPaed Cert Crit Care SA
S Shipton, MBChB MMed FCP MRCP

**Senior Lecturers Part-time:**
H Pribut, MBChB *Cape Town* FCPaeds SA

**Lecturer Full-time:**
A Brooks, MBChB *Cape Town* FCS (Cardiothoracic) SA

**Division: Neonatology**

*Red Cross Childrens's Hospital, Klipfontein Road, Rondebosch*

**Associate Professor and Head:**
C Pieper, MBChB OFS Dip Aviation Med MMed (Paed) MScMedSc (Epid) MD Stell

**Emeritus Associate Professors:**
V C Harrison, MBChB MMed (Paed) MD *Cape Town* DCH RCP&S Eng
A F Malan, MBChB MMed (Paed) MD Cape Town Dip O&G SA
D L Woods, MBChB MD Cape Town FRCP UK DCH RCP & S Eng

Senior Lectures Full-time:
A Horn, MBChB UCT FCP SA DCH SA MRCP (Paed) UK Cert Neon SA
S M Kroon, MBChB Cape Town FCP SA DTM & H Lond MRCP UK
L Linley, MBChB Cape Town FCP SA
G H Moller, MBChB Cape Town FCP DCH SA
N R Rhoda, MBChB Cape Town FC Paed SA

Lecturer Full-time:
J C van Heerden, MBChB Stell DCH SA

Lecturers Part-time:
J C G Dyssell, MBChB Cape Town MMed (Paed)Witwatersrand DCH FCP SA
D H Greenfield, MBChB MPhil MCH Cape Town DCH DPH DTM&H Witwatersrand
M C Thompson, MBChB DCH SA MD Cape Town

Division: Paediatric Anaesthesia
[See Department of Anaesthesia under School of Adult Clinical Medicine.]

Division: Paediatric Medicine
Red Cross Children's Hospital, Klipfontein Road, Rondebosch

Professor and Head:
G H Swingler, MBChB PhD Cape Town DCH SA FCP SA

Emeritus Professors:
D W Beatty, MBChB MD Cape Town FCP SA
F Bonnici, MBChB MMed(Paed) Cape Town FCP SA ADE
H de V Heese, MBChB MD Cape Town BSc Stell DCH FRCP Edin

Associate Professors:
B S Eley, BSc (Hons) (Med Biochem) MBChB Cape Town FCP SA
J P S Hartley, MBChB Cape Town FCP SA
J D Ireland, MBChB MD Cape Town FCP SA
M D Mann, MBChB PhD MMed (Paed) MMed (Nuc Med) Cape Town
M McCulloch, MBChB Witwatersrand DCH SA MRCP DTM&H MRCPCH UK FCP SA
C Motala, MBChB Natal DCH SA FCPAED SA FACAAI FAAAAI
L G Von B Reynolds, MBChB Cape Town FCP SA
A T R Westwood, MBChB MD Cape Town FCP SA MRCP UK MMed (Paed) Cape Town
H J Zar, MB BCh FAAP American BC Paediatrics American BC Paediatric Pulmonology PhD

Emeritus Associate Professors:
M D Bowie, BSc Natal MBChB MD Cape Town FRCP Edin DCH RCP&S Eng
C D Karabas, MBChB MMed(Paed) Cape Town FRCP Edin MRCP Lond DCH RCP&S RCOG

Senior Lecturers Full-time:
J D Burgess, MBChB Cape Town FCP SA
H A Buys, MBChB Zim LRCP LRCS Edin MRCP UK FCP SA
A Davidson, MBChB Cape Town DCH SA FCP SA Cert Med Onc (Paeds) SA
S V Delport, MBChB MMed (Paed) Cape Town FCP DCH SA
F Desai, MBChB Cape Town DCH FCP SA
R Diedericks, MBChB Cape Town FCP (Paed) FRCPCH UK
G M Gottschalk, MBChB Cape Town HDipIntMed SA FCDerm SA
L D Henley, PhD Cape Town MSocSc MPhil (Bioethics)
J C Nuttall, MBChB Cape Town Dip Obst SA DCH FCPaed SA DTM&H Witwatersrand
A Philotheou, BA (Hons) MBChB Cape Town ADE
P Roux, MBChB MD Cape Town FCP DCH SA MPhil (Bioethics)

Senior Lecturers Part-time:
E A Goddard, MBChB Cape Town BSc Med(Hons) MMed (Paed) PhD
L V Jedeikin, MBChB Cape Town FCP SA
J E Mostert, MBChB Stell MMed (Paeds) Pret
L Movsowitz, MBChB Cape Town MFGP DCH FCP SA
J H Vermeulen, MBChB Stell DCH FCP SA
S A R Wynchank, MA DPhil Oxon MBChB MD Cape Town FInstP Lond
S Zieff, MBChB MMed (Paed) Cape Town

Lecturers Part-time:
J M E du Plessis, MBChB MMed (Anaes) Cape Town
J C Firth, MBChB Cape Town DCH RCP&SA UK
S N Furman, MBChB Cape Town MFGP SA
C Grindlay, MBChB Cape Town FCP (Paeds) SA
W R Mathiassen, MBChB Cape Town MRCP UK
A J Morris, MBChB Cape Town DCH SA
A Puterman, MBChB Cape Town FCP SA
C Rainier-Pope, MBChB MMed (Paed) Cape Town DCH RCP&S Lond
J C Roberts, BA (Hons)(Biochem) MB BCh BAO Dublin DCH Cape Town
P J Sinclair, MBChB Cape Town DCH FCP SA
P Springer, MBChB Cape Town FCP SA
P J White, MBChB Cape Town FCP DCH SA

Honorary Senior Lecturers:
G Boon, MBChB Cape Town FCP SA
F Goosen, MBChB Cape Town DCH FCP (Paed) SA
M L Levy, MBChB Cape Town FCP SA
V Magasiner, MSc (Physio) Cape Town
A Morison, MBChB Cape Town DCH FCP SA
J Wiggelinkhuizen, MB BCh MMed (Paeds) FCP SA

Division: Paediatric Pathology
[See Department of Clinical Laboratory Sciences]

Division: Paediatric Radiology
[See Department of Radiation Medicine]

Division: Paediatric Surgery
[See Department of Surgery]
CLINICAL LABORATORY SCIENCES

Professor and Head:
L M Steyn, MBChB Stell PhD Cape Town FCPa SA

Division: Anatomical Pathology
Falmouth Building, Wernher & Beit Building

Wernher & Beit Professor and Head:
D Govender, MBChB MMed (AnatPath) Natal FCPa (Anat) SA FRCPath Lond

Senior Lecturers Full-time:
R M Bowen (Principal Specialist: Surgical Pathology), MBChB MMed Path (Anat) Cape Town FCPa (Anat) SA Dip Pharm SA
M S Duffield (Senior Specialist), MBChB Rhod LRCP & S Edin & Glas MMed Path (Anat) Cape Town MRCPath
D J Maartens (Principal Specialist), MBChB Cape Town MMed (Forensic Path) Stell FCForPath SA MMed (AnatPath) Stell
D A Taylor (Senior Specialist), MBChB Zimbabwe MMed Path (Anat) Cape Town DIC Lond PhD Manchester
H C Wainwright (Senior Specialist), MBChB Cape Town FCPa Path (Anat) SA

Lecturers Full-time:
M L Locketz (Specialist), MBChB Cape Town FCPa Path (Anat) SA
K Pillay (Specialist), MBChB Natal FCPa Path (Anat) SA MRCPath Lond
J G Watkins (Specialist), MBChB MMed Path (Anat) Cape Town FCPa Path (Anat) SA

Honorary Professor:
P Hall, MB BS Melbourne FRCPA FCPa SA

Honorary Associate Professor:
M A Dada, MBChB MMed (Forensic Path) Natal MMed (AnatPath) FC For Path SA Dip Oec Med FRIPHH

Honorary Senior Lecturer:
G M Learmonth, MBChB BAO Galway FCPa Path (Anat) SA MIAC

Control Technologists:
M Wolfe (Surgical Pathology)
Z B Hamied (Cytopathology)

Chief Scientific Officer:
R Kriel

Chief Technologists:
N B Allie
C Bilobrk
S P Davids
S Fenwick
R G Henderson
H A F Judelsohn
S R Louw
This research consortium involves a team of geneticists, surgical gastroenterologists and anatomical pathologists, whose efforts are aimed at unravelling the biology underlying familial cancers. The work involves extensive field operations ranging from distant rural environments in the northern cape to the urban environment in the Western Cape. While offering the very positive immediate translation to the clinical environment in presymptomatic testing and targeted clinical surveillance in those at highest risk, molecular genetics is used to understand the biology of the familial forms of disease, and as a clue to understanding the greater burden of sporadic cancers..

Division: Chemical Pathology
Falmouth Building, Faculty of Health Sciences Campus

Professor and Head:
T S Pillay, MBChB Natal PhD Cantab MRCPatm FRCPath UK

Associate Professors:
H E Henderson, BSc (Hons) Natal MSc PhD Cape Town
D B McIntosh, BSc(Hons) Witwatersrand PhD Cape Town
D J Steenkamp, BSc(Hons) Stell MSc Unisa PhD RAU

Senior Lecturers:
P A Berman (Principal Specialist), BSc MBChB MMed (Path) PhD DSc(Med) Cape Town
J A King (Medical Scientist; Principal), BSc (Hons) MSc PhD Cape Town
E P Owen (Medical Scientist; Principal), BSc (Hons) PhD Lond
H Vreede (Senior Specialist), MBChB MMed Path (Chem) Cape Town

Lecturer:
F Leisegang, (Medical Scientist; Senior) BSc (Hons) Natal

Registrars:
J D Deetlefs, MBChB Stell
Control Medical Technologists:
L Human
C Seaton

Principal Technical Officer:
D Woolley, BSc Cape Town

Division: Forensic Medicine and Toxicology
Falmouth Building, Faculty of Health Sciences Campus

Professor and Head:
L J Martin, MBBCh Witwatersrand Dip For Med SA MMed Path (Foren) Cape Town Assoc FC For Path SA

Senior Lecturers Full-time:
I G Brouwer, MBChB MMed Path Foren Stell Hons BSc (MedSci) (Epi) Hons BPA
L Liebenberg, MBChB Stell Dip For Med SA MMed Path (Foren) Cape Town
S Potelwa, MB BCh Medunsa Dip For Med SA FC For Path SA
Y Y van der Heyde, BSc Micro Cape Town MBChB Cape Town Dip For Med SA MMedPath (Foren) Cape Town

Honorary Associate Professors and Lecturers Part-time:
M Dada, MBChB Natal, MMed (Forensic Path) Natal DOM Stell MMed (AnatPath) Stell FC For Path SA
R Kaschula, MMed Path Cape Town FRC Path UK

Medical Technologist:
M Perrins

Junior Lecturers Full-time:
X Njovane, MBChB Unitra Dip For Med SA
S Walraven, MBChB Pret Dip For Med SA

Gender, Health and Justice Research Unit

Director:
L M Artz, BA SFU BA (Hons) MA Cape Town

Senior Researcher:
D Smythe, BA LLB Cape Town JSM Stanford

Researchers:
S Chisala, LLB Malawi LLM Pret
D Jefthas, B SocSc (Hons) (Criminology) M SocSc (Criminology) Cape Town

Administrator:
L Boezak, B Admin B Admin (Hons) M Admin UWC

The Gender, Health and Justice Research Unit is an interdisciplinary research unit at the University of Cape Town, officially launched in August 2004. The mission of the Unit is to improve service
provision to victims of violence against women in South Africa through research, advocacy and education. It draws together researchers from various disciplines, including law, criminology, forensic sciences, gynaecology and psychology.

The Unit aims to fulfil its mission by focussing on five core areas:

- **Research** - Conducting rigorous, evidence-based research into experiences of and responses to violence against women, particularly exploring the intersections between the health and criminology, forensic sciences, gynaecology and psychology.
- **Advocacy** - Developing well-informed, evidence-based advocacy positions to support legal and policy reform in South Africa and similarly situated countries.
- **Education** - Development of university-based courses that allow law and medical students to understand the intersections between these two disciplines in their response to violence against women.
- **Training** - Development and implementation of innovative training programmes to build the capacity of criminal justice and health personnel.
- **Consultancy services** - Providing technical assistance to a wide range of government departments, non-governmental organisations and community-based organisations.

**Division: Haematology**

*Chris Barnard Building, Faculty of Health Sciences Campus*

**Professor and Head:**

N Novitzky, Dip Med *La Plata* FCP SA PhD Cape Town

**Senior Lecturers & Haematologists Part-time:**

R Bird, MBChB MMedPath (Haem) FFPATH (Haem) Cape Town
M Steyn, MBChB FFPATH (Haem)

**Lecturer and Haematologist:**

J Opie, MBChB FCP

**Specialists:**

R Bird
M Steyn
J Opie

**Sessional Medical Officer:**

I Aronson, BSc (Hons) MBChB MMedPath (Haem) Cape Town

**Principal Medical Natural Scientist:**

K Shiren, PhD Cape Town

**Control Technologist:**

G Davison

**Chief Technologists:**

J Blackbeard, NDMed Tech (Haem)
M Cornelius, NDMed Tech (Haem)
G Davidson, NDMed Tech (Haem)

**Division: Human Genetics**

*Suite 3.14, Wernher Beit North, Institute of Infectious Diseases and Molecular Medicine, Faculty of Health Sciences Campus*
Professor and Head:
R S Ramesar, BSc (Hons) MSc Natal PhD Cape Town

Emeritus Professor:
P H Beighton, MD Lond PhD Witwatersrand FRCP UK FRCPCH FRS SA

Associate Professor:
L J H L Greenberg, BSc Stell PhD Cape Town

Honorary Professor:
W James, BA Hons UWC MSc PhD Madison Wisconsin

Senior Specialists / Senior Lecturers:
KFieggen, MBChB Cape Town FCPaeds SA Cert Med Genet SA
M Urban, MBBCh Witwatersrand FCPaeds SA Cert Med Genet SA

Honorary Senior Lecturers:
L V Jedeiken, MBChB Cape Town FCP SA
S Zieff, MBChB MMed(Paed) Cape Town FCP SA

MRC/UCT Human Genetics Research Unit

Professor and Director:
R S Ramesar, BSc (Hons) MSc Natal PhD Cape Town

The UCT/MRC Human Genetics Research Unit benefits from the strong history of excellent research within UCT’s Division of Human Genetics, and will focus its efforts on the genome research/clinic interface, building capacity as one of its major outcomes.

The envisaged expansion of the unit is focussed in the areas of:

- Developing a high throughput genetic analysis facility for the purpose of disease-genomic research;
- training researchers to map and identify genes which are of interest in and to our populations; and
- understanding the biology of such genetic elements by drawing on the expertise within the Institute of Infectious Diseases and Molecular Medicine on the UCT campus, and other interested bodies in the country.

The core expertise and resident functions in the Unit will ultimately include:

- Genetic study co-ordination which will help with the development and co-ordination of patient, family and population-based studies, and the design of such investigations;
- assistance with the development of diagnostic criteria and screening for specific research programmes;
- subject contact and collection of biological material;
- a high throughput genetic analysis capability to carry out large scale genotyping and sequencing to identify disease-predisposing elements in our populations.

Division: Immunology

Wernher Beit South Building, IIDMM
Head:
To be appointed

Associate Professors:
G D Brown, PhD *Cape Town*
P C Potter, MBChB BSc (Hons) MD *Cape Town* FCP SA DCH SA

Honorary Professors:
G Alber, PhD *Germany*
B Ryffel, PhD *Switzerland*
E du Toit, PhD *Cape Town*
E L Wilson, PhD *Cape Town*

Visiting Professors:
J Alexander, PhD *Glasgow*
S Magez, PhD *Brussels*

Senior Lecturers:
B Nurse, PhD *Cape Town*
A Lopata, PhD *Cape Town*
M Jacobs, PhD *Cape Town*

Research Scientists:
P Burger, PhD *Cape Town*
R Prescott

Control Medical Technologist:
D G Taljaard, Dip Med Technology

Chief Medical Technologists:
B Arendse
L Fick
M Schinkel

Senior Medical Technologists:
J Banks, Dip Med Technology
V Borrill, Dip Med Technology
K B Jonas, Dip Med Technology
G Martin, Dip Med Technology
B Pillay, Dip Med Technology
S Ryklief, Dip Med Technology
T Schlaphoff, Dip Med Technology M Dip Med Technology
G Shiba, Dip Med Technology
J van Niekerk, Dip Med Technology

Medical Technologists:
B Fenemore
C van Eeden

**MRC/UCT Immunology of Infectious Diseases Research Unit**

Professor and Director:
F Brombacher, PhD *Freiburg*
Professor and Co-Director:
B Ryffel, MD PhD Switzerland

Human infectious diseases are a high priority area for South Africa and Africa, where they continue to be a leading cause of childhood and adult morbidity and mortality. Thus, the unit focuses on effective vaccine development and the eradication of the immunology of diseases, identified as priority areas by the World Health Organisation:

- tuberculosis
- leishmaniasis, and
- helminth diseases (bilharziosis)
- African trypanosomiasis (sleeping sickness)
- Allergy

The unit's mission is to be relevant as an excellent multidisciplinary and international team, embracing both basic and applied research, in order to improve capacity, teaching and training in the immunology of infectious diseases.

Division: Medical Biochemistry
Wernher and Beit Building South, Faculty of Health Sciences Campus.

Professor and Head:
M I Parker, BSc (Hons) PhD Cape Town MASSAf

Emeritus Associate Professor:
L R Thilo, MSc Pret Dr rer Nat Heidelberg

Associate Professors:
A A Katz, MSc PhD Rehovot
E D Sturrock, BSc (Hons) PhD Cape Town

Senior Lecturers:
D T Hendricks, BSc (Hons) PhD Cape Town
C N T Sikakana, BS Wesleyan PhD Wisconsin-Madison

Lecturer:
V Leaner, BSc(Hons) PhD Cape Town

Honorary Senior Lecturers:
C A Flanagan, PhD Cape Town
H Jabbour, PhD Sydney

Chief Technical Officer:
S Fortuin, Nat Dip Ana. Chem

Technical Officers:
R Ebrahim
H Karjieker, BSc
X Nonzinyana, UCT

MRC/UCT Oesophageal Cancer Research Group
Wernher and Beit Building North, Faculty of Health Sciences Campus
Director:
M I Parker, BSc (Hons) PhD Cape Town ASSAf

Project Leaders:
R Erasmus, Stellenbosch University
W Marasas, PROMEC
E Stepien, UNITRA
D Hendriks, UCT

The UCT / MRC Oesophageal Cancer Research Group is a multi-disciplinary research group consisting of project leaders at the University of Transkei (UNITRA), University of Cape Town (UCT) and the MRC (PROMEC). The activities are funded mainly by the Cancer Association of South Africa, the Medical Research Council, the National Research Foundation, and UCT (for the UCT-based group).

MRC/UCT Research Group for Receptor Biology
Wernher and Beit Building North, Faculty of Health Sciences Campus

Co-Directors:
A A Katz, BSc MSc PhD Rehovot
C A Flanagan, BSc (Hons) PhD Cape Town

The Group's mission is to study the structure and function of G protein-coupled receptors and to apply the research to understanding and treating diseases that have major effects on the social and economic welfare of South Africa. The research of the Group focuses on type I and type II GnRH receptors, on the role of cycloogenases and prostaglandins in cervical cancer and on the interaction of the chemokine receptor CCR5 with the HIV envelope protein gp120.

Division: Medical Microbiology
Wernher and Beit Building North, Faculty of Health Sciences Campus

Professor and Head:
L M Steyn, MBChB Stell PhD Cape Town FCPath SA

Associate Professor:
B G Elisha, BSc (Hons) PhD Cape Town

Senior Lecturers Full-time:
S P Oliver, MMedPath (MedMicrobiol) Cape Town
H Segal, BSc (Hons) PhD Cape Town
A Whitelaw, MBChB Witwatersrand FC (Path) SA MSc Cape Town

Honorary Lecturers:
L G Bekker, MBChB Cape Town
H Hoppe, BSc (Hons) RAU PhD Pret
A J Lastovica, BSc MSc Canada PhD Natal
M Mendelson, BSc MBBS MRCP PhD DTM & H UK
D Roditi, MMedPath (MedMicrobiol) Cape Town

Postdoctoral Fellows:
L Ahtow, PhD Cape Town
Division: Medical Virology

Wernher and Beit Building South (IIDMM) Faculty of Health Sciences Campus

Professor and Head:
To be appointed

Professor:
A L Williamson, BSc(Hons) PhD Witwatersrand

Emeritus Professors:
K Dumbell, MBChB MD FRCPath UK DSc Cape Town
G A Keen, BSc MBChB MMed Path Cape Town

Associate Professor:
C Williamson, BSc(Hons) PhD Cape Town

Honorary Senior Lecturers:
W Katz, BSc Rhodes MSc (Hons) PhD Cape Town
T J Tucker, MBChB PhD Cape Town FCPath SA Viro

Senior Lecturer Full-time:
D R Hardie, MBChB MMedPath (Med Virol) Cape Town

Honorary Lecturer:
H Smuts, PhD Cape Town

Lecturers:
D Martin, PhD Cape Town
J A Passmore, PhD Cape Town

Principal Scientific Officers:
K Downing, PhD Cape Town
D Stewart, MSc Zimbabwe

Chief Scientific Officer:
J van Harmelen, BSc (Hons) PhD Cape Town

Senior Scientific Officers:
W J Bredell, MSc Witwatersrand
W Burgers, PhD Cambridge
R Chapman, PhD Cape Town
D J Marais, BSc MSc PhD Cape Town
H Stutz, PhD Cape Town

Scientific Officer:
C Adams, MSc Cape Town
N Douglas, PhD Cape Town

Chief Technical Officers:
A Mohamed, Dip Anal Chem Peninsula Tecknikon
J Tuter, MSc Stell

Senior Medical Technologists:
B Allan, Dip Med Tech MSc Cape Town
T Blanckensee, Med Tech
T Muller, Nat Dip Biomed Tech BTech Biomed Tech

Senior Research Assistant:
L Malaza, MSc Cape Town

Research Assistant/Medical Technologists:
M Abrahams, MSc Cape Town
K Janse

Postdoctoral Fellows:
V Govan, PhD Cape Town
Z Woodman, PhD Cape Town

Research Associate:
G Bandawe, MSc Cape Town

Division: Paediatric Pathology
Red Cross War Memorial Children's Hospital

Associate Professor and Head:
C C Sinclair Smith, MBChB MMed (Path) Cape Town

Senior Lecturer Full-time:
M H G Shuttleworth, BSc (Hons) MBChB MMed Path (Haem) Cape Town

Lecturer Part-time:
A Whitelaw, MBChB MSc FCPath (Micro)

Chief and Control Medical Technologists (Chemical Pathology):
F Abels, Nat Dip (Clin Path)
B Bergstedt, Nat Dip (Clin Path) Nat Dip (Chem Path) BTech
R Brown, BSc (Microbiology) Chem Path
I L’Hoste, Nat Dip (Clin Path)
L Ungerer, Nat Dip (Chem Path)
J van Helden, Nat Dip (Chem Path)
D Walters, Nat Dip (Chem Path)

Chief and Control Medical Technologists (Histopathology):
E Dollie, Nat Dip (Histopathological Technique) BTech
S Ford, Nat Dip (Histopathological Technique)
C Jackson, Nat Dip (Microbiology) Nat Dip (Histopathological Technique) Nat Higher Dip

Chief and Control Medical Technologists (Haematology):
K Benjamin, Nat Dip (Haematology) BTech
A Bertscher, Nat Dip (Blood Transfusion) Nat Dip (Haematology)
G N Tappan, Nat Dip (Blood Transfusion) Nat Dip (Haematology)
T Zbodulja, Nat Dip (Haematology)
Institute of Infectious Disease and Molecular Medicine

Wolfson Pavilion, IIDMM Building.

Professor and Director:
G Hussey, MBChB UCT MMed UCT MSc Clin Trop Med Lond DTM&H Royal College of Physicians Lond FFCH College of Medicine SA

Professors:
D Beatty, MBChB Cape Town MD Cape Town FC Paed SA
F Brombacher, Dip in Biology Doctor rerum naturalium Univ of Freiburg
L Denny, MBChB UCT MMED (O&G) PhD FCOG SA
S Kidson, BSc(Hons) MSc PhD Witwatersrand H Dip Ed JCE
G Kotwal, BSc (Chem) (Hons) BSc (Micro) (Hons) MSc (MedBiochem) PhD McMaster Canada
G Maartens, MBChB MMed FCP SA DT&MH
I Parker, BSc (Hons) UCT PhD UCT MASSAf
R Ramesar, BSc (Hons) MSc Natal PhD Cape Town
E D Rybicki, BSc Hons MSc PhD Cape Town MASSAf FRSSAf
L Steyn, BSc Stell MBChB Stell BSc (Med) (Hons) (Medical Biochemistry) Cape Town PhD Cape Town FC Path SA
A L Williamson, BSc Witwatersrand BSc (Hons) Witwatersrand PhD Witwatersrand
R Wood, MBChB Cape Town DCH DT&MH SA FCP SA
E L Wilson, BSc Hons UCT PhD UCT

Associate Professors:
G Brown, Bsc Witwatersrand BSc (Hons) Witwatersrand PhD UCT
W A Hanekom, MBChB Stell DCH FCP (Paed)
A Katz, PhD Weizmann Institute Rehovot
B M Mayosi, BMedSci MBChB KwaZulu Natal FCP SA DPhil Oxon FESC
D McIntosh, BSc BSc (Hon) Witwatersrand PhD UCT
P N Meissner, BSc (Med) (Hons) PhD Cape Town
T Sewell, MSc Witwatersrand PhD London
E D Sturrock, BSc UPE BSc Hons UCT PhD UCT
R Wilkinson, MA Cantab PhD Lond BM BCH Oxon DT&MH FRCP Lond
C Williamson, BSc Hons UCT PhD UCT

Researchers:
L G Bekker, MBChB DCH DT&MH FCP SA PhD
A Boulle, MBChB UCT MSc LSHTM FCPHMSA
D Coetzee, BA UCT MBch DPH DT&MH DOH Witwatersrand FFCH SA MS Columbia
B S Eley, MBChB FCP (Paeds). SA BSc(Hons) (Med Biochem)
C Flanagan, BSc UCT BSc (Med) (Hons) UCT PhD UCT
H Hoppe, PhD Wellcome Trust International Senior Research Fellow Div. of Pharmacology UCT
L Myer, BA Brown MA Cape Town MPhil PhD Columbia

UCT’s Institute of Infectious Disease and Molecular Medicine (IIDMM) was established in 2001 in order to consolidate and expand existing efforts to combat the most serious threats to the health of the region, i.e. infectious diseases, including HIV/AIDS, TB and malaria. The underpinning basic disciplines are immunology, cell biology, microbiology, genetics and cancer biology. The mission of the IIDMM is to create a modern, consolidated and vibrant environment of shared laboratories, research facilities and expertise. The Institute is located at the FHS campus between the newly renovated W-B buildings. Web address: http://web.uct.ac.za/depts/iidmm
HEALTH AND REHABILITATION SCIENCES

Professor and Director:
S L Amosun, BSc Phys Ibadan PhD IbadanSRP UK

Division: Communication Sciences and Disorders
F45, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
S A Singh, BA (SPHT) UDW MA PhD (SLP) Northwestern

Associate Professor:
H Kathard, BA (SPHT) M (SpPath) D.Ed UDW

Senior Lecturer:
R van der Walt, B (Log) M Comm Path Pret

Lecturers Full-time:
M Geiger, BA BSc (Log) Cape Town M(ECI) Pretoria
L Petersen, B (Sprak & Audio) Stell MSc (Audio) Cape Town
P G Sorour, BA BSc (Log) Cape Town MSc (Human Communication) Lond

Lecturers Part-time:
R Lentin, BSc (Log) Cape Town
C Rogers, Audiology HPCSA MSc (Audio) Cape Town
C van Niekerk, B (Sprak & Audio) Stell

Division: Nursing and Midwifery
F45, Old Main Building, Groote Schuur Hospital

Professor and Head:
To be appointed

Associate Professors:
S E Clow, MSc (Nurs) Cape Town BSocSc (Nurs) Natal AUDNE Ed Cape Town RN RM RCHN
D D Khalil, PhD STM Liverpool MA UK BA (Hons) Ghana RN RM RNT UK

Senior Lecturer Full-time:
S E Duma, MCur Natal, BCur (NEd NAdmin) Unisa RN RM CHN RPsychN
U Kyriacos, MSc (Nurs) Cape Town BCur IetA (NEd NAdmin CHN) UPE Dip IntN RN RM
PM Mayers, MSc (Med) (Psych) Cape Town BA (Nurs) Stell BCur (CommNurs&NursEd)
(NMarrGuide&Cons) S4 RN RM RpsyN

Lecturers Full-time:
N Fouché, MSc (Nurs) AUDNE Cape Town RN RM Dip IntN

Division: Nutrition and Dietetics
F45, Old Main Building, Groote Schuur Hospital

Head of Division:
To be appointed
Senior Lecturer Full-time:
M Senekal, PhD (Diet) RD SA

Lecturers Full-time:
I C Schloss, BSc Microbiology BSc (Med) (Hons) (Nutr Diet)
A Meyer, BSc Hons (Botany) BSc Med Hons (Nutr Diet) Cape Town RD SA

Lecturers Part-time:
S Booley, BSc (Diet) UWC RD SA
D Curling, HDE (Home Ec) Sec
D Curtis
L Fuller, BSc Cape Town BSc Med(Hons) Epidem & Biostats Stell
F Herrmann, BSc (Diet) Dip Hosp Diet RD SA
L Hill, BSc BSc(Med)(Hons)(Diet) Cape Town

Division: Occupational Therapy
F45, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
L van Niekerk, B.OccTher M.OccTher UOFS PhD (Occ Ther) Cape Town

Associate Professor and Control Occupational Therapist (full-time):
T Lorenzo, BSc (OccTher) DipAdEd Witwatersrand MSc (CommDisStud) Lond PhD (Public Health)

Senior Lecturer/Control Occupational Therapist (full-time):
EM Duncan, Dip (OccTher) Pret BArb UOFS BA (Hons) UDW MSc (OccTher) Cape Town

Senior Lecturer/Control Occupational Therapist (part-time):
HA Beeton, Dip OT Pret BA SA MSc (OccTher) Cape Town

Lecturers/Chief Occupational Therapists:
H A Buchanan, BSc (OccTher) MSc (OccTher) Cape Town
L Cloete, BSc (OccTher) UWC MSc (OccTher) Cape Town
A Sayed, BSc (Occ Ther) UWC M (ECI) UP

Senior Lecturers:
R Galvaan, BSc (OccTher) MSc (OccTher) Cape Town
E Ramugondo, BSc (OccTher) MSc (OccTher) Cape Town

Honorary Professor:
M Mclean, BSc (Hons) MSc PhD MEd Natal

Honorary Lecturers:
M J Linegar, BArb Stell
L Swanepoel, BArb Stell

Division: Physiotherapy
F45, Old Main Building, Groote Schuur Hospital

Professor and Head:
S L Amosun, BSc (Phys) PhD Ibadan
Associate Professor and Deputy Head:
J Jelsma, BSc (Phys) Stell DipTertEd Unisa Dip Inter. Research Ethics UCT MPhil Zimbabwe PhD Leuven

Senior Lecturer:
S Maart, BSc (Phys) MPH UWC

Lecturers:
T Burgess, BSc (Phys) Cape Town (Hons) Exercise Physiology Cape Town
J R Hughes, BSc (Phys) Stell BSc (Hons) Phys Stell
S G Mkoka, BSc (Phys) Cape Town
R Parker, BSc (Phys) Cape Town MSc Pain UK

Lecturers Part-time:
L Naidoo, BSc (Phys) Cape Town
H Talberg, BSc (Phys) Cape Town
HUMAN BIOLOGY

(This incorporates the disciplines of Anatomy, Cell Biology, Biomedical Engineering, Physiology, Exercise Science, and Sports Medicine) Room 5.1.4, Level 5, Anatomy Building, Health Sciences Campus; Sports Science Institute Building, Newlands.

Professor and Head:
S H Kidson, BSc (Hons) MSc PhD Witwatersrand HDE JCE

Hyman Goldberg Professor of Biomedical Engineering:
C L Vaughan, BSc (Hons) Rhodes PhD Iowa

Discovery Health Chair of Exercise and Sports Science:
T D Noakes, MBChB MD Cape Town FACSM

Professors:
E V Lambert, BA (Phys Ed) MSc South Carolina PhD Cape Town
V A Russell, BSc (Hons) MSc Cape Town PhD Stell
M P Schwellnus, MBChB Witwatersrand MSc MD Cape Town

Associate Professors:
E W Derman, MBChB BSc (Med)(Hons) PhD Cape Town FACSM
M I Lambert, BSc (Agric) Natal BA (Phys Ed)(Hons) Rhodes MSc South Carolina PhD Cape Town
G J Louw, BVSc DVSc Pret
A G Morris, BSc (WLU) PhD Witwatersrand
V A Russell, BSc (Hons) MSc Cape Town PhD Stell

Senior Lecturers:
R L Alexander, BSc MSc Western Australia PhD PGD HED Cape Town
A N Bosch, BSc Natal BA (Phys Ed)(Hons) MA Rhodes PhD Cape Town
T S Douglas, BSc(Eng) Cape Town MS van der Bilt PhD Strathclyde
L A Kellaway, MSc PhD Cape Town
D M Lang, Dr rer. Nat. Konstanz
E Ojuka, BSc(Med) Makerere PhD Brigham Young
D Querido, MSc PhD Cape Town
C P Slater, MBChB Cape Town FFRad (T) SA
C M R Warton MBChB Zimbabwe

Senior Lecturer and Chief Medical Officer:
D A Boonzaier, MBChB Cape Town DIC Lond

Senior Lecturer and Principal Biomedical Engineer:
M A J Poluta, BSc (Eng) Witwatersrand

Honorary Senior Lecturers:
M R Collins, BSc (Hons) Stell PhD Cape Town
J de Beer
S Meltzer
K Murphy

Lecturers:
E Badenhorst, BA (Hons) Stell
G Gunston, MBChB Cape Town
The late Allan Cormack, who won the Nobel Prize for Medicine in 1979 for his pioneering work on the computed tomography (CT) scanner, was the inspiration that led to the creation of MIRU. Professor Cormack was an alumnus of UCT who performed his research at Groote Schuur Hospital in the mid-1950s.

The mission of the unit is to conduct world-class research in medical imaging that specifically addresses the health care needs of Africa. The unit has a multidisciplinary focus, attracting talented physicists, engineers, computer scientists and clinicians. In addition to cutting across departmental boundaries at UCT, the institute also facilitates active collaboration with other universities and organisations in South Africa and abroad.

The research focuses on the role of medical imaging in health care problems such as trauma, cancer, tuberculosis, acquired immune deficiency syndrome, neuromuscular disorders, and alcohol abuse, all of which are highly relevant to Africa.

MRC/UCT Research Unit for Exercise Science and Sports Medicine
Sports Science Institute of South Africa (SSISA), Newlands

Professor and Director:
Prof Noakes began his exercise research in a small laboratory in the basement of the Department of Physiology within the University of Cape Town's Faculty of Health Sciences, with one laboratory assistant, a single bicycle and a wealth of enthusiasm and initiative. By 1989, the research had grown to such an extent that the Medical Research Council (MRC) and UCT agreed to fund a UCT/MRC Bioenergetics of Exercise Research Unit (BERU). In 2000 the unit changed its name to the UCT/MRC Research Unit for Exercise Science and Sports Medicine. Now, the unit is located in the Sports Science Institute of South Africa (SSISA), Newlands, and boasts state-of-the-art equipment, extensive facilities and internationally renowned research staff. Although located in SSISA, the unit remains part of the Department of Human Biology within the Faculty of Health Sciences, UCT, and the primary functions of its staff are still teaching and research.

This unit exists to research factors influencing physical performance and health, and to disseminate knowledge and skills through education. The following areas of research are covered:

- Effectiveness of sports-specific training protocols, and predictability of athletic ability or performance
- Energy balance, sports nutrition and physical activity throughout the life cycle;
- Physical activity and health in communities undergoing epidemiological transition;
- Genetic determination of athletic ability and susceptibility to exercise-induced injuries;
- Neurophysiology and the control mechanisms of fatigue;
- Muscle structure, recruitment and function and the causes of muscle damage;
- Sports injuries and biomechanics;
- Physical exercise in the prevention and rehabilitation of chronic disease states.
MEDICINE

J47, Old Main Building, Groote Schuur Hospital

Professor and Head:
B M Mayosi, BMed Sci MBChB Natal DPhil Oxon FCP SA FRCP UK FESC FACC MASSAf

Honorary Professors:
B Gersh, MBChB DPhil Oxon FCP SA FRCP UK
G Mensah, MD FACP FACC FESC FAHA
K Steyn, MD MSc NED

Emeritus Professor:
R E Kirsch, MBChB MD DSc(Med) Cape Town FCP SA FRCP Glasg FRCAP Aus

Emeritus Associate Professor:
G R Keeton, MBBCh Witwatersrand FRCP Glasgow FCP SA

The Albertina and Walter Sisulu Institute of Ageing in Africa

J Block, Old Main Building, Groote Schuur Hospital

William P Slater Chair of Geriatrics:
Vacant

Honorary Visiting Professor:
D A Lipschitz, MD PhD Witwatersrand

Senior Lecturers:
L de Villiers, MBChB Cape Town FCP SA
S Z Kalula, BSc MBChB Zambia MRCP UK MMed MPhil Cape Town
J Saunders, MB ChB Cape Town DCH SA FC Psych SA MMed Cape Town

Honorary Senior Lecturer:
L Geffen, MBChB Cape Town MCFP SA

The Albertina and Walter Sisulu Institute of Ageing in Africa conducts interdisciplinary research in Geriatric Medicine, Psychogeriatrics and Social Gerontology. Current research thrusts are dementia in the South African population (the development of cognitive function assessment protocols and culture/education fair measurement instruments, community screening and clinical diagnosis, cognitive impairment and quality of life); functional status; stroke care and rehabilitation, and community follow-up; income security in old age; and impact of HIV/AIDS and older persons.

Division: Cardiology

E17, NewGroote Schuur Hospital

Professor and Head:
P J Commerford (Helen and Morris Mauerberger Chair of Cardiology), MBChB FCP SA FACC

Associate Professor:
A M Okreglicki, MBChB MMed Cape Town

Honorary Associate Professor:
A MBewu, BA MBBS FRCP MD

Senior Lecturer Full-time:
M Ntsekhe, BA USA MD USA FCP SA

Honorary Senior Lecturer:
R Truter, MB ChB Stell MMed (Rad D) Stell

Senior Lecturers Part-time:
B Buchanan-Lee, BSc BA Bchir MA MRCP
J E Stevens, MD FRCP UK
A Swanepoel, MBChB Cape Town FRCP UK

Honorary Lecturer:
J P Smedema, Arts Examen Netherlands MMed (Int) Stell PhD Masstricht

Centre for Bioethics
J46, Old Main Building, Groote Schuur Hospital

Professor and Director:
S R Benatar, MBChB Cape Town FFA SA FRCP UK FACP (Hon) FCP SA (Hon)

Deputy Director:
T E Fleischer, LLM (Hons) Montreal JD California BA (Hons) Indiana

Associate Professor:
D Benatar, BSocSci (Hons) PhD Cape Town

The UCT Bioethics Centre established within the Department of Medicine in 1992 continues to flourish. The series of lectures/seminars in medical ethics for undergraduates continues to be reshaped and expanded. A more extensive and comprehensive course has been proposed for the new curriculum. A Post-Graduate Diploma in International Research Ethics funded by the Fogarty International Center (US National Institutes of Health) has been offered since 2003 and will continue until 2010.

Division: Clinical Haematology
Chris Barnard Building, Faculty of Health Sciences Campus

Professor and Head:
N Novitzky, Dip Med La Plata FCP SA PhD Cape Town

Senior Lecturers Full-time:
C Du Toit, MBChB OFS MMed (Int Med)
A McDonald, MBChB FCP SA

Chief Professional Nurse:
R Charles, RN

Division: Clinical Immunology
H46, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
Division: Clinical Pharmacology

K Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:
G Maartens, MB ChB Cape Town FCP SA MMed (Int.Med) DTM&H

Associate Professors:
K I Barnes, MBChB MMed (Clin Pharm) Cape Town
M Blockman, MBChB BPharm MMed (ClinPharm) Cape Town
P J Smith, BSc(Hons) PhD Cape Town

Senior Medical Officer:
H McIlleron, MB ChB Cape Town

Lecturer:
J Norman, BSc Med (Hons) MSc

Medicines Information Centre Pharmacists:
A Chanterie, BSc (Pharm) Stell
B S Chisholm, BPharm Rhodes
J Talmud, Dip Pharm

South African Medicines Formulary (SAMF) Pharmacist:
C J Gibbon, BSc (Pharm) Rhodes

Principal Technical Officers:
A C Evans, Nat Dip Med Lab Tech
G A Gabriels, Nat High Dip Anal Chem (Hons)

Principal Medical Technologist:
J Van Dyk, Dip ChemPath

Principal Medical Technical Officers:
F Clark, Nat Dip Med Lab Tech SA
A Fredericks, Nat Dip Lab Tech SA
L Heiberg, BA BSc (Hons) MScMed Cape Town

Division: Critical Care Medicine

UCT Lung Institute, George Street, Mowbray, 7725

Professor and Head:
E D Bateman, MBChB MD Cape Town DCH FRCP UK

Associate Professor Full-time:
W L Michell, MBChB Cape Town DA FFA (Crit Care) SA
Senior Lecturer Full-time:
I Joubert, MBCh MedWitwatersrand DA SA FCA (Crit Care) SA
R I Raine, MBChB MMED Cape Town FCP SA

Division: Dermatology
G23, New Groote Schuur Hospital

Associate Professor and Head:
G Todd, MBChB Cape Town FF(Derm) SA BSc (Agric) Natal PhD Cape Town

Senior Lecturers Full-time:
S J Jessop, MBChB Cape Town FF (Derm) SA BSc (Agric) Natal FCP SA
G Gottschalk, MBChB Cape Town HDip Int Med SA FC Derm SA

Senior Lecturers Part-time:
C M J Keyzer, MBChB MMED Derm Cape Town
N Khumalo, MBChB Natal FCDerm SA
R M S B McKenzie, MBChB Cape Town FC Derm SA
R Ngwanya, MBChB Natal DTM & H Witwatersrand MFGP SA FC Derm SA
S Pather, MBChB Natal DCH SA MPhil (Epi) Cape Town FC Derm SA
M Penny, MBChB Cape Town Dip Paeds FC Derm SA

Desmond Tutu HIV/AIDS Research Centre
IIDMM, Wernher & Beit Building North

Professor and Head:
R Wood, MB ChB Cape Town DCH DTM & H SA FCP SA

Principal Investigator/Research Physician:
L G Bekker, MB ChB Cape Town DCH DTM & H SA FCP SA

Medical Researchers:
M Badri, BSc (Hon) MSc (Stats) MSc Med
K Middelkoop, MB ChB Cape Town
C Orrell, MB ChB Cape Town MSc DCH SA
J Pitt, MB ChB Cape Town DCH (Dip Obstet) SA

Research Officers:
G Harling, BSc (Econ) MA (Econ) (Health Economist)
S Lawn, BMedSci MB BS MRCP (UK) MD DTM & H Dip HIV Med
N Killu, B Pharm
M Vogt, NAT Dip Med Tech SA

Research Co-Ordinators:
J Aploon, BA
N Berman, RN
A Brooks
E Fielder, SPN
C Herman, BNurs
M Mtshizana, RN
L Ncana, RN
F Smith, SEN
A Witbooi, SEN
**Division: Endocrinology and Diabetology**  
*J47, Old Main Building, Groote Schuur Hospital*

**Professor and Head:**  
N S Levitt, MBChB MD, Cape Town

**Senior Lecturer:**  
I Ross, MBChB, Stell FCP SA Cert. Endocrinology and Metabolism SA

**Senior Lecturer Part-time:**  
M Wormald, MBChB, Manc

**Division: Geriatric Medicine**  
*L51, Old Main Building, Groote Schuur Hospital*

**Head:**  
S Z Kalula, BSc MB ChB, Zambia, MRCP UK, MMed MPhil, Cape Town

**Senior Lecturer Full-time:**  
L De Villiers, MBChB, UCT FCP SA

**Senior Lecturer Part-time:**  
K Ross, MBChB MPhil Cape Town FCP SA

**Honorary Senior Lecturer:**  
L Geffen, MBChB, Cape Town, MCFP SA

**Hatter Heart Research Institute**

**Emeritus Professor and Director:**  
L H Opie, MD, DPhil, DSc, FRCP

**Honorary Professor:**  
D Yellow, PhD, FESC

**Team Leaders:**  
M Faadiel, PhD  
S Lecour, DPharm, PhD

A rapidly increasing incidence of serious heart disease in South Africa and other developing countries, as prophesied by the World Health Organisation, is already evident. Cardiovascular disease is now the greatest killer among both men and women in the Western Cape. There is also an increasing epidemic of obesity and diabetes toward (i) protection of the heart from coronary blockage (thrombosis) basically by enhancing the effect of the inherent immune system (Dr Sandrine Lecour) and (ii) tracing the metabolic abnormalities of the heart in experimental diabetes, with particular emphasis on the development of the metabolic syndrome in humans with obesity and diabetes, both increasing in incidence South Africa and worldwide (Dr Faadiel Essop).

The Institute has an excellent publication record, including a series of recent articles in “The Lancet” (impact factor 21.7) and five articles in “Circulation (impact factor 12.6). It is a multi-ethnic in its personnel. A constant stream of highly talented students study for MSc and PhD degrees. Our
mission is to be at the forefront of hearth research at the University of Cape Town and to be internationally competitive.

**Division: Hepatology**  
*K-Floor, Old Main Building, Groote Schuur Hospital*

**Associate Professor and Head:**  
C W N Spearman, MB ChB FCP SA MMed Cape Town

**Professor:**  
R J Hift, MBChB MMed PhD *Cape Town* FCP *SA*

**Emeritus Professor Part-time:**  
S J Saunders, MB ChB MD *Cape Town* FRCP *UK* FCP *SA*

**Senior Lecturer Part-time:**  
H Hairwadzi, MB ChB *Zimbabwe* MMed *Cape Town*

**Division: Hypertension**  
*E17 Cardiac Clinic, New Groote Schuur Hospital*

**Associate Professor and Head:**  
B L Rayner, MBChB *Cape Town* FCP *SA*

**Professor Part-time:**  
L H Opie, MD DPhil DSc FRCP DMed (Hon)

**Medical Officers Part-time:**  
B Brice, MBChB *Cape Town* DCH *SA*  
L Swanepoel, MBChB *Stell DA* *SA*  
Y Trinder (Research Co-ordinator), MBChB *Birm*

**Chief Professional Nurse:**  
H O Barrett

**Division: Internal Medicine**  
*G8, New Groote Schuur Hospital*

**Professor and Head:**  
J L Seggie, BSc (Hons) MBChB MD *Birm* FRCP *UK* FCP *SA*

**Professor:**  
R J Hift, MB ChB MMed PhD Cape Town FCP SA

**Associate Professors and Senior Lecturers:**  
V C Burch, MBCh Witwatersrand MMed Cape Town FCP SA  
R van Zyl-Smit, MBCh Witwatersrand MD Cape Town FRCP UK FCP SA

**Senior Lecturer Part-time:**  
D Nathan, MBChB MS FACC *Witwatersrand*

**Honorary Senior Lecturers:**
Division: Lipidology
5th Floor, Chris Barnard Building, Faculty of Health Sciences Campus

Professor and Head:
A D Marais, MBChB Cape Town FCP SA

Senior Lecturer Part-time:
D J Blom, MBChB Cape Town FCP SA

Postdoctoral Fellowship:
F H O’Neill, PhD

Medical Officers Part-time:
J C Firth, MB ChB PhD Cape Town DCH Lond
K H Wolmarans, MB ChB Pret

Research Officer:
D M Blackhurst, PhD Cape Town

Division: Medical Gastroenterology
E23, New Groote Schuur Hospital

Professor and Acting Head:
P C Bornman, MBChB Pret MMed (Chir) OFS FRCS Edin FCS SA FRCS Glasg

Senior Lecturer Full-time:
D Epstein, MBChB Cape Town FCP SA Cert Gastro
S Hlatshwayo, MBChB Cape Town FCP SA Cert Gastro
G Watermeyer, MBChB Cape Town FCP SA Cert Gastro

Senior Lecturers Part-time:
G Adams, MBChB Cape Town FCP SA
A K Cariem, MBChB Cape Town FCP SA
Y Garach, MBChB Natal FCP SA
A H Girdwood, MBChB Witwatersrand FRCP Edin
M Letier, MBChB Cape Town FCP SA

MRC/ UCT Liver Research Centre
K47, Old Main Building, Groote Schuur Hospital

Professor and Executive Director of Centre:
D Kahn, MB ChB Birm ChM Cape Town FCS SA

Associate Professor and Co-Director of Centre:
The Medical Research Council Traditional Medicines Research Unit was founded in 1997. Its principal objectives are:

• To establish a research culture, and to introduce modern research methodologies around the use and understanding of traditional medicines; and
• To create an environment that will attract young scientists and potential leaders in the field.

In the longer term, the research unit has further objectives, which are:

• To develop a series of patents for promising new entities derived from medicinal plants by developing potential new drugs to the point of proof of concept; and
• Creating special opportunities for development of this scientific field in Southern Africa.

It also intends to develop, strong and sustained links with other institutions in South Africa, Africa, and beyond. It is hoped that the activities of the South African Traditional Medicines Research Unit will add value to national - and ultimately to global - intellectual knowledge systems policy.
Principal Specialist and Head:
M D Pascoe, MBChB Cape Town FCP SA

Associate Professors:
B L Rayner, MBChB Cape Town MMed(Med) FCP SA
C R Swanepoel, MBChB Cape Town FRCP UK

Senior Specialist/ Senior Lecturer:
Z Barday, MBChB FCP SA

Division: Neurology
E8, New Groote Schuur Hospital

Associate Professor and Head:
R W Eastman, MBChB Cape Town FRCP UK

Associate Professors:
A Bryer, MBChB Witwatersrand FC Neurol SA MMed Neurol Cape Town FCP SA PhD Cape Town
B M Kies, MBChB Cape Town FCP SA FRCP UK FC Neurol SA

Senior Lecturers Full-time:
M Combrink, MBChB Cape Town FCP SA Neurology SA BSc (Hons) MRCP UK DTM&H Lond PhD
J Heckman, MBChB Witwatersrand FCP Neurology SA MMed Neurol PhD Cape Town
E B Lee Pan, MBChB Cape Town MMed Neurol Stell

Division: Pulmonology
E16, Respiratory Clinic, Groote Schuur Hospital

Associate Professor and Head:
G M Ainslie, MB ChB Cape Town FRCP UK

Professor:
E D Bateman, MBChB MD Cape Town DCH FRCP UK
S R Benatar, MBChB Cape Town FRCP UK FFA SA FACP (Hon)

Associate Professor:
P A Willcox, BSc (Hons) MBChB Birm FRCP UK

Senior Lecturer Full-time:
R I Raine, MBChB FCP SA MMed Cape Town

Honorary Senior Lecturer:
K Dheda, MBBCh Witwatersrand FCP SA PhD

Honorary Lecturer Part-time:
M Bateman, MBChB Cape Town
R Dawson, MBChB Cape Town FCP SA (Cert Pulm)
Division: Rheumatology
*J47, Old Main Building, Groote Schuur Hospital*

**Professor and Head:**
A A Kalla, MBChB MD *Cape Town* FCPSA

**Senior Lecturers Part-time:**
- R Breeds, MBChB *Cape Town* FCPSA
- R Gamieldien, MBChB Stell
- C Ranier-Pope, MBChB
- B Sarembock, MBChB *Cape Town* FCPSA

**Staff in Associated Hospitals who teach Undergraduate and Postgraduate students**

**GF JOOSTE HOSPITAL**

**Associate Professor and Head:**
V Burch, MBChB *Witwatersrand* FCPSA MMed *Cape Town*

**Associate Professor Part-time:**
P Goldberg, FCS SA

**Senior Lecturers Full-time:**
- T Crede, MBChB *Cape Town*
- G Meinjes, MBChB FCP SA
- K Rebe, MBChB *Cape Town* FCP SA

**Lecturers Full-time:**
- D Allard (Specialist Surgeon), *Belgium*
- A Gcelu, MBChB FCP SA
- M Kisela (Specialist Surgeon), *Belgium*
- N Schrueder, MBChB FCP SA
- J Venster (Head of Unit), MBChB

**NEW SOMERSET HOSPITAL**

**Associate Professor and Head:**
R van Zyl-Smit, MBChB *Witwatersrand* MD *Cape Town* FRCP UK FCP SA

**Senior Lecturer Full-time:**
M Sonderup, MBChB *Cape Town* FCP SA

**Senior Lecturers Part-time:**
- H Allison, FCS SA
- A Ebrahim, FCS SA
- A Jackson (Head of Unit), FCS SA
- M Jonker, FCS SA
- H Spilg, FCS SA
- D Woolf, MBChB FCP SA
- H Yakoob, FCS SA
VICTORIA HOSPITAL

Senior Lecturer and Head:
P Raubenheimer, MBChB FCP SA

Senior Lecturer Full-time:
L Jones (Head of Unit), FCS SA

Senior Lecturers Part-time:
H Allison, FCS SA
S Cullis, FCS SA
M du Toit, MBChB FCP SA
K Goldberg, FCS SA
K Michalowski, FCS SA
I Ross, MBChB Stell FCP SA Cert Endocrinology and Metabolism SA
C Swanepoel, MBChB Cape Town FRCP UK

2 MILITARY HOSPITAL

Head:
G Smit, MBChB MMed (Med) Stell

Senior Lecturers Full-time:
W Ddamulira, FCS SA
D Theunnisen (Head of Unit), FCS SA
A Tooke, MBChB Cape Town FCP SA

KHAYELITSHA COMMUNITY CENTRE

Senior Lecturer Part-time:
B Buchanan-Lee, BSc BA Bchir MA MRCP

Honorary Senior Lecturers Full-time:
B Adams, Pharmacist
S Mathee, MBChB Cape Town
Professor and Head:
Z M Van Der Spuy, MBChB Stell PhD Lond FRCOG FCOG SA

Professor:
L A Denny, MBChB Cape Town PhD Cape Town MMed (O&G) FCOG SA

Emeritus Professors:
D A Davey, PhD Lond FRCOG
J Dommisse, MBChB Cape Town FRCOG

Emeritus Associate Professors:
B Bloch, MBChB MMed Cape Town FRCOG
H A van Coeverden De Groot, MBChB Cape Town FRCOG (Community Obstetrics)

Honorary Professor:
D J M Ncayiyana, MD Groningen FACOG

Associate Professors:
J Anthony, MBChB Cape Town FCOG SA
E J Coetzee, MBChB Cape Town FRCOG
S R Fawcus, MA (Hons) MBBS Lond MRCOG

Senior Lecturers Full-time:
G Draper, MBChB Pret MSc Lond FCOG SA
S J Dyer, MBChB MMed (O&G) München FCOG SA
T Matinde, MBChB Zimbabwe D Obst COG SA FCOG SA FRANZCOG (Aust & N.Zealand) FICS
G A Petro, MBChB Cape Town FCOG SA
L Schoeman, MBChB Cape Town FCOG SA
C J M Stewart, MMed Cape Town FCOG SA MRCOG

Lecturers Full-time:
L S Matthews (Ultrasound), MBChB Cape Town
N Matebese, MBChB Natal FCOG SA
M Matjila, MBChB Natal BSc FCOG SA
N H Mbatani, MBChB Medunsa FCOG SA
G Miles, MBChB Cape Town FCOG SA
J O Olarogun, MBBS Ilorin Dip Obst SA FCOG SA

Senior Lecturers Part-time:
A Alperstein, MB Chwitwatersrand FRCOG SA
P J Roos, MBChB Cape Town FRCOG SA
R P Soeters, MD Leiden PhD Nijmegen

Lecturers Part-time:
P G Barnard, MBChB Cape Town FCOG SA FRCOG
U Botha, MBChB Stell FCOG SA
G Breeds, MBChB Cape Town FCOG SA
D M Brink, MBChB Cape Town FCOG SA
D R Dalrymple, MB Chwitwatersrand FCOG SA FRCOG
P R de Jong, MBChB *Pret* MMed *Cape Town* FCOG *SA* MRCOG
C M C Dehaeck, MBChB *Stell* FCOG *SA*
A R Dhansay, BSc UDW MBChB *Natal* FCOG *SA*
E Gaertner, MBChB *Stell* Dip Mid COG *SA* DA *SA* FCOG *SA*
L Graves, MBChB *Witwatersrand* FCOG *SA*
S Hinz, State Exam *Germany* MMed *Cape Town* FCOG *SA*
B R Howard, MBChB *Cape Town* FCOG *SA*
R C Howland, MBChB *Cape Town*
C Huyser, MBChB *Pret* FCOG *SA*
P A le Roux, MBChB *Cape Town* FCOG *SA*
J C E Meiring, MBChB *Cape Town* FCOG *SA* MRCOG
A P Newham, MBChB *Cape Town* FCOG *SA*
M S Puzey, MBChB MMed *Cape Town* FCOG *SA*
J R Robinson, MB BS *Perth* MRACOG FCOG *SA* MRCOG
S W Sandler, MBChB *Cape Town* FRCOG
S Shanahan, MBChB *Witwatersrand* FCOG *SA*
L White, MBChB *Pret* FCOG *SA*

**Honorary Senior Lecturers:**

I Berkowitz (Livingstone Hospital), MBChB *Cape Town* FRCOG
M Besser, BA MD *Harvard*
K D Gunston, MBChB *Cape Town* FRCOG
J Hofmeyr (Cecilia Makiwane & Frere Hospitals), MBChB *Witwatersrand* MRCOG
H Jordaan, MBChB MO&G PhD FRCOG FACOG FICS
A P Kent, MBChB MPhil *Cape Town* FRCOG
J A Nongauza, MBChB *Natal* FCOG *SA*
R W Rush, MBChB *Cape Town* FRCOG *SA*
M G Shelton, MBChB *Cape Town* FRCOG
J O van Helsdingen, MBChB *Cape Town* FRCOG *SA*
E van Wyk, MBChB *Cape Town* FCOG *SA*

**Honorary Lecturers:**

F Abdurahman (Wynberg Military Hospital), MBChB *Cape Town* FCOG *SA*
P Alberts (Victoria Hospital), MBChB *Stell* FCOG *SA*
J Cole (Victoria Hospital), MBChB *Cape Town* FCOG *SA*
A Davids, MBChB *Cape Town* FCOG *SA*
V Eeckhout (Victoria Hospital), MD *Gent* FCOG *SA*
C Huyser (New Somerset Hospital), MBChB *Pret* FCOG *SA*
M Jeeva, MBChB *Cape Town* FRCOG
H Khamissa, LLM RCP LLM RCS *Ireland* DCM *Cape Town* FCOG *SA*
S MacPherson (Wynberg Military Hospital), MBChB *Cape Town* FCOG *SA*
S Reddy, MBBS *Lucknow* FCOG *SA*

**Medical Officers:**

LE Kantor, MBChB *Cape Town*
V J Magan, MBChB *Cape Town* MRCOG
J McInroy, MBChB *Cape Town*
M E Moss (Family Planning), MBChB *Manchester* DCH
L Muller, MBChB MMed (O& G) PhD *Stell*
N B Schwabe, MBChB *Cape Town*
K Soeters, MD *Leiden*
M Stein, MBBCh *Witwatersrand*
PSYCHIATRY & MENTAL HEALTH

J Block, Old Main Building, Groote Schuur Hospital

Professor and Head:
D J Stein, BSc (Med) MBChB Cape Town FRCPC PhD Stell

Professor:
A J Flisher, MSc (Clin Psych) MBChB MMed (Psych) MPhil (Child Adol Psych) PhD Cape Town FCPsych SA DCH SA

Emeritus Professors:
L S Gillis, MD DPM Witwatersrand FRCPsych UK
C D Molteno, MBChB DCH RCP UK MMed(Paed) MD Cape Town BA(Hons)(Sociology) PhD Unisa
B A Robertson, MD Cape Town (Psych) Dipl McGill
T Zabow, MBChB DPM Cape Town FC(Psych) SA MRCPsych UK

Associate Professors:
A Berg, MBChB Pret M Phil (Child Adol Psych) Cape Town FCPsych SA
S Z Kaliski, BA MB BCh Witwatersrand FC (Psych) SA MMed (Psych) PhD
D A White, MBChB MMed (Psych) Cape Town FC (Psych) SA

Senior Lecturers and Principal Specialists:
S Hawkridge, MB BCh Witwatersrand FC Psych SA
D A B Wilson, BSc MBChB Cape Town FC (Psych) SA

Senior Lecturers and Senior Specialists:
S E Baumann, MBChB Cape Town MRC Psych UK
J Joska, MBChB Cape Town FC (Psych) SA MMed (Psych) Cape Town
P Milligan, MBChB Cape Town FC (Psych) SA
E Peter, MD Toronto FC (Psych) SA
N Shorthall, MBChB Cape Town MRCPsych UK
P F Williams-Ashman, MB BCh Witwatersrand FC (Psych) SA

Lecturers and Specialists:
J McCallaghan, MBChB Cape Town FC (Psych) SA MMed (Psych) Cape Town
R Nassen, MBChB Cape Town FCPsych SA Cert Child Psychiatry SA
L Panieri-Peter, MBChB FC SA

Senior Lecturers and Principal Clinical Psychologists:
E Benjamin, MA (ClinPsych) Cape Town
L Frenkel, MA (ClinPsych) Witwatersrand

Senior Lecturers and Senior Clinical Psychologists:
R B H Anderson, MSc (Clin Psych) Cape Town
M Campbell, MA (Clin Psych) Stellenbosch
W De Jager, MA (Clin Psych) Port Elizabeth
S J Lay, BA Soc Witwatersrand MA(ClinPsych) Cape Town
M Roper, BSc (Occ Ther) MA(ClinPsych) Cape Town
H Soltau, MA(ClinPsych) UPE

Senior Clinical Psychologists/Lecturers:
L Abrahams, MPsych  
I Bauhardt-Jung, Dip Psych  
M Campbell, MA (Clin Psych)  
O Coetzee, (Clin Psych)  
Z Parker, MPsych  
N Philander, MA (Clin Psych)  
L Stanton

Lecturers and Clinical Psychologists:  
A Marais, MA(Clin Psych)  
V Ndabeni MA(Clin Psych)  

Honorary Lecturers:  
R M F Berard, BSc MB BCh  
F Daubenton, MB BCh  
I Eidelman, MB ChB, MMed (Psych)  
J Leff, FRCPsych  
G McCarthy, MB BCh  
U Meys, MB BCh  
A Moss, PhD  
C F Ziervogel, MBChB  

Chief Research Officer:  
C A Lund, MA MSoc Sci (Clin Psych) PhD  

Research Officers:  
S Kleintjies, M.A. (Clin Psych) MPhil (Child Adol Psych)  
T Newman, PhD  
T Selikow, PhD  

Senior Lecturers and Senior Specialists Part-time:  
R A Lacob, MB BCh DPM  
E S Nash, MBChB DPM  

Lecturer and Specialist Part-time:  
B Fortuin, MBChB FC(Psych)  

Lecturer and Psychologist Part-time:  
F Hemp, BA (Hons)  

Lecturers and Medical Officers:  
M du Toit, MB ChB  
G Marinus, MB ChB  
B Eike, MBChB MD  

Lecturers and Medical Officers Part-time:  
E le Roux, MBChB DMH  
S Shearing, MBChB  
A Swanepoel, MBChB  
C Warton, MBChB  

Adolescent Health Research Institute
This Institute has been established as an interdepartmental research institute, located in the Faculty of Health Sciences.

Adolescents face a wide range of health problems due to a combination of biological, social and psychological factors. There is thus a niche for a research facility that focuses specifically on the health needs of adolescents. AHRI envisions building on existing research and collaborations to coordinate promote and facilitate research on all aspects of adolescent health. The specific aims of the Institute are to: facilitate cutting edge inter-disciplinary research that addresses key national public adolescent health priorities; promote networking among adolescent health researchers, practitioners and policy makers; increase the profile of the Faculty of Health Sciences, UCT, with regard to world-class adolescent health research; provide policy consultation at local, provincial, national and international levels; and increase and improve educational offerings in adolescent health at undergraduate and postgraduate levels.

Division: Child and Adolescent Psychiatry

Professor and Head:
A J Flisher, MSc(ClinPsych) MBChB MMed(Psych) MPhil(Child Adol Psych) PhD Cape Town
FC(Psych) SA DCH SA

Emeritus Professor:
B A Robertson, MD Cape Town Dip Psychiat McGill FCPsych SA

Associate Professor:
A Berg, MBChB Pret Mphil (ChildAdolPsych) Cape Town FCPsych SA

Senior Lecturers Full-time or five-eights:
R Anderson, MSc(ClinPsych) Cape Town
W de Jager, MA(ClinPsych) UPE
S Hawkridge, MBChB Cape Town FCPsych SA
M Roper, MS (ClinPsych) Cape Town
N Shortall, MBChB Cape Town MRCPsych
J Twiggs, MA (ClinPsych) Cape Town

Lecturer Full-time:
R Nassen, MBChB Cape Town FCPsych SA Cert Child Psychiat SA

Honorary Lecturers:
U Meys, MBChB Cape Town FCPsych SA
C F Ziervogel, MBChB Cape Town FCPsych SA
Public Health and Family Medicine

Professor and Director:
R I Ehrlich, BBusSc MBChB Cape Town DOH Witwatersrand MFOM UK FFCH SA PhD Cape Town

Division: Family Medicine
Level 2, Falmouth South, Faculty of Health Sciences Campus

Associate Professor and Head:
D Hellenberg, MBChB Cape Town MFam Med Stell MFGP SA

Senior Lecturer Part-time:
E Gwyther, MBChB Cape Town Dip Pall Med MSc Pall Med Wales MFGP Cape Town

Lecturers Full-time:
G Bresick, MBChB Cape Town DCH SA
E De Vries, MBChB Stell Mfam Med Medunsa
M Namane, MBChB MPhil (Fam Med and PHC) Cape Town BSc (Lab Sciences) MSc (Immunology) Un of the North
B Schweitzer, MBChB Witwatersrand DA SA MFGP SA MPrax Med Medunsa

Lecturers Part-time:
S N Furman, MBChB Cape Town MFGP SA
S Levenstein, MBChB Pret MFGP SA
S Mobbs, MBChB Pret MPraxMed Medunsa
M Navsa, MBChB Cape Town MPhil in Fam Med & PHC Cape Town
A Ramjee, BSc (Med) MB BCh Witwatersrand MCFP SA Dip Acupuncture SAMAS

Honorary Visiting Professor:
S Magennis (University of Liverpool, UK), BDS Glasgow MBChB Liverpool MRCGP RCGP FRCGP RCGP

Honorary Lecturers:
M R Abbas, MBChB Cape Town MFGP SA
A W Barday, MBChB Cape Town MFGP SA DPT+M Witwatersrand
G Baron, MBChB M.Fam.Med Medunsa
D Brink, MBChB Cape Town
S Craven, MBChB Oxon LRCP
J Dhansay, MBChB Cape Town MFGP SA DPT+M Witwatersrand
D Khan, MBChB Cape Town
M Inglis, MBChB Dip. Obstetrics SA
J L Smith, MBChB Cape Town DCH DAMFGP SA

Facilitators (Becoming a Doctor - Semesters 3-5):
O Brey, MBChB Cape Town
A De Sa, MBChB Cape Town MFGP SA
Z Jaffer, MBChB Cape Town
G Jacobs, MBChB Cape Town
R Jonas, MBChB Cape Town
S A Moola, MBChB Witwatersrand
M S Saban, MBChB Cape Town MFamMed Stell/MFGP SA
A Smith, MBChB
Health Economics Unit
Division of Public Health, Research Annex, Faculty of Health Sciences Campus

**Director:**
M Thiede, Dr.sc.pol. DV (Kiel, Konstanz)

**Associate Professor:**
D McIntyre, BCom BA (Hons) MA PhD Cape Town

**Lecturers:**
M Castillio-Requelme, BBus (Admin) MBus (Admin) (Chile) MSc (Health Management) Imperial Coll Lond
S Cleary, BA Rhodes Hons (Econ) MA (Econ) Cape Town
V Mutyumbzi, BBusSci MCom (Econ) Cape Town
O Okorafor, BSc (Econ) Nigeria MSocSc (Health Econ) Cape Town

**Senior Research Officer:**
E Sinanovic, BSc (Econ) Zagreb Post-Graduate Dip Financial Management Maastricht MCom in Health Economics Cape Town PhD in Health Economics London

**Junior Research Fellow:**
S Mbatsha

The Health Economics Unit (HEU) works to improve the performance of health systems through informing health policy and enhancing technical and managerial capacity in Sub-Saharan Africa. Its foundation is academic excellence in research in health economics and management.

Its activities include:
• Research in health economics and management with an emphasis on health policy issues, health care financing, health sector reforms, pharmaceutical policy and regulation, equity in health and the economic evaluation of key health care programmes.
• Training at the post-graduate level and through client-specific short courses to improve technical research and management capacity.
• Consultancy to facilitate the translation of health policies into practical programmes.

**HEU is committed to:**
• Excellence and independence
• Fairness, social responsiveness and accountability in health systems.
• Respect for our collaborators and stakeholders
• Innovative thinking to ensure its work remains ground-breaking

Industrial Health Research Unit
Division of Public Health, Protem, Lower Campus

**Director:**
N Henwood, BA(Hons) Cape Town

The IHRG undertakes training, research, investigation, curriculum and resource development in building trade union occupational health and safety (OH&S) capacity. It also provides the following OH&S advice and services: occupational injury and disease cases; incident investigations; risk assessments; policy research and advocacy; participatory action research projects; training
methodology development; training evaluation; and production of training materials and popular publications.

The areas of expertise presently include occupational health and safety, adult education, trade union organisation-building, environmental science, social science, OH&S and HIV workplace policy development, developing resources and education materials, and experience in the development and implementation of participatory action research.

**Infectious Disease Epidemiology Research Group**  
*Division of Public Health, Falmouth South, Faculty of Health Sciences Campus*

**Director:**  
D Coetzee, BA Cape Town MBBCh DPH DTM&H DOH Witwatersrand FFCH SA MSc (Epi) Columbia

The Group was founded in 2001 and supports HIV/AIDS and TB activities and conducts research for the Provincial and National Departments of Health including:

- Evaluating and monitoring the ARV Programme for the Western Cape.
- Evaluating and monitoring the Programme for the Prevention of Mother to Child Transmission of HIV (PMTCT).
- Assessing different models of care for the management of persons with HIV/AIDS, including HIV/TB integration.
- Facilitating the development of a routine monitoring system for antiretroviral treatment and prototyping an electronic system for this purpose.
- Providing projections of the service and financial implications of HIV for the province for the 2010 health plan, and informing the third round of the Global Fund for AIDS, Tuberculosis and Malaria applications.
- Conducting a situational analysis of paediatric ARV services in South Africa.
- Assessing the impact of knowledge of ARVs on HIV preventive behaviour.
- Assessing models to promote adherence to long-term therapy for TB and HIV.
- Providing technical assistance to the TB programme.
- Evaluating new tools for the diagnosis of TB.
- Reviewing surveillance of sexually transmitted infections in South Africa.
- Evaluating childhood vaccination status in the province.

The Group continues, together with Médecins Sans Frontières, to evaluate the first public primary care service to provide antiretrovirals in South Africa, in Khayelitsha. This site is being developed as a sentinel surveillance for monitoring and evaluation site as well as a site for operational research on HIV in the Province.

The Prevention Trials Centre of the Group is conducting two large HIV Prevention trials at The Group’s Clinical Trials site at the Uluntu Centre in Gugulethu. The Microbicide trial has enrolled over 2500 women and aims to determine the efficacy and safety of a candidate vaginal microbicide Carraguard® in preventing HIV seroconversion in women. The trial will be completed in 2006. A second trial enrolls HIV-discordant couples and aims to measure the efficacy of twice daily acyclovir suppressive therapy in preventing HIV transmission among heterosexual HIV-discordant couples in which the HIV-infected partner is Herpes Simplex Virus (HSV-2)-seropositive. Smaller trials are being conducted to evaluate different means of diagnosing sexually transmitted infections. Voluntary HIV counselling and testing for couples are also being piloted at this site.

The Group is also involved in the estimation of mortality rates from HIV/AIDS in South Africa using empirical data and mathematical models. A system of Rapid Surveillance of AIDS mortality has been established in collaboration with the Medical Research Council.
A surveillance system for birth defects, modelled on the requirements of the International Clearinghouse of Birth Defects Monitoring Systems, is operated by the Group for the Department of Health, in collaboration with various participating hospitals throughout the country.

**Occupational and Environmental Health Research Unit**  
*Division of Public Health, Falmouth South, Faculty of Health Sciences Campus*

**Professor and Director:**  
J E Myers, BSc MBChB Cape Town DTM&H Lond MD Cape Town MFOM

**Professor and Associate Director (Environmental Health):**  
L London, MBChB MMed MD Cape Town BScMed (Hons) DOH Witwatersrand

**Associate Director (Occupational Health):**  
M Jeebhay, MBChB Natal DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan

The Occupation and Environmental Health Research Unit strives:
• To be a principal centre of occupational and environmental health research in South Africa, in the SADC region of Africa and other African countries, and internationally.
• To conduct multidisciplinary research integrating laboratory, clinical, epidemiological and policy research into occupational health problems that have high priority in Southern Africa in order to facilitate identification and improve characterisation of these and other problems and to better understand the determinants and modifiers of such problems.
• To explore and develop means of maintaining the health of individuals and the environment, especially the work environment, and of preventing the development of health problems in those exposed to injurious environments at work or more generally.
• To conduct public policy research into issues ranging from toxic or injurious exposures through to health surveillance, the functioning of relevant health services including promotive, preventive, curative and rehabilitative/compensation aspects.
• To implement the results of research by all means possible.
• To deliver quality education and training to researchers and occupational health practitioners especially at postgraduate level.

**Division: Public Health**  
*Level 3, Falmouth South, Faculty of Health Sciences Campus*

**Professor and Head:**  
R Ehrlich BBusSc MBChB Cape Town DOH Rand MFOM UK FFCH SA PhD Cape Town

**Professors:**  
L London MBChB MMed MD Cape Town BScMed (Hons) DOH Witwatersrand  
J Myers BSc MBChB MD Cape Town DTM&H UK MFOM UK

**Associate Professors:**  
M Hoffman BScMed (Hons) MBChB DCM Cape Town  
M Jeebhay, MBChB Natal DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan  
D McIntyre, BCom BA (Hons) MA PhD Cape Town

**Associate Professors Part-time:**  
G Perez, BDentistry Algiers DHSM MDent (Community Dentistry) Witwatersrand (Deputy Dean; joint Faculty-Department appointment)  
M L Thompson, PhD Gottingen BSc(Hons) Natal
Senior Lecturers Full-time:
A Boulle, MBChB Cape Town MSc Lond FCPHM SA
D Coetzee, BA Cape Town MBBCh DPH DTM&H DOH Witwatersrand FFCH SA MSc (Epi) Columbia
D Cooper, BSoC Sc BA (Hons) PhD (Public Health) Cape Town
J Irlam, BSc (Med) (Hons) MPhil Cape Town (Joint School - Directorate of Primary Health Care appointment)

Senior Lecturer Part-time:
L Myer, BA (Hons) Rhode Island MA Cape Town Mphil Columbia PhD Columbia

Specialist Scientist - Biometrician:
R Sayed MSc Karachi

Lecturers Full-time:
J Keikelame, MPhil (Education Support) Cape Town BSocSci (Hons) (Psychology) UNIBO (Joint School-Directorate of Primary Health Care appointment)
L Olckers, MPhil Education (Higher Education Studies) BSoC Sci SW (Hons) Cape Town
G S Weir, BSocSci Hons Cape Town

Lecturer Part-time:
G Kew, MBChB DOH Cape Town

Chief Research Officers:
D Bourne, BSc Natal BPhil Witwatersrand
C Mathews, BA Natal BSoC Sc (Hons) MSc (Com Health) PhD Cape Town
J Te Water Naude, MBChB MPhil (MCH) Cape Town FCPHM SA

Senior Research Officers:
A Dalvie, BSc BScMed(Hons) (Sports Science) MSc(Med) PhD Cape Town
J Harries, BA BA(Hons) MA Cape Town
D Michaels, BSoCSci MPhil Cape Town MSc (Epi) Columbia
J Moodley, MBChB Natal MMed (Pub Health) Cape Town
P Orner, BA BA(Hons) MA MPhil Cape Town
A Rother, BA MA (Sociology) Michigan
M Thiede, Dr.sc.pol DV Konstanz, Kiel
E Sinanovic, BSc Zagre Dip Fin Mgt Maastricht MCom (Econ) Cape Town

Research Officers:
L Altini, MBBCh Witwatersrand
S Cleary, BA Rhodes BA Hons (Econ) MA (Econ) Cape Town
A de Kock, Dipl Edu JCE Witwatersrand MA Cape Town
O Okorafor, BSc(Hons) (Economics) Nigeria, MSocSci (Health Econ) Cape Town

Site Facilitators: (Joint School - Directorate of Primary Health Care appointment):
E Abrahams, BA UWC Dev. Studies (Hons) UWC
M G Arendse
N S Mthoteni, Dip Adult Ed Cape Town
Z Ntwane, Cert Adult Ed HD Ed Training Dev UWC

Honorary Professors:
W Pick, MBChB Cape Town DPH DTM&H Witwatersrand FFCH SA MSc(Med) Cape Town
The Women's Health Research Unit (WHRU) was established in the Faculty of Health Sciences at the University of Cape Town (UCT) in 1996, and is located in the School of Public Health and Family Medicine. The Unit is involved in research, teaching and technical health service support in the area of women’s health and gender and health. It is made up of a multidisciplinary team of researchers with expertise in public health, epidemiology, psychology, sociology and anthropology. The overall aim of the Unit is to improve the health of women through research that informs policy and practice.

Objectives

- act as a centre for women’s health research in South Africa;
- conduct multidisciplinary research in high priority women’s health, and gender and health issues;
- conduct health systems research aimed at influencing public policy;
- work closely with the health service sector in undertaking relevant research, and in assisting to translate research into action;
- develop capacity in the field of women’s health, and gender and health through teaching, research supervision and development of training materials;
- be involved in advocacy efforts to promote improvement in women’s health status;
- network and collaborate with others in the field of women’s health, and gender relations, nationally and internationally, to achieve the above objectives.

The current and past research activities can be categorized according to the main themes listed below.
The Unit has established a model of work that is consultative and socially responsive and at the same time scientifically rigorous. Its strong links with government departments, communities and non-governmental organisations (NGOs), enables the voices of diverse stakeholders to be heard in both describing the issues and shaping solutions. The focus on women’s health is aligned with national and international concerns in addressing the health needs of women.
RADIATION MEDICINE

C16, New Groote Schuur Hospital

Professor and Head:
S J Beningfield, MBChB Cape Town FFRad (D) SA

Division: Medical Physics
L Block, Groote Schuur Hospital

Associate Professor, Senior Lecturer and Head:
E R Hering, MSc PhD Cape Town MIBiol MInstP Lond

Lecturers:
I Boyd, MSc Cape Town
J K Hough, MSc Cape Town
T Kotze, PhD US
G Maree, PhD Cape Town

Division: Nuclear Medicine
C4/C3, New Groote Schuur Hospital

Professor and Acting Head:
S J Beningfield, MBChB Cape Town FFRad (D) SA

Senior Technologist:
S Bird, Dip Med Tech

Division: Paediatric Radiology
Red Cross War Memorial Children’s Hospital

Head:
R Pitcher, MBChB Cape Town FCRad (Diag) SA

Senior Lecturer Full-time:
T N Kilborn, MBChB Cape Town FCR R UK

Lecturer Full-time:
N A Wieselthaler, MBChB Cape Town FCRad (Diag) SA

Division: Radiation Oncology
L Block, Groote Schuur Hospital

Professor and Head:
R Abratt, MBChB Pret MMed (Rad Oncol) Cape Town FC Rad Onc SA

Professor:
C E Stannard, BSc (Hons) LRCP Lond MRCS Eng MB BS FC Rad Onc SA

Senior Lecturers Full-time:
E M Murray, MBChB Cape Town FC Rad Onc (SA) Mmed (Rad Onc) Cape Town
J Parkes, MBChB Cape Town FC Rad Onc SA Cape Town
A L Van Wijk, MBChB Cape Town FC Rad Onc SA

Lecturers Full-time:
A S Hendrikse, BSc (Hons) PhD Cape Town
A J Hunter, BSc (Med)(Hons) PhD Cape Town
Z Mohamed, MBChB MMed Rad Onc
K Murszalek, MBChB Poland MMed Rad Onc Stell
B Robertson, MBChB Cape Town FC Rad Onc SA
J Wetter, MBChB Cape Town FC Rad Onc SA MMed Rad Onc UOFS

Honorary Lecturers:
R F Christian, MD Romania
V B Reddi, MB BS India DMRT Lond FFr RCSi

Division: Radiology
C16, New Groote Schuur Hospital

Professor and Head:
S J Beningfield, MBChB Cape Town FFRad (D) SA

Emeritus Professor and Senior Lecturer Part-time:
R E Kottler, MBChB MMed (Rad D) Cape Town DCH RCP&S FRCR UK

Senior Lecturers Full-time:
H S Ball, BSc St Andrews MBChB Dundee FFRad (D) SA
S E Candy, BSc HDE MBChB Cape Town FFRad (D) SA
R M Seggie, MBChB Cape Town FFRad (D) SA

Senior Lecturers Part-time:
H T Goodman, MBChB Cape Town M Prax Med Pret MFGP FFRad (D) SA FCR CR UK
L C Handler, MBChB MMed (Rad D) Cape Town

Lecturers Full-time:
N Ahmed, MBChB FCRad (Diag) SA
**SURGERY**

**Professor and Head:**
D Kahn, MBChB *Birm ChM Cape Town FCS SA*

**Emeritus Professors:**
D M Dent, MBChB *ChM Cape Town FCS SA FRCS UK FRCPS Glasg (Hon)*
E J Immelman, MBChB *Cape Town FCS SA FRCS UK*
J Terblanche, MBChB *Cape Town FCS SA FRCS UK FRCPS Glasg FACS (Hon) FACP (Hon) FRCS UK (Hon) FRCSC (Hon) FRCS Ed FMC SA FRCSI (Hon)*

**Division: Cardio-Thoracic Surgery**
*Groote Schuur Hospital & Red Cross Children's Hospital*

*The Division of Cardio-Thoracic Surgery provides clinical cardiac and thoracic surgery services for the community of Cape Town and the Western Cape region at both Groote Schuur Hospital and Red Cross Children's Hospital. In addition, this Division is the only academic unit that provides cardiac transplantation in South Africa. This Division also has an active laboratory research programme centring on improving the life-span of biological heart valves and on tissue engineering of cardiovascular implants.*

**Chris Barnard Chair of Cardio-thoracic Surgery Professor and Head:**
P Zilla, MD PD *Vienna DMed Zurich PhD Cape Town*

**Associate Professor Full-time:**
J G Brink, MBChB *Cape Town FCS SA*

**Associate Professor Part-time:**
K M de Groot, MD *Manitoba FRCS Canada*

**Senior Lecturers Full-time:**
J Hewitson, MBChB *Cape Town FCS SA*
P Human, PhD
G Walthier, MD

**Division: Emergency Medicine**
*Metro EMS, Karl Bremer Hospital*

**Associate Professor and Head:**
L Wills, MBChB MD *DIMCRCS Edin Dip Sport Med Glasgow FRCS (A&E) Edin FCEM UK FCEM SA*

**Honorary Senior Lecturers:**
A Aboo, MBChB *Cape Town FCP SA*
C Balfour, MBChB BSc *Cape Town MFGP SA TGP Cambs DFFP (RCOG) Dip PEC SA FCEM SA*
T Hardcastle, MBChB *Stell FCS SA MMed (Chir) Stell*
M Morris, MBChB *FFAEM*
W Smith, MBChB *Cape Town*

**Honorary Lecturers:**
B Bonner, MBChB *Witwatersrand DA SA*
Division: General Surgery

Professor and Head:
D Kahn, MBChB Birm ChM Cape Town FCS SA

Professor:
P C Bornman, MMed Surg FRCS Ed FCS SA FRCS Glasgow

Emeritus Professors:
D M Dent, MBChB ChM Cape Town FCS SA FRCPs Glasg (Hon)
E J Immelman, MBChB Cape Town FCS SA FRCS UK
J Terblanche, MBChB ChM Cape Town FCS SA FRCS UK FRCPS Glasg FACS (Hon) FACP (Hon) FRCS UK (Hon) FRCSC (Hon) FRCS Ed FMC SA FRCSI (Hon)

Associate Professors:
P A Goldberg (Head: Colorectal Unit), MBChB MMed Cape Town FCS SA
J E J Krige, MBChB Cape Town FRCS Ed FCS SA
A Mall, BSc (Med)(Hons) MSc Cape Town PhD Newcastle-upon-Tyne
W L Michell, MBChB Cape Town FFA DA SA (Head: Surgical Intensive Care Unit)
A J Nicol, MBChB Cape Town FCS SA (Head: Trauma Unit)

Senior Lecturers Full-time:
N G Naidoo, MBChB Natal FCS SA (Head: Vascular Unit)
P Navsaria, MBChB Cape Town FCS SA
E Panieri, MBChB Cape Town FCS SA (Head: Oncology, Endocrinology)

Senior Lecturers Part-time:
H F Allison, MBChB Cape Town FRCS Edin FCS SA
R J Baigrie, BSc MD Cape Town FRCS UK
S N R Cullis, MBChB Cape Town FCS SA FRCS Edin
C Dreyer, MBChB Pret FCS SA
A Ebrahim, MBChB Cape Town FCS SA
K J Goldberg, MBChB Cape Town FCS SA
P C Jeffery, MBChB Cape Town FCS SA FRCS Edin
M A T Jonker
B Kavim, MBChB Witwatersrand FCS SA
M V Madden, MBChB Cape Town FCS SA FRCS UK FRCS Edin
J D F Marr, MBChB Cape Town FCS SA
P J Matley, MBChB Cape Town FCS SA
K Michalowski, MD Poland FCS SA
A J Ndhluni, MBChB Zimbabwe FCS SA
R Oodit, MBChB Natal FCS SA
H Spilg, ChM Cape Town FCS SA
G N Stapleton, MBChB MMed Cape Town FCS SA
J A Tunnicliffe, MBChB Cape Town FCS SA
H I Yakoob, MBChB Cape Town FCS SA

Honorary Senior Lecturers:
A K Atherstone (Frere Hospital), MBChB Cape Town FRCS Glas
S Pillay (Livingstone Hospital), MBChB Ireland FCS SA

Lecturers Full-time:
D Anderson, MBChB Cape Town FCS SA
C Apostolou, MB BCh Witwatersrand FCS SA
N J Cloete, MBChB Cape Town FCS SA
S Edu, Dip in Medicine Romania FCS SA
A S Jackson (Head: Somerset Hospital), MBChB Cape Town FCS SA
E Muller, MBChB Pret MRCS FCS SA
J Shaw, MBBCa Witwatersrand H Dip (Surg) FCS SA
D Stupart, MBChB Cape Town FCS SA
N Swart, MBChB Cape Town FCS SA
R Verster, MBChB Cape Town FCS SA

Division: Neurosurgery
H53, Old Main Building, Groote Schuur Hospital

Helen & Morris Mauerberger Professor and Head:
J C Peter, MBChB Cape Town FRCS Edin

Associate Professors:
G Fieggen, BSc (Med) MBChB Cape Town MSc Lond FCS SA
P J Semple, MBChB MMed Cape Town FCS SA
A Taylor, MB BCh Witwatersrand FCS SA MMed Cape Town MSc Paris/Mahidd

Emeritus Professor:
J C de Villiers, MD FRCS Eng FRCS Edin DSc UWC MD Stell

Senior Lecturers Part-time:
N D Fisher-Jeffes, MBChB Stell FCS SA
C F Kieck, MBChB Stell MD Cape Town FCS SA
R L Melvill, MBChB Cape Town FCS SA
S A Parker, MBChB Cape Town FCS SA

Lecturer Full-time:
D G Welsh, MBChB Cape Town FRCS Eng FCS SA

Lecturers Part-time:
D Carter, BSc MBChB Cape Town FCS SA
J Hill, MBChB Stell FCS SA
G White, MBChB Cape Town FCS SA

Division: Ophthalmology
H52, Old Main Building, Groote Schuur Hospital

Morris Mauerberger Professor of Ophthalmology and Head:
To be appointed
Emeritus Professor:
A D N Murray, MB BCh Witwatersrand FRCS Edin FRCOphth FCOphth SA

Senior Lecturers Full-time:
N Cockburn, MBChB Cape Town FCS (Ophth) SA
N du Toit, MBChB Cape Town Dip Ophth SA FCS (Ophth) SA
R H Grotte, MB BS Newcastle FRCS Edin DO RCP Lond RCS UK
K Lecuona, MBChB Cape Town FCS (Ophth) SA
J Rice, MBChB Witwatersrand FCS (Ophth) SA

Senior Lecturers Part-time:
Z Aleksic, MD Belgrade FCS (Ophth) SA
D Harrison, MBChB Cape Town FCS (Ophth) SA
J C Hill, MB BS Newcastle FRCS Edin DO Lond MD Cape Town
A T Ivey, MBChB Cape Town FCS (Ophth) SA FRCS Edin
M Johnston, MBChB Cape Town FCS (Ophth) SA
F J Kupper, MBChB MMed (Ophth) Cape Town DO RCP Lond RCS UK
M Mesham, MBChB Cape Town FCS (Ophth) SA
A Perrott, MBChB Cape Town FCS (Ophth) SA
B D Phillips, MBChB Cape Town FCS (Ophth) SA
M Saloojee, MBChB Cape Town FCS (Ophth) SA
R Scholtz, MBChB Cape Town FCS (Ophth) SA
M S Y Solwa, MBChB MMed (Ophth) Natal
P S C Steven, MBChB Cape Town DOMS RCP Lond RCS UK
K Suttle, MBChB Cape Town FCS (Ophth) SA

Honorary Senior Lecturer:
C Cook, MBChB Cape Town FCS (Ophth) SA FRC Ophth

Division: Orthopaedic Surgery
H49 Old Main Building, Groote Schuur Hospital

Pieter Moll & Nuffield Professor of Orthopaedic Surgery and Head:
J Walters, MBChB Cape Town FCS SA (ORTH)

Associate Professor Full-time:
E B Hoffman, MBChB Stell FCS SA (ORTH)

Senior Lecturers Full-time:
R Dunn, MBChB Cape Town FCS SA (ORTH) MMed (ORTH) Cape Town
G Siboto, MBChB Natal FRCS Edin FCS SA (ORTH)
M M Solomons, MBChB Cape Town FCS SA (ORTH)

Senior Lecturer five-eighths:
G Grobler, MBChB Cape Town FRCS Edin FCS SA (ORTH) MMed Cape Town

Senior Lecturers Part-time:
J H Crosier, MBChB Cape Town FRCS Edin ChM Cape Town FCS SA (ORTH)
B Dower, MBChB Cape Town FCS SA (ORTH)
K V Hosking, MBChB Cape Town FCS SA (ORTH)
P Makan, BSc (Med) MBChB Cape Town FCS SA (ORTH) MMed (ORTH) Cape Town
T Munting, MBChB Cape Town FCS SA (ORTH)
L T Sparks, MBChB Cape Town FRCS Eng

**Honorary Senior Lecturers:**
M Bartman, MBChB Pret FCS SA (ORTH)
B Bernstein, MBCh Witwatersrand FCS SA (ORTH)
S Carter, MBChB Cape Town FCS SA (ORTH)
D Dall, MBChB Cape Town FRCS Edin MCh (ORTH)
J de Beer, MBChB Pret MMed (ORTH)
P J Erasmus, MBChB Stell MMed (ORTH)
D E Pollock, MBChB Cape Town FCS SA (ORTH)
P Rowe, MBChB Witwatersrand FCS SA (ORTH)
B C Vrettos, MBChB Zimbabwe FRCS Eng FCS SA (ORTH) MMed (ORTH) Cape Town

**Lecturers:**
S Dix-Peek, MBBCh Witwatersrand FCS SA (ORTH)
N Kruger, MBChB Cape Town FCS SA (ORTH)
S Roche, MBChB Cape Town LMCC Canada FCS SA (ORTH)

**Division: Otorhinolaryngology**
*H53, Old Main Building, and Ward F8, Groote Schuur Hospital*

**Leon Goldman Professor of Otorhinolaryngology and Head:**
J J Fagan, MBChB Cape Town FCS SA MMed Cape Town

**Associate Professor:**
C A J Prescott, MBChB St Andrews FRCS

**Emeritus Professor:**
S L Sellars, MA MB BChir Cambridge FRCS England FCS SA FACS Hon FRCSI FRCSEd

**Senior Lecturer Part-time:**
J Reyneke, MBChB MMed Pret

**Lecturers Full-time:**
O Basson, MBChB Cape Town FCS SA
G Copley, MBChB Cape Town FCS SA
D Lubbe, MBChB Stell FCS SA

**Lecturers Part-time:**
M D Broodryk, MB Ch Stell FCS SA
P De Waal, MBChB Cape Town FCS SA
L Nel, MBChB Pret FCS SA
P Traub, MB Ch Witwatersrand FCS SA
M Vanlierde, MBChB Cape Town FCS SA

**Division: Paediatric Surgery**
*Institute of Child Health, Children's Hospital, Rondebosch*

**Charles F M Saint Professor of Paediatric Surgery and Head:**
To be appointed

**Professor:**
M R Q Davies, MBChB Pret MMed (Surg) FCS (Surg) SA FRCS Eng & Edin
Emeritus Professors:
S Cywes, MBChB OMSG Cape Town MMed (Surg) SA FACS (Ped) FRCS Eng & Edin FRCPS Glasg FAAP (Hon) FCS (Hon) SA DSc (Hon) Cape Town
H Rode, MBChB Pret MMed (Surg) Pret FRCS Edin FCS Surg SA

Associate Professors:
A G Fieggen, BSc (Med) MBChB Cape Town MSc London FCS (Neuro Surg) SA
T Hoffman, MBChB Cape Town FCS Orth SA
D A Hudson, MBChB Cape Town FCS FRCS
C A J Prescott, MBChB St Andrews FRCS
A B Van As, MBChB Netherlands FCS SA PhD Cape Town MBA SA

Senior Lecturers Full-time:
R Grötte, MB BS Newcastle FRC (Ophth) UK FRCS Edin DO RCP Lond RCS UK FRC Ophth
A Numanoglu, MBChB Turkey FCS (Surg) SA

Honorary Senior Lecturer:
R A Brown, MBChB Cape Town MPhil (Ancient Cultures) Stell DCH SA FRCS Edin FCS (Surg) SA

Lecturers:
S G Cox, MBChB Cape Town FCS SA Cert Paed Surg SA
A A Figaji, MBChB MMed (Neurosurg) FC Neurosurg SA
J S Karpelowsky, MBChB Witwatersrand FCS SA Cert Paed Surg SA
J Lazarus, MBChB Cape Town FCS (Urol) SA

Research Social Workers:
R Albertyn, BsocSc (MW) OFS BA (Hons)(GMW) Stell PhD Cape Town
N du Toit, MA (MW) Stell

Kind Edward VII Trust Community Sister:
P Telela, Dip (Gen Nurs) Dip (Mid) Dip (PaedNurs)

Control Medical Technologist:

Medical Technologist:
J Raad, Dip Med Tech (Microbiol) (Haem)

Division: Plastic, Reconstructive and Maxillo-facial Surgery
F16, New Groote Schuur Hospital

Associate Professor and Head:
D A Hudson, MBChB Cape Town FCS SA FRCS MMed Cape Town

Senior Lecturers Part-time:
D B Fernandes, MBChB FRCS Edin
D Lazarus, MBChB Cape Town FCS SA
R Lechtape-Grüter, MD MMed (Plast & Recon Surg) Cape Town
S Meintjes, MBChB MMed (Plast & Recon Surg) Cape Town
T Rousseau, MBChB Pret FCS (Plast & Recon Surg) SA
P J Skoll, MBChB Cape Town FRCS FCS SA
L B van Oudenhove, MBChB Cape Town FCS SA
J E van Zyl, MBChB Stell FCS SA

Lecturer Full-time:
S P Geldenhuys, MBChB Cape Town FC Plast (Plast & Recon Surg) SA

Full-time Dental Surgeon and Administrative Head of Oral and Dental Surgery:
S Aniruth, BChD UWC

Part-time Dental Surgeon and Acting Head of Oral and Dental Surgery:
G Kariem, BChD UWC MChD MFOS Stell

Maxillo-facial and Oral Surgery: Part-time Consultants:
G J Hein, BChD MChD UWC
G Kariem, BChD UWC MChD MFOS Stell

Maxillo-facial Prostheticist:
R Goolam, BDChD MChD

Dentists:
S Aniruth, BChD UWC
A Kassan, BDS RAU
S Singh, BChD UWC BSc Natal

Dentist Part-time:
J Dresner, BDS RAU FDSRCS UK

Maxillo-facial Prosthetics Technologist:
R Wallis, Dip Dent Tech SA Cert in Advanced Orthodontics and Maxillofacial Techn

Division: Surgical Gastroenterology

Professor and Head:
P C Bornman, MBChB Pret MMed (Chir) OFS FRCS Edin FCS SA FRCS Glasg

Associate Professor and Head Corectal Clinic:
P A Goldberg, MBChB Cape Town FCS SA

Associate Professor and Head Variceal Clinic:
J E J Krige, MBChB Cape Town FCS SA

Senior Lecturer Full-time:
G Watermeyer, MBChB Cape Town FCP SA

Division: Urology

F26, New Groote Schuur Hospital

Head:
A R Pontin, MBChB Birm FRCS Edin FCS SA

Senior Lecturers Full-time:
R D Barnes, MBChB Cape Town FCS (Urol) SA
Senior Lecturers Part-time:
T M Borchers, MBChB Cape Town FCS (Urol) SA
W Botha, MBChB Stell FCS (Urol) SA
D Bowden, MBChB Witwatersrand FCS (Urol) SA
H O Kirsten, MBChB Cape Town FRCS Edin FCS (Urol) SA
G L Webb, MBChB Cape Town FRCS (Urol) UK FCS (Urol) SA
[Notes:
   • Any student taking a course for a second time is ineligible for a prize or class medal.
   • Medals are under review and are therefore not listed below. The names prizes below are subject to final Senate approval.]

General named prizes

Undergraduate

ZALMEN ATLAS MEMORIAL PRIZE  For the best student in the first year of the MBChB programme.

ZWARENSTEIN PRIZE  For the best student in the first year of the MBChB programme.

STANLEY PHILIP NEUMANN MEMORIAL AWARD  Awarded to the overall outstanding student completing the courses prescribed for Semesters 3 to 5 of the MBChB programme (* subject to donor’s consent).

DEAN’S PRIZE  For the most improved student in the MBChB graduating class.

FORMAN PRIZE  For the undergraduate student who has made a special contribution to student affairs.

BARNARD FULLER PRIZE  For the best student qualifying for MBChB with first class honours.

FAMILY PRACTICE/PRIMARY CARE PRIZE  For the best student in final year MBChB Primary Health Care.

Postgraduate:

JOSEPH ARENOW PRIZE  For the student submitting the most meritorious MSc(Med) or MPhil dissertation (for MSc(Med) or MPhil by dissertation only).

BRÖNTE STEWART RESEARCH PRIZE  For the student (preferably 35 years or under) submitting the most meritorious thesis for the degree of MD, PhD or ChM.

KRETSCHMER MEMORIAL PRIZE  Awarded in alternate years to the postgraduate student adjudged to have presented the best paper/poster at the Division of Pathology Research Day.

Named prizes by department:

DEPARTMENT OF ANAESTHESIA

PRISMAN PRIZE  For the Fifth Year MBChB student submitting the best essay
on a subject related to Anaesthesia.

**S A SOCIETY OF ANAESTHETISTS’ MEDAL**
For the best student in Anaesthesia - Fifth Year MBChB.

**3M SOUTH AFRICA (PTY) LTD RECOGNITION AWARD**
Awarded to the best registrar in Anaesthesia.

**INTENSIVE CARE REGISTRAR PRIZE**
For the best Anaesthesia registrar in Intensive Care Medicine.

**JACK ABELSOHN PRIZE**
For the most meritorious article published by a postgraduate student in Anaesthesia.

**THEMI AUGOUSTIDES MEMORIAL PRIZE**
For the best registrar in Cardiovascular Anaesthesia.

**DEPARTMENT (SCHOOL) OF CHILD & ADOLESCENT HEALTH**

**DOWIE DUNN MEMORIAL PRIZE**
Awarded to the best Sixth Year MBChB student in Paediatrics.

**DR I MIRVISH PRIZE**
Awarded to the top black student in 5th Year MBChB Paediatrics.

**NESTLÉ PRIZE**
For the best final year MBChB student in Paediatrics oral and clinical examinations.

**DR KATHY CHUBB MEMORIAL PRIZE**
For the Final Year MBChB student (preferably female) who has shown excellent overall performance in the fields of Paediatrics and Surgery, and recognised dedication to the practice of Medicine.

**DEPARTMENT OF CLINICAL LABORATORY SCIENCES**

**Anatomical Pathology**

**B J RYRIE BOOK PRIZE**
For meritorious work in Anatomical Pathology in 3rd year MBChB.

**R O C KASHULA PRIZE**
For the best Anatomical Pathology essay in Semester 5 MBChB

**Chemical Pathology**

**RAYMOND ZETLER BOOK PRIZE**
For the MBChB student with the best examination results in 3rd year Chemical Pathology.

**Haematology**

**H S EBRAHIM MEMORIAL MEDAL**
Awarded on the results of the Third, Fourth and Sixth Year MBChB examinations, with the final result being decided by
an oral examination.

Medical Microbiology

THE ARDERNE FORDER BOOK PRIZE
Awarded to the MBChB student who shows the most improvement in Medical Microbiology.

DEPARTMENT (SCHOOL) OF HEALTH & REHABILITATION SCIENCES

Communication Sciences and Disorders (Audiology and Speech-Language Pathology)

SA ASSOCIATION OF AUDIOLOGISTS PRIZE
For the best clinical performance in Audiology (4th year)

A B CLEMONS AWARD
Awarded by the South African Speech-Language-Hearing Association for the student who obtains the highest mark for the research report submitted in the final year of study, provided that a minimum of 75% is obtained.

P DE V PIENAAR PRIZE
Awarded by the South African Speech-Language-Hearing Association to the graduate at each of the training universities who has maintained the highest academic standard over four years of study with a minimum average mark of 70% throughout the programme.

SUSAN SWART PRIZE
To the final year Audiology student at each university who has maintained the best academic standard over four years of study with a minimum average of 70% throughout the programme.

THE SOUTH AFRICAN SPEECH-LANGUAGE-SPEECH-HEARING ASSOCIATION (WESTERN CAPE) PRIZE
For the student/s who has/have done the best clinical research in the BSc Speech-Language Pathology and BSc Audiology Programmes.

Nursing

PROFESSORIAL AWARD
For the graduating student who has achieved the highest aggregate mark for the Postgraduate Diploma in Nursing

HENRIËTTA STOCKDALE TROPHY
For the graduating Postgraduate Diploma in Nursing student who has displayed the highest standard of academic work, clinical ability, professional behaviour, social responsibility, commitment and leadership skills

ADVANCED MIDWIFERY & NEONATAL CARE AWARD
For the best student in the Advanced Midwifery pathway of the Postgraduate Diploma in Nursing

CHILD NURSING AWARD
For the best student in the Child Nursing pathway of the Postgraduate Diploma in Nursing

ADULT CRITICAL CARE AWARD
For the best student in the Adult Critical Care pathway of the Postgraduate Diploma in Nursing
CHILD CRITICAL CARE AWARD
For the best student in the Child Critical Care pathway of the Postgraduate Diploma in Nursing

NURSING EDUCATION AWARD
For the best student in the Nursing Education pathway of the Postgraduate Diploma in Nursing

NURSING MANAGEMENT AWARD
For the best student in the Health Care and Nursing Management pathway of the Postgraduate Diploma in Nursing

OPHTHALMIC NURSING AWARD
For the best student in the Ophthalmic Nursing pathway of the Postgraduate Diploma in Nursing

THE CRITICAL CARE SOCIETY (WESTERN CAPE BRANCH) AWARD
For the student who has shown a high level of academic acumen, as well as particular aptitude in the practice of Critical Care Nursing.

Nutrition & Dietetics

ABBOTT NUTRITION JEVITY PLUS PRIZE
For the best student in Clinical Dietetics in the BSc Medicine (Honours) in Nutrition & Dietetics.

DREOSTI RESEARCH PRIZE
For the best Nutrition and Dietetics Honours research project.

KAGISO KHULANI SUPERVISION PRIZE
For the highest mark in Nutrition and Dietetics Management in the BSc Medicine (Honours) programme.

McMAHON COMMUNITY NUTRITION PRIZE
For the top student in Community Nutrition in the BSc(Med) (Honours) programme.

NESTLÉ AWARD
Awarded to the most outstanding Nutrition and Dietetics student.

Occupational Therapy

OCCUPATIONAL THERAPY ASSOCIATION OF SOUTH AFRICA (OTASA)
For the BSc Occupational Therapy student/s who presented the best final year research project

PRACTICE LEARNING MERIT AWARD
For the best final year BSc Occupational Therapy student/s in fieldwork.

Physiotherapy

TWO OCEANS MARATHON AWARD
For the BSc Physiotherapy student with the highest marks during second and third year Clinical Practice.

THE PHYSIOTHERAPY THIRD YEAR SHIELD
For the best overall student in Third Year BSc Physiotherapy.

THE JOHANNES KARL WILHELM BINNEWALD TROPHY
For the best final year student in Physiotherapy.
PAGET PHYSIOTHERAPY SHIELD
For the student achieving the highest academic standard during the four years of BSc Physiotherapy study.

THE SOUTH AFRICAN SOCIETY FOR PHYSIOTHERAPY TROPHY
For the best overall student in Fourth Year BSc Physiotherapy.

**DEPARTMENT OF HUMAN BIOLOGY**

IONE SELLARS MEMORIAL PRIZE”
For the best student in Anatomy & Physiology 2 for Health & Rehabilitation Sciences

AW SLOAN PRIZE
For the best performance in Integrated Health Sciences Parts 1 and 2 (HUB1006F and HUB1007S)

KURT GILLIS PRIZE”
For the best performance in Fundamentals in Integrated Health Sciences Parts 2 (HUB1011F )

RICHARD WILLIAM SPENCER CHEETHAM PRIZE
For the highest mark in the neuroscience component of HUB3008F Integrated Health Systems Part 2

W A AND GORDON JOLLY PRIZES (3 prizes)
For the best practical performance in HUB2013S Human Physiology: Physiology of Organ Systems; HUB2014F Human Physiology: Maintenance of Homeostasis; and HUB3007S Biophysics and Neurophysiology.

MR DRENNAN MEMORIAL PRIZE
For the best student in HUB2017F and LAB2000S Integrated Health Systems Parts 1A and B

**DEPARTMENT OF MEDICINE**

*General*

BERNARD PIMSTONE AWARD
For the best young laboratory investigator.

DEPARTMENT OF MEDICINE PRIZE
For the best young clinical investigator.

*General Medicine*

ADCOCK INGRAM PHARMACEUTICALS AWARDS (3 awards)
(a) For the best student in Introduction to Clinical Practice – 3rd Year MBChB
(b) For the best overall student in Medicine - 4th Year MBChB
(c) For the best student in Clinical Medicine - 6th Year MBChB.

DR HELEN BROWN PRIZE
For the second best final year student in Clinical Medicine.
THE JACKSON AWARD  For the Registrar or Intern who has made the best presentations at Medical Rounds during the year.

WILL-FRID EXNER BAUMANN MEMORIAL MEDAL  For the best results in final year Medicine.

**Dermatology**

SIDNEY STEIN DERMATOLOGY PRIZE For the Sixth Year MBChB student with the best overall results in Dermatology.

Pharmacology

PROFESSOR NORMAN SAPEIKA AWARD For the best fifth year MBChB Pharmacology student.

**DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY**

CUTHBERT CRICHTON OBSTETRIC PRIZES* For the best student/s in Obstetrics in Fourth Year MBChB

JAMES T LOUW PRIZE* For the best student in Gynaecology at the end of Fifth Year MBChB.

CUTHBERT CRICHTON PRIZE* For the best student/s in Obstetrics and Gynaecology in the final MBChB examinations.

CUTHBERT CRICHTON OBSTETRICS PRIZE* For the best student at the end of the 4th year obstetrics block

BASIL BLOCH AWARD For contributions to Oncology.

S J BEHRMAN AWARD For best dissertation in MMed (Part 3).

BOET DOMMISSE AWARD For special contributions to the Department (by any person in the department).

CECIL CRAIG AWARD Registrar award for excellence.

J C COETZEE AWARD For best research (done or in progress).

GOLDEN FETUS AWARD For the best obstetrics research presentation

GOLDEN SPECULUM AWARD For the best gynaecological research presentation

YVONNE PARFITT PRIZE For the best paper on original research published (excludes undergraduates, postgraduate interns, SHOs and registrars).

**DEPARTMENT OF PSYCHIATRY AND MENTAL HEALTH**

SA SOCIETY OF PSYCHIATRISTS For the most distinguished final year MBChB student in Psychiatry
AWARD

DEPARTMENT (SCHOOL) OF PUBLIC HEALTH AND FAMILY MEDICINE

CAMPBELL GEOFF BOOK PRIZE Awarded every second year for the best student in the Postgraduate Diploma in Occupational Health.

ISADORE JACOB WALT PRIZE For the best student in Primary Health Care in Fourth Year MBChB.

JOHN FLEMING BROCK PRIZE For the best fourth year Public Health MBChB student/s.

ETHNE JACKA PRIZE For the best student in the Master of Public Health programme.

SOUTH AFRICAN ACADEMY OF FAMILY PRACTICE PRIZE For the top student in final year MBChB Family Medicine.

DEPARTMENT OF RADIATION MEDICINE

Radiology

PROTEA HOLDINGS PRIZE For the best Registrar in Radiology.

DEPARTMENT OF SURGERY

General Surgery

MOFFATT MEMORIAL PRIZE For a fifth year MBChB student who has demonstrated excellence in Surgery and an interest in the Humanities.

BERK-SILBER PRIZE For the best student in the final MBChB written Surgery examination - Fifth Year MBChB.

FHS SURGERY PRIZE For the final year MBChB student who shows the greatest promise in Surgery.

DR KATHY CHUBB MEMORIAL PRIZE (also listed under School of Child Health) For the Final Year MBChB student (preferably female) who has shown excellent overall performance in the fields of Paediatrics and Surgery, and recognised dedication to the practice of Medicine.

J H LOUW PRIZE IN SURGERY For the final year MBChB student who showed the greatest promise in Surgery.

LENNOX GORDON PRIZE For an original, distinguished publication by a Registrar in Surgery.

GEORGE SACKS PRIZE IN SURGERY For outstanding postgraduate research in Surgery.
Ophthalmology

J S DU TOIT MEMORIAL PRIZE For the winner of a competition in Ophthalmology open to Fifth year MBChB students (more details from Division of Ophthalmology).

WELCH ALLYN S.A For the top student in Ophthalmology - Fifth Year MBChB.

Orthopaedic Surgery

SYNTHESES PRIZES (a) For the best final year MBChB student in Orthopaedic Surgery (b) For the most outstanding Registrar in Orthopaedic Surgery

REGISTRAR RESEARCH PRIZE For the Registrar who has produced the most outstanding research contribution/s in Orthopaedic Surgery during a calendar year.

Otorhinolaryngology

WELCH ALLYN S.A For the student obtaining the highest marks in the final ENT examination in Fifth Year MBChB.

LEON GOLDMAN REGISTRAR PRIZE For the best publication by a Registrar in Otorhinolaryngology.

Paediatric Surgery

J H LOUW PRIZE IN PAEDIATRIC SURGERY For the best student in Paediatric Surgery in the final examination - Fifth Year MBChB.

ARNOLD KATZ PRIZE For the best postgraduate trainee in Paediatric Surgery.

Urology

PHILIP SMITH PRIZE For the best postgraduate student in Urology.
### INDEX OF PROGRAMME AND COURSE CODES

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<td>HUB4044H</td>
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