MISSION STATEMENT

UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

Foundation statement underpinning the mission statement

Our research-led identity is shaped by a commitment to:

- academic freedom as the prerequisite to fostering intellectual debate and free inquiry;
- ensuring that research informs all our activities including teaching, learning and service in the community;
- advancing and disseminating knowledge that addresses the key challenges facing society – South African, continental and global;
- protecting “curiosity driven” research;
- nurturing and valuing creativity in the sciences and arts including the performing and creative arts;
- stimulating international linkages of researchers and research groupings;

We strive to provide a superior, quality educational experience for undergraduate and postgraduate students through:

- providing an intellectually and socially stimulating environment;
- inspired and dedicated teaching and learning;
- exposure to the excitement of creating new knowledge;
- stimulating the love of life-long learning;
- the cultivation of competencies for global citizenship;
- supporting programmes that stimulate the social consciousness of students;
- offering access to courses outside the conventional curricula;
- attracting a culturally and internationally diverse community of scholars;
- guaranteeing internationally competitive qualifications;
- offering a rich array of social, cultural, sporting and leadership opportunities;
- providing an enabling physical and operational environment.

In advancing UCT as an Afropolitan university, we will

- expand our expertise on Africa and offer it to the world;
- extend our networks on the continent, along with our global connections and partnerships;
- promote student and staff exchanges and collaborative research and postgraduate programmes;
- engage critically with Africa’s intellectuals and world views in teaching and research;
- contribute to strengthening higher education on our continent.

We strive to provide an environment for our diverse student and staff community that:

- promotes a more equitable and non-racial society;
- supports redress in regard to past injustices;
- is affirming and inclusive of all staff and promotes diversity in demographics, skills and backgrounds;
- offers individual development opportunities to all staff;
- is welcoming as a meeting space for scholars from Africa and around the world.
UNIVERSITY OF CAPE TOWN

FACULTY OF HEALTH SCIENCES

2011

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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
Book 13: Financial Assistance for Undergraduate Students
Book 14: Financial assistance for Postgraduate students
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Bachelor of Science (Audiology)
Bachelor of Science (Speech-Language Pathology)
Bachelor of Science (Occupational Therapy)
Bachelor of Science (Physiotherapy)

Postgraduate diplomas and degrees offered

Postgraduate Diplomas:

- in Addictions Care
- in Community Eye Health
- in Disability Studies
- in Family Medicine
- in Health Economics
- in Healthcare Technology Management
- in Health Management
- in International Research Ethics
- in Maternal and Child Health
- in Nursing
- in Occupational Health
- in Paediatric Radiology
- in Palliative Medicine
- in Pesticide Risk Management
- in Public Mental Health

[Note: A Postgraduate Diploma in Psychotherapy may be introduced in 2012.]

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 Disease and Immunology
- in Medical Biochemistry
- in Medical Physics (in abeyance)
- in Nutrition and Dietetics
- in Pharmacology (in abeyance)
- in Physiology
- in Radiobiology

Master’s Degrees:

Master of Medicine (speciality training) (MMed)

- in Anaesthesia
- in Cardiothoracic Surgery
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in Clinical Pharmacology
in Dermatology
in Diagnostic Radiology
in Emergency Medicine
in Family Medicine
in Medical Genetics
in Medicine
in Neurology
in Neurosurgery
in Nuclear Medicine
in Obstetrics and Gynaecology
in Occupational Medicine
in Ophthalmology
in Orthopaedic Surgery
in Otorhinolaryngology
in Pathology (Anatomical)
in Pathology (Chemical)
in Pathology (Clinical)
in Pathology (Forensic)
in Pathology (Haematological)
in Pathology (Microbiological)
in Pathology (Virological)
in Paediatric Surgery
in Paediatrics
in Plastic & Reconstructive Surgery
in Psychiatry
in Public Health Medicine
in Radiation Oncology
in Surgery
in Urology

Master of Philosophy
By coursework and dissertation:
in Addictions Mental Health
in Allergology (from 2012)
in Bioethics
in Biokinetics
in Child & Adolescent Psychiatry
in Disability Studies
in Emergency Medicine
in Forensic Mental Health
in Intellectual Disability
in Liaison Mental Health
in Maternal & Child Health
in Neuropsychiatry
in Occupational Health
in Paediatric Pathology
in Palliative Medicine
in Sport and Exercise Medicine
in Sports Physiotherapy

In a number of sub-specialities
in Allergology (from 2012)
in Cardiology (adult and paediatric)
in Child 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 Gynaecological Oncology  
in Infectious Disease & HIV Medicine  
in Maternal & Fetal Medicine  
in Neonatology  
in Nephrology (adult and paediatric)  
in Paediatric Infectious Diseases  
in Paediatric Neurology  
in Paediatric Oncology  
in Paediatric Pathology  
in Pulmonology (adult and paediatric)  
in Reproductive Medicine  
In Rheumatology  
In Vascular Surgery

By dissertation

Master in Family Medicine & Primary Care (MFamMed)

Master of Public Health (MPH)

Master of Science in Medicine (MSc(Med))
  By coursework and dissertation:  
    in Genetic Counselling  
  By dissertation, including the following:  
    in Biomedical Engineering  
    in Dietetics  
    in Nutrition

Master of Science (MSc)
  By coursework and dissertation:  
    in Audiology (in abeyance)  
    in Speech-Language Pathology (in abeyance)  
    in Nursing  
    in Occupational Therapy
  By dissertation:  
    in Audiology  
    in Nursing  
    in Occupational Therapy  
    in Physiotherapy  
    in Speech-Language Pathology

Doctoral degrees:
  Doctor of Medicine (MD)
  Doctor of Philosophy (PhD)
  Doctor of Science in Medicine (DSc(Med))
Degree, diploma and plan 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 301).

The University of Cape Town uses the Peoplesoft electronic student administration system. In terms of this system, each programme must have at least one plan code. Plans represent majors or areas of specialisation. Where a postgraduate programme has more than one stream, each stream will have its own plan. Programmes without majors or specialisations have a single plan.

Degree and diploma codes are given below. A full list of degree and diploma codes and titles, as well as the plan codes, is given at the end of the handbook.

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
MG015  Postgraduate Diploma in Family Medicine
MG016  Postgraduate Diploma in Disability Studies
MG017  Postgraduate Diploma in Health Economics
MG018  Postgraduate Diploma in Maternal & Child Health
MG019  Postgraduate Diploma in Community Eye Health
MG020  Postgraduate Diploma in Paediatric Radiology
MG021  Postgraduate Diploma in Pesticide Risk Management
MG023  Postgraduate Diploma in Public Mental Health
MG024  Postgraduate Diploma in Addictions Care
MH001  BSc(Med)(Hons)
MM001  MMed
MM002  MSc in Nursing (by dissertation)
MM004  MSc in Physiotherapy (by dissertation)
GENERAL INFORMATION  5

MM005  MSc in Occupational Therapy (by dissertation)
MM006  MPhil (by coursework & dissertation)
MM008  MSc in Audiology (by dissertation)

MM009  MSc in Speech-Language Pathology (by dissertation)
MM011  Master in Family Medicine & Primary Care
MM012  Master of Public Health
MM016  MPhil (for subspeciality training)
MM017  MSc in Nursing (by coursework & dissertation)
MM018  MSc in Occupational Therapy (by coursework & dissertation) (in abeyance)
MM019  MSc in Audiology (by coursework & dissertation) (in abeyance)
MM020  MSc in Speech-Language Pathology (by coursework & dissertation) (in abeyance)
MM021  MPhil (by dissertation)
MM094  MSc(Med)(by coursework & dissertation)
MM095  MSc(Med)(by dissertation)
MD001  PhD
MD002  MD
MD004  DSc(Med)
MZ001  Occasional (Undergraduate)
MZ002  Occasional (Postgraduate)
MZ090  Postdoctoral Fellowship
MZ094  South African Affiliation
MZ097  SADC Affiliation

Course codes

Every course in this handbook has a course name and a course code.

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  First Quarter  
B  Second Quarter  
C  Third Quarter  
D  Fourth Quarter  
F  First Semester  
J  Summer Term First Session  
L  Winter Term  
M  Multi-Term Course  
P  Summer Term Second Session  
S  Second Semester  
U  Summer Term First and Second Sessions  
W  Full Year - First and Second Semesters  
X  Special Allocation  
Z  Non-Standard Period

[Note: The course extension does not determine the volume of work in the course or the relative weighting of the course in that year of study. This is determined by the HEQF credit value of the course.]

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 18)  
   • the general University rules applicable to all students in the University and published in Handbook 3 of the series titled General Rules and Policies.

(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 Handbook 3 (General Rules and Policies).

(d) Postgraduate students doing master’s degrees are advised to study the general rules for master’s degrees (see page 23 of this handbook).

(e) Details about academic staff in the Faculty are contained in the second half of this Handbook, under the heading “Schools, Departments, Divisions, and Research Structures” from (page 303).

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.

DP (Due Performance 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 and Nursing.

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.

HEQF credits: National Qualifications Framework credits. One credit equals 10 national hours of learning.

The HEQF requires the following credits per qualification:

- Bachelor’s degree of four years (exit level 8): Minimum of 480 credits. Minimum credits at level 7: 120; minimum credits at level 8: 96.
- Bachelor Honours degree (exit level 8): Minimum total credits: 120, all at level 8.
- Postgraduate Diploma (exit level 8): Minimum total credits: 120, minimum credits at level 8: 120.
- Master’s degree (exit level 9): Minimum total credits: 180 minimum credits at level 9: 120; maximum credits at level 8: 60. (A full dissertation master’s will be 180 credits at level 9).
- Doctoral degree (exit level 10): Minimum total credits: 360 at level 10.

OSCE: Objective Structured Clinical Examination.

OSPE: Objective Structured Practical Examination.

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

Programme, qualification and stream: A programme is a purposeful and structured set of learning experiences that leads to a qualification. Within a qualification (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). In some cases there is a single programme within a qualification. Within a programme, there may be various streams (for example a Health Economics stream and Epidemiology stream within the Master of Public Health programme).

Programme/course convener: Academic staff member in charge of offering the degree or diploma programme or a course within the degree or diploma programme.

Semester: A half-year.

Stream: Within a postgraduate programme there may be several streams or “tracks”. Each of these has its own plan.

Summative assessment: Final examination/s in a course at the end of the course.
Dean's Office, Faculty Office, Education Development Unit and Primary Health Care Directorate

DEAN'S OFFICE AND FACULTY OFFICE
(Tel: 021 406 6346)

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

Professor and Deputy Dean:
Prof G Hussey, MBChB MMed Cape Town Msc Clin Trop Med London DTM&H UK FFCH SA

Professor and Deputy Dean: Postgraduate Education:
S Kidson, BSc (Hons) MSc PhD Wits H Dip Ed JCE

Associate Professor and Deputy Dean: Undergraduate Education:
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Deputy Dean: Clinical Health Services:
R L Morar, MBChB UKZN DHMEF MMed (Community Health) Cape Town FCPHM SA

Faculty Finance Manager:
E K H Hui, BA Leeds FCA ICAEW

Senior Human Resources Advisor:
M Hoosain, MA Psych (Research) UWC

Faculty Manager: Academic Administration:
B Klingenberg, BA HED UFS

Manager: Undergraduate Administration:
J Stoffberg, Dip: Management CPUT

Manager: Postgraduate Administration:
A Winckler, BA UPE

EDUCATION DEVELOPMENT UNIT
(Tel: 021 406 6646)
Second Floor, Anatomy Building

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

Curriculum Development Officer:
M Alperstein, B SocSc (Nursing) UKZN Dip PHC (Education) Wits MPhil (Adult Education) Cape Town

Academic Development Officer:
V Janse van Rensburg, B Occ Ther Stell MPhil UWC PhD UWC
IT Education Manager:
G Doyle BSc (Hons) HDE Rhodes

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

Chair and Director (Joint appointment with School of Public Health & Family Medicine):
Prof S Reid, BSc (Med) MBChB Cape Town, MFamMed Medunsa

Senior Lecturers (Joint appointment with School of Public Health & Family Medicine):
J Irlam, BSc (Med) (Hons) MPhil Cape Town
Dr L Vivian, BSc (Hons) MSc London School of Economics PhD Cape Town

Lecturer (Joint appointment with School of Public Health & Family Medicine):
M J Keikelame, MPhil (Ed Support) Cape Town BSocSci (HonsPsy) UNIBO RM Jane Furse Hospital RGN Moroca Hospital HPTC Botswana Training College

Assistant Lecturer:
S Crawford-Browne, MSocSc ClinSocW Cape Town

Honorary Lecturers:
Dr F-C Lin, Chinese Med & Acupuncture Cert Taiwan Grandmaster TaiChiChuan Taiwan
Dr P Bock, MBChB Cape Town MRCP Edinburgh MRCGP UK MPHEpi Cape Town
Dr B Gaunt, MBChB Cape Town MSc Int PHC London DipAnae SA DipObst SA

Clinical Teaching Platform Coordinator:
F Molteno, BSocSc (Hons) MSocSc Cape Town

Junior Research Officer:
C Naidu, MSoc HonSoc Cape Town

Facility Manager:
S Naidoo, Dip RN St Aidan's Mission Hospital Durban, Dip RM RK Khan Hospital Durban Dip CHN ML Sultan Tech Durban

Site Facilitators (Joint appointments with School of Public Health & Family Medicine):
C Beauzac, Hons DevStud UWC
T Xapa, Dip AdEd/BusPlan Cape Town

NGO Facilitators (Joint appointments with School of Public Health & Family Medicine):
P Botha, BSocSc SocW Cape Town BA (HonsSocW) UNISA
A-L Botsis, BA Grahamstown Higher Ed Dip Stell

Administrative Officer:
C Johnston, BA Johannesburg

UCT Site Coordinators:
J Dudley, BEd (Honours) Higher Dip Ed Cape Town
S Choudree
F Le Roux
Contact details of administrative offices dealing with student matters

[Note:

• The Academic Administration section of the Faculty Office of Health Sciences is situated in the Wernher Beit North building, one level down from the Dean’s Office.
• For telephone numbers of departments/divisions in the Faculty of Health Sciences, see Faculty Structure on page 301.]

<table>
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<tr>
<th>Query:</th>
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<th>Telephone:</th>
</tr>
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<tbody>
<tr>
<td>Academic transcripts/ degree certificates</td>
<td>Records Office (Kramer Law Building)</td>
<td>(021) 650 3595</td>
</tr>
<tr>
<td>Admission: Undergraduate</td>
<td>Academic Administration section of Faculty Office of Health Sciences</td>
<td>(021) 406 6328</td>
</tr>
<tr>
<td>Admission: Postgraduate</td>
<td>Academic Administration section of Faculty Office of Health Sciences</td>
<td>(021) 406 6340</td>
</tr>
<tr>
<td>Undergraduate curriculum matters</td>
<td>Academic Administration section of Faculty Office</td>
<td>(021) 406 6634</td>
</tr>
<tr>
<td>Undergraduate student support</td>
<td>Academic Administration section of Faculty Office of Health Sciences</td>
<td>(021) 406 6614</td>
</tr>
<tr>
<td>Postgraduate student administration matters</td>
<td>Academic Administration section of Faculty Office of Health Sciences</td>
<td>(021) 406 6751</td>
</tr>
<tr>
<td>Computer laboratory queries</td>
<td>ICTS, Anatomy Building, Health Sciences campus</td>
<td>(021) 406 6729</td>
</tr>
<tr>
<td>Deferred examinations</td>
<td>Records Office (Kramer Law Building)</td>
<td>(021) 650 2132</td>
</tr>
<tr>
<td>Fee problems/accounts</td>
<td>Central Fees Office (Kramer Law Building)</td>
<td>(021) 650 2142</td>
</tr>
<tr>
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<td>Cashier’s office, Kramer Law Building) (09h30 to 15h30)</td>
<td>(021) 650 2207/</td>
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<td>Financial assistance</td>
<td>Student Financial Aid Office (Kramer Law Building, middle campus)</td>
<td>(021) 650 2125</td>
</tr>
<tr>
<td></td>
<td>Postgraduate Funding Office (Otto Beit Building, upper campus)</td>
<td>(021) 650 2206/</td>
</tr>
<tr>
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<td></td>
<td>650 3629</td>
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<tr>
<td>Medical Library queries</td>
<td>Medical Librarian, Health Sciences Faculty Library</td>
<td>(021) 406 6130</td>
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<tr>
<td>Registration issues</td>
<td>Academic Administration section of Faculty Office of Health Sciences:</td>
<td>(021) 406 6634</td>
</tr>
<tr>
<td></td>
<td>Undergraduate:</td>
<td>(021) 406 6614</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>(021) 406 6751</td>
</tr>
</tbody>
</table>

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 (year of study), one from each class in 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.

The 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 students in the Faculty of Health Sciences, Upper Campus UCT and other health sciences faculties.

The HSSC provides various student services, from co-ordinating commemorative clothing to the organisation of academic, social and sporting events.

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, Faculty of Health Sciences campus.

A number of other undergraduate student organisations also exist on the Health Sciences campus. For more information please contact the HSSC.

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 computer laboratory and the Medical Alumni Club (“MAC club”), both located on the first floor of the Barnard Fuller Building. To contact the PGSA, or for further information regarding the PGSA, please visit their website at www.health.uct.ac.za/hspgsa/ or enquire at the Faculty Office.

The UCT Postgraduate Centre and Postgraduate Funding Office:
The Postgraduate Centre is located 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.

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 and around 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; a women's empowerment programme ("Masizikhulise" which means '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 care 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 recognises the vital role students can play in empowering the communities we serve.

Students can find out more details about joining SHAWCO or information about their projects by calling the SHAWCO office on 021 406 6740 or visiting their website at www.shawco.org.

Student support

A student support system, 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 convener or from the Faculty Office where necessary.

Non-academic support for undergraduate students is co-ordinated by a team led by 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. Postgraduate students requiring support may contact the Faculty Office and/or the academic staff members acting as Portfolio Managers in this regard. (Call: 021 406 6327 for more information).
Undergraduate academic year: 2011

The 2011 term and registration dates for the various undergraduate degrees are given below:

**MBChB**

<table>
<thead>
<tr>
<th>Year</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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**BSc AUDIOLOGY AND BSc SPEECH-LANGUAGE PATHOLOGY**

<table>
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<tr>
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<th>Second Year</th>
<th>Third Year</th>
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</thead>
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<tr>
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<td>25 Jul – 02 Sep</td>
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<td>14h00 Lectures begin</td>
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<td>08h30</td>
<td>14h00 Lectures begin</td>
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**BSc OCCUPATIONAL THERAPY**

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**BSc PHYSIOTHERAPY**

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<tr>
<td></td>
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<td>Registration date:</td>
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</tbody>
</table>

Postgraduate academic year and important dates: 2011

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 26 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 2011 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.
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)

**AT THE TIME OF BEING ADMITTED AS A MEMBER OF THE HEALTH PROFESSION:**
I SOLEMNLY PLEDGE to serve humanity.
MY MOST IMPORTANT CONSIDERATIONS will be the health of patients and the health of their communities.
I WILL NOT PERMIT considerations of age, gender, race, religion, ethnic origin, sexual orientation, disease, disability or any other factor to adversely affect the care I give to patients.
I WILL UPHOLD human rights and civil liberties to advance health, even under threat
I WILL ENGAGE patients and colleagues as partners in healthcare
I WILL PRACTISE my profession with conscience and dignity
I WILL RESPECT the confidentiality of patients, present or past, living or deceased
I WILL VALUE Research and will be guided in its conduct by the highest ethical standards
I COMMIT myself to lifelong learning
I MAKE THESE PROMISES solemnly, freely and upon my honour.

**UCT Teaching and Learning Charter**

**Mutual Commitment**

Benefiting from the opportunities of education requires a mutual commitment on the part of both student and teacher.

Students should understand that, by accepting the offer of a place at the University, they undertake responsibility for their own learning. This requires that they attend classes, tutorials, practicals and other scheduled activities and prepare assignments to the best of their ability, handing in work on time. Students should be considerate to the needs of others in their behaviour in lectures and tutorials. They should act with honesty and integrity, ensuring that work that they hand in is their own, that all the sources that they use are properly acknowledged, and that they respect and follow the rules and procedures for formal examinations.
Good teachers bring enthusiasm, originality and flair to their work. Good teaching is best fostered in a collegial atmosphere where codes of practice provide a baseline standard for professionalism, rather than serving as a prescriptive and proscriptive list of requirements. While Heads of academic departments are formally responsible to Senate for teaching and learning in their departments, individual members of the academic staff are accountable for their contribution to the university’s educational mission.

Teachers should understand that, by accepting employment on the academic staff of the University, they undertake to provide all reasonable assistance to students to enable them to succeed in their studies. This requires that they deliver lectures and other scheduled classes and make every reasonable effort to make alternative arrangements if they are unable to do so. Teachers should be available for student consultations at reasonable and clearly advertised times, and should hand back student work timeously, and with appropriate comment. Teachers’ expectations of students should be clearly set out in course outlines, available before the course starts. Required reading and other preparation should be clearly specified, and teachers should ensure that such materials are available to students in the Library, in text books that are available, and in authorized course readers. Methods of evaluation and assessment that will be used in the course must be defined and described in the course outline and followed in the course. Expectations of students in formal examinations must be set out, and such formal examinations must have a fair and reasonable relationship with the ground covered in the course.

Consequently:

Students should make a formal undertaking, as part of the process of admission to the University, to take responsibility for their own learning, to respect the requirements of the courses for which they register, and to take part in the academic life of the University with integrity and honesty.

Academic staff undertake to

1. provide clearly written course outlines, setting out what is expected of students for the complete course, that are available well in advance of the beginning of the course, to allow students adequate time to prepare;
2. provide lists of required and recommended reading for courses, in advance of the beginning of the course, and to establish that this material is in the University Library, in local bookshops (by timeous submission of reading lists), or in course readers (with copyright clearance, and within agreed policy for course levies);
3. set out a clear and well designed system of assessment for the course, which defines what is expected of a student, and the relative value of different coursework, test and examination components; set clear and consistent DP requirements for courses, consistently enforced;
4. present lectures and tutorials in a clear manner, explaining technical terms where appropriate;
5. establish a fair and consistent approach to hearing requests for concessions and re-marking of assignments, and for leave of absence from lectures (where attendance is compulsory), tutorials and other class sessions;
6. adhere to an agreed and published timetable for lectures, tutorials and other teaching sessions, that respects the need of students to plan their class attendance and study time;
7. ensure that they, and other teaching staff involved in their courses, are available to meet with students at advertised office hours, and interact with students without discrimination or favouritism;
8. return work submitted for assessment within a reasonable period of time, with adequate and appropriate comments and other forms of evaluation, and ahead of formal examinations, so that students can incorporate feedback in their examination preparation;
9. ensure consistent marking of examination papers and, for large classes, effective moderation of examination marking by the lecturer concerned;
10. organise a written evaluation for each course, allowing students to express their views freely and, if they wish, anonymously, and build on the outcomes of such evaluations in adapting the course for the future.

Postgraduate students have particular needs, and the relationship between postgraduate students and their supervisors is set out in a parallel policy, which should be read in conjunction with this Teaching and Learning Charter.

**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:

- **2007** Dr I A Joubert (Anaesthesia)
- **2005** Dr M Blockman (Pharmacology)
- **2004** Associate Professor V Burch (Medicine)
  (Also received the National Excellence in Teaching and Learning Award from the Council for the Higher Education and the Higher Education Learning and Teaching Association of South Africa in 2009)
- **2003** Associate Professor G Louw (Human Biology)
- **2002** Dr P Berman (Chemical Pathology)
- **2001** Dr C Slater (Human Biology)
- **2000** Associate Professor A Mall (General Surgery)
- **2000** Professor D Knobel (Forensic Medicine)
- **1998** Professor MFM James (Anaesthesia)
- **1993** Professor JC de Villiers (Neurosurgery)
- **1989** Professor EJ Immelman (General Surgery)
- **1988** Associate Professor G R Keeton (Medicine)
- **1987** Dr C Warton (Anatomy & Cell Biology)
- **1985** Professor A Forder (Medical Microbiology)
- **1984** Dr AH Robins (Pharmacology)
- **1982** Professor W Gevers (Medical Biochemistry)
- **1981** Professor 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 and attendance of non-registered students

FG1.1 All students are required to renew their registration formally each year by completing registration forms for submission to the Faculty Office. No retrospective registration is allowed.

FG1.2 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.

FG1.3 Except by permission of the Senate, a person who has not registered for the current year shall not be allowed to attend academic commitments and shall have no access to University facilities (or, in the case of students doing a dissertation or thesis, to supervision). Students who have not re-registered because they have fees outstanding may apply formally to the Deputy Vice-Chancellor concerned, via the Faculty Office, for a specified “grace period” while they make arrangements to have their fees paid. In cases where students have been granted a grace period and allowed to attend despite not being registered, they may not be given results of any assessments.

FG1.4 Except by permission of Senate, 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 three academic years;
(ii) For master's programmes (both by coursework and dissertation and by dissertation only): five academic years;
(iii) For PhD programmes: six academic years;
(iv) For MD programmes: six academic years.

Requests for exemption from the penalty must be submitted, with the written support of the programme convener in each case, to the Dean, via the Faculty Office Administration.

Registration of students with professional bodies

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 second 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.

FG2.3 Students doing the BS (Med) (Hons) in Nutrition & Dietetics are required to register with the Dietetics Professional Board of the Health Professions Council of South Africa.

FG2.4 Registrars (MMed students) and subspeciality trainees (MPhil students) are required to register annually with the Health Professions Council of South Africa via the Faculty Office.

**Hepatitis B immunisation**

FG3.1 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.

FG3.2 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 (a) make alterations or changes to any of the published details of the courses and curricula on offer; or (b) add to or withdraw any of the courses or curricula on offer.

**Ethical norms and fitness to practise healthcare**

FG5.1 Students doing degrees involving clinical work 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. *(Also see rule FG8.4).*

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 healthcare, 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.]

Dress
FG6 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. Students who do not heed warnings to dress appropriately will be disciplined.

Continuous assessment
FG7 The performance of each student is subject to continuous assessment in all courses prescribed for the degree or diploma. The student's academic standard of work performed during any course and, where relevant, the student's attendance, will be taken into account in determining the result obtained by him/her in that course and/or the student's progression to the next year of study in the programme for which he/she is registered.

Admission, progression, readmission and re-registration of candidates
FG8.1 Applicants to this Faculty of Health Sciences who have been refused re-registration in this or another faculty will not generally be accepted.

FG8.2 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.

FG8.3 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 grounds that he/she has attained a standard regarded by the Senate as satisfactory in the course/s concerned. Students who are repeating courses which they have passed will be liable for fees for such courses.

FG8.4 The Senate may refuse to admit an applicant to a programme leading to registration as a health professional, or may cancel the registration of a student already admitted to such programme, or may refuse to readmit a student registered for such a programme, if he/she
(a) has not met the minimum admission or readmission requirements set for the course or qualification concerned, including, but not limited to,
   (i) failure to attend academic or clinical or clinical service commitments;
   (ii) failure to make sufficient academic progress;
(b) has been found guilty of unethical behaviour or unprofessional conduct;
(c) has, following professional assessment, been found unfit to practise healthcare.

[Notes:
- A person doing a higher degree or specialist training will ordinarily have been given
GENERAL RULES FOR STUDENTS IN THE FACULTY 

- On-going feedback on his/her progress or lack of progress.
- In a case of a higher degree, the progress required of a candidate will often be specified in the Memorandum of Understanding (MOU) between the candidate and his/her supervisor. If a candidate fails to make this progress, he/she must be given an opportunity to explain this, and may – after he/she has been heard – be refused permission to continue.
- In the case of a student doing specialist or sub-specialist training, a similar process will ordinarily apply.

FG8.5 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.

FG8.6 Except by permission of the Senate, an undergraduate 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.

FG8.7 A first year undergraduate student who was admitted to an undergraduate programme in the Faculty subject to his/her obtaining conditional Matriculation Board exemption is required to submit proof of having applied for such exemption before he/she will be allowed to register for the second year of study in the programme.

FG8.8 Except by permission of the Senate, a student who has failed an honours, a postgraduate diploma, a master’s or a doctoral course shall not be awarded a supplementary examination or allowed the opportunity to repeat such course or dissertation/thesis.

FG8.9 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.

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, times and venues 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
Withdrawal from a programme or course

FG11.1 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.

FG11.2 Students wishing to change their curricula (where this is allowed) must do so before the university deadlines for such changes, to avoid being charged a penalty fee.

(Also see General Rules and Policies, handbook 3 of this series and the Fees handbook, no 12 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.

(Also see General Rules and Policies, handbook 3 of this series).

Leave of absence

FG13 (Please also refer to rules G16 in the General Rules & Policies handbook.)

(a) Senate may grant leave of absence to a student for a specified period, usually to the end of the academic year. A student who has been granted leave of absence and fails to register in the following year will be required to reapply formally for re-admission to the programme.

(b) Save in exceptional circumstances, no leave of absence shall be granted in the last quarter of the year, or granted retrospectively.

(c) An undergraduate student may apply for short leave of absence (normally up to five days) from his/her studies on grounds of illness or bereavement, or, in exceptional cases, at the discretion of the course convenors. Taking leave of absence should in no way compromise attendance requirements of the course. Short leave of absence is not automatically granted, and the application may be denied. Should a student choose to take leave without permission being granted, there may be serious consequences for him/her upon his/her return from leave – such as being refused permission to write the final examinations in the course/s concerned (i.e. being refused a DP certificate). A student in clinical years who misses more than a week (with permission) and is unable to make up the time may have to repeat the block.

In the case of a medical condition or illness, a medical certificate must be submitted. In the case of bereavement, a death certificate must be submitted upon the student’s return. In the case of illness for only a portion of a day, or any other exceptional situations of very short duration, an explanatory letter by the student may be accepted.

[Note: To apply, the “short leave of absence” form, obtainable from the Undergraduate Student Administration Office, must be submitted to all course conveners as well as the year convenor or the Head/s of Department concerned for signature before being submitted to the relevant administrator indicated on the form.]
GENERAL RULES FOR MASTER’S DEGREE STUDIES IN THE FACULTY

Period of registration

FG14.1  Minimum period
Except where otherwise determined for specific degree programmes, a candidate for the degree shall be registered as such for at least one year, provided that a candidate whom the Senate has permitted to register without an Honours degree or its equivalent, shall be registered for at least two years.

FG14.2  Time limit
Unless otherwise stipulated in the programme-specific rules,
(a) a full-time candidate is expected to complete the requirements for the degree within two years;
(b) a part-time candidate is expected to complete the requirements for the degree within three years.

FG14.3  Re-registration
A candidate’s progression to the next year of study will be subject to approval by the Faculty Board. The Board’s decision shall be based on the student’s adherence to the memorandum of understanding (MOU) and the annual progress report for returning students, where this applies.

Registration dates

FG15.1  Except where earlier dates are set for specific programmes, a candidate registering for the first time for the degree by dissertation only may register at any time until the end of February.

FG15.2  A returning candidate for the degree by dissertation only must register by not later than the last Friday of February each year.

FG15.3  A candidate for the degree by coursework and dissertation must register by not later than the last Friday of February each year and must register for the full coursework component at that time. When the candidate starts preparing for his/her dissertation, he/she should contact the Faculty Office in order to register for the dissertation component.

FG15.4  A candidate who fails to register by the required date and who is permitted to register late shall be liable for a late registration fee. (Also see General Rule FG1.2 on page 18 of this Handbook).

Examination

FG16.1  The degree may be conferred after the acceptance of a dissertation on an approved topic embodying research under the guidance of a supervisor appointed by the Senate, or by a combination of dissertation and advanced courses of study. In all cases an oral examination may be required.

FG16.2  In the case of examination by coursework and dissertation, a candidate must obtain at least 50% for each coursework component (or each individual course, if this applies) and for the dissertation.

FG16.3  The dissertation
(a) must be satisfactory in arrangement and expression and must be typewritten or printed;
(b) must be prefaced by an abstract prepared according to the guidelines approved by the Senate;
(c) must show thorough practical and/or academic knowledge of the approved subject and methods of research, and evidence of independent critical thinking in the
GENERAL RULES FOR MASTER’S DEGREE STUDIES IN THE FACULTY

handling and interpretation of material already known or newly discovered;
(d) may embody such original work of others as may be pertinent;
(e) must contain correct and proper acknowledgements of all sources;
(f) may include the candidate's own published material on the same subject, if the prior permission of the Senate has been obtained;
(g) must include in the title page a signed declaration that the work has not previously been submitted in whole or in part for the award of any degree;
(h) must include an acknowledgement that it is the candidate’s own work and that any contributions to and quotations in the dissertation have been cited and referenced.

FG16.4 Unless otherwise specified, the dissertation component of a coursework master’s degree shall be not more than 25,000 words in length, while that of a research master’s degree shall be not more than 50,000 words in length.

FG16.5 A candidate shall comply with such other requirements for specific programmes as the Senate may prescribe.

FG16.6 A candidate shall not be permitted to graduate until any corrections and alterations required by the Senate have been made.

FG16.7 Unless otherwise specified, the degree of master will be awarded with distinction if the candidate obtains an overall average mark of 75% or higher and not less than 70% for any component of the degree.

FG16.8 A candidate whose dissertation is failed will not be allowed to present him/herself as a candidate for the degree of master again for the examination in the same field of study, but may, with the permission of Senate, be admitted to another field of study.

Submission of dissertation

FG17.1 Notice of intention to submit a dissertation shall be given in writing to the Faculty Office not later than 15 February for possible graduation in June, and 15 July for possible graduation in December.

FG17.2 The University does not undertake to reach a decision on the award of the degree by any specific date.

FG17.3 Except where otherwise determined for a specific programme, the dissertation must be submitted to the Faculty Office by not later than 15 March for possible graduation in June, and by not later than 15 August for possible graduation in December.

FG17.4 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”).

FG17.5 No dissertation, or part thereof, which has previously been submitted for examination for any degree at any university, may be submitted for, or may be accepted for, a master’s degree in the Faculty.

FG17.6 The dissertation must be submitted in universally readable format. It must be accompanied by a provision in writing, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission.)

Revision of dissertation

FG18.1 Except on the recommendation of the supervisor and with the approval of the Faculty Board, a candidate whose dissertation has been returned for revision must submit a revised dissertation for examination no later than one calendar year after the date of original submission. Such resubmission must comply with the submission dates set in Rule FG17 above.

FG18.2 No candidate shall be invited more than once to revise and resubmit his/her dissertation.
Upgrading from Master’s degree to PhD

The Senate may, on the recommendation of the Faculty Board and the candidate's supervisor, upgrade a candidate's registration on grounds of the quality and development of the candidate's work. (Note: No downgrade from any programme to one at a lower level is allowed.)

Publication

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.

Concessions

Any exemption from or modification of the above rules shall be subject to the Senate's approval.
RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBChB)

[Degree code: 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. Students doing MBChB courses towards a Cuban degree may find outlines of courses designed specifically for them from page 293 of this handbook.

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, Victoria, Mowbray 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. Year 1, for example, consists of semester 1 (January to June) and semester 2 (July to November).

Programme convener: Prof V Burch (Department of Medicine).

Curriculum outline
The courses prescribed for each semester are as follows:

<table>
<thead>
<tr>
<th>FBA4.1</th>
<th>Semesters 1 and 2 (first year)</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH1001F</td>
<td>Becoming a Professional</td>
<td>15</td>
</tr>
<tr>
<td>HUB1006F</td>
<td>Introduction to Integrated Health Sciences: Part I</td>
<td>30</td>
</tr>
<tr>
<td>CEM1011F</td>
<td>Chemistry for Medical Students</td>
<td>18</td>
</tr>
<tr>
<td>PHY1025F</td>
<td>Physics</td>
<td>18</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
<td>15</td>
</tr>
<tr>
<td>HUB1007S</td>
<td>Introduction to Integrated Health Sciences: Part I</td>
<td>35</td>
</tr>
</tbody>
</table>
[Note: A student who fails any first or second semester course must register for the Intervention Programme before continuing with semester 2. The Intervention Programme or IP is outlined under FBA6.4 below.]

<table>
<thead>
<tr>
<th>FBA4.2</th>
<th>Semesters 3 to 6 (second and third years)</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAB2000S</td>
<td>Integrated Health Systems Part IB</td>
<td>35</td>
</tr>
<tr>
<td>PPH2000W</td>
<td>Becoming a Doctor Part IA</td>
<td>43</td>
</tr>
<tr>
<td>SLL2002H</td>
<td>Becoming a Doctor Part IB</td>
<td>24</td>
</tr>
<tr>
<td>PPH3000H</td>
<td>Becoming a Doctor Part IIA</td>
<td>25</td>
</tr>
<tr>
<td>MDN3001H</td>
<td>Introduction to Clinical Practice</td>
<td>68</td>
</tr>
<tr>
<td>LAB3009H</td>
<td>Integrated Health Systems Part II</td>
<td>59</td>
</tr>
<tr>
<td>SLL3002H</td>
<td>Becoming a Doctor Part IIB</td>
<td>24</td>
</tr>
<tr>
<td>HUB2017H</td>
<td>Integrated Health Systems Part IA</td>
<td>57</td>
</tr>
</tbody>
</table>

In semester 4, one of the following Special Study Modules

<table>
<thead>
<tr>
<th>FBA4.3</th>
<th>Semesters 7 and 8 (fourth year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRY4000W</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>OBS4003W</td>
<td>Obstetrics</td>
</tr>
<tr>
<td>AAE4002W</td>
<td>Anaesthesia</td>
</tr>
<tr>
<td>MDN4011W</td>
<td>Medicine (including Dermatology)</td>
</tr>
<tr>
<td>PPH4013W</td>
<td>Public Health</td>
</tr>
<tr>
<td>MDN4015W</td>
<td>Pharmacology &amp; Applied Therapeutics</td>
</tr>
<tr>
<td>PED4016W</td>
<td>Neonatology</td>
</tr>
<tr>
<td>PPH4043W</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>SLL3003S</td>
<td>Clinical Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBA4.4</th>
<th>Semesters 9 to 10 (fifth year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE5000H</td>
<td>Anaesthesia</td>
</tr>
<tr>
<td>PPH5000H</td>
<td>Primary Health Care Elective</td>
</tr>
<tr>
<td>PED5001W</td>
<td>Paediatrics (including Paediatric Surgery)</td>
</tr>
<tr>
<td>MDN5002W</td>
<td>Medical &amp; Surgical specialties (including Dermatology, Neurology, Neurosurgery, Ophthalmology, Otorhinolaryngology and Rheumatology)</td>
</tr>
<tr>
<td>CHM5003W</td>
<td>Surgery (including General Surgery, Plastic Surgery and Urology)</td>
</tr>
<tr>
<td>MDN5003H</td>
<td>Pharmacology &amp; Applied Therapeutics</td>
</tr>
<tr>
<td>CHM5004H</td>
<td>Trauma</td>
</tr>
<tr>
<td>CHM5005H</td>
<td>Orthopaedic Surgery</td>
</tr>
<tr>
<td>OBS5005W</td>
<td>Gynaecology</td>
</tr>
<tr>
<td>LAB5008H</td>
<td>Forensic Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBA4.5</th>
<th>Semesters 11 and 12 (sixth year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM6000W</td>
<td>Surgery</td>
</tr>
<tr>
<td>MDN6000W</td>
<td>Medicine (including Dermatology)</td>
</tr>
<tr>
<td>OBS6000W</td>
<td>Obstetrics and Gynaecology</td>
</tr>
<tr>
<td>PPH6000W</td>
<td>Family Medicine</td>
</tr>
<tr>
<td>PRY6000W</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>PED6000W</td>
<td>Paediatrics (including Paediatric Surgery)</td>
</tr>
</tbody>
</table>

Total HEQF credits: 1031
Attendance, completion of coursework and Due Performance requirements

FBA5.1 Students must meet the Due Performance (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.

FBA5.2 All learning activities are compulsory and 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 course convener or, if necessary, the Head of Department.

FBA5.3 Students are required to complete a logbook and portfolio for certain courses. Should these be incomplete, or should a student despite warning fail to complete the requisite amount of clinical work and/or coursework in the clinical years of study, the student may be refused access to the final examination in the course/s concerned.

Progression rules and the Intervention Programme

FBA6.1 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.

FGA6.2 Students are required to obtain an overall pass mark of at least 50% for each course and (unless otherwise specified), if the course includes more than one sub-discipline, to pass each of the subcomponents of the course with at least 50%.

FBA6.3 The Senate 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.

FBA6.4 **Intervention Programme:**

(a) Any student who fails PPH1001F, HUB1006F, PHY1025F and/or CEM1011F in the first semester of the first year of study will be transferred to the Intervention Programme (Parts 1 and 2). The student must register for, attend and pass the following courses:

<table>
<thead>
<tr>
<th>Intervention Programme Part 1:</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB1010S Fundamentals of Integrated Health Sciences Part 1</td>
<td>0</td>
</tr>
<tr>
<td>CEM0011S Chemistry for Medical Students</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention Programme Part 2:</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB1011F Fundamentals of Integrated Health Sciences Part 2</td>
<td>105</td>
</tr>
<tr>
<td>CEM1011X Chemistry for Medical Students</td>
<td>18</td>
</tr>
<tr>
<td>PHY1025F Physics</td>
<td>18</td>
</tr>
</tbody>
</table>

Total HEQF credits in IP: 141

(b) Any student who fails HUB1007S or PPH1002S in the second semester of the first year of study will be transferred to the Intervention Programme (Part 2). The student must register for, attend and pass the following courses:

HUB1011F Fundamentals of Integrated Health Sciences Part 2
PHY1025F Physics
CEM1011X Chemistry for Medical Students
[Notes:

- Students register for PHY1025F even if they have passed this course before. The new mark will supersede the previous mark. However, a student who has already passed PHY1025F with 70% or more may be exempted from repeating this course during the Intervention Programme.
- Students who have passed CEM1011F with 70% or more may be exempted from registering for CEM10011S and CEM1011X during the Intervention Programme. However, all students must do the chemistry and physics components of other IP courses, e.g. those contained in HUB1010S and HUB1011F.]

FBA6.5 Continuation with second semester of first year after completing the Intervention Programme:

(a) A student who has successfully completed the Intervention Programme (Parts 1 and 2 OR Part 2, as the case may be) will then proceed to Semester 2 of the standard curriculum. He/she will register for:

- HUB1007S Introduction to Integrated Health Sciences Part II
- PPH1002S Becoming a Health Professional.

(b) Once the student has passed these two second semester courses, he/she may proceed to semester 3 (second academic year of the standard curriculum).

[Notes:

A student who has previously passed PPH1002S Becoming a Health Professional with more than 65% may be exempted from repeating this course. No exemption is possible from HUB1007S, even if this course has been passed before.

A student who fails any course in the Intervention Programme may be refused readmission. See Readmission Rule FBA8.1(c)]

FBA6.6 Failure of a course in Semesters 3 to 6 (second and third academic years of study):

(a) A student who fails any course in the second or third year MBChB may be required to repeat all courses, including those already passed.

(b) Except by permission of the Dean, students who repeat the Special Studies Module (SSM) will be required to pass the repeat SSM in the same year in which they are repeating other second year courses. They will also be required to complete the repeat SSM in a discipline other than that of their original SSM.

FBA6.7 Failure of a course in Semesters 7 to 12 (fourth, fifth and final academic year of study):

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; 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 if he/she falls foul of the readmission rules under FBA8 below.

FBA6.8 In the case of courses that are not written off at the end of semester 8 (fourth year) - 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 and to write and pass a supplementary assessment before being allowed to proceed to the following year. If he/she fails such supplementary assessment, the Senate may require the student to repeat the whole year, including the courses he/she has already passed.

FBA6.9 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 Faculty Examination Committee, 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.

Fifth Year Primary Health Care Elective (PPH5000H)
FBA7 It is the responsibility of fifth year medical students to confirm with their elective supervisors at the site of their choice that anti-retroviral medication will be available for their use, if required, for the full duration of their elective period. When motivating their elective placements to the convener of PPH5000H, students are required to include a signed statement confirming that they have established that ARV medication will be supplied by the elective host in the event of a needle-stick injury or other accidental exposure to HIV.

Readmission rules
FBA8.1 [Note: To be read in conjunction with the general rules for students in the Faculty. See page 18.]
A student may be refused permission to renew his/her registration in the following semester if he/she
(a) fails to meet DP 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 eight years of study (for students who have not been in the Intervention Programme) or nine 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) 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.

Distinction
FBA9 This degree may be awarded with First Class Honours or with Honours. (See Page 368 for more detail.)

Course outlines for MBChB curriculum:

CEMO011S CHEMISTRY FOR MEDICAL STUDENTS (Faculty of Science)
[Students in the Intervention Programme are required to take this chemistry course in the Intervention Programme Part I.]
HEQF credits: 0 (Full credit load on completion of both CEMO011S and CEM1011X.)
Course convener: Dr S Wilson.
Course outline: CEMO011S is a foundational chemistry course and together with CEM1011X, covers the same material as that in the CEM1011F syllabus. Although CEMO011S and CEM1011X together are 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 CEMO011S course comprises three lectures, two tutorials and one practical session per week in the second semester. The lectures and tutorials are one hour each and the practical is three hours. Students have daily contact with either the chemistry lecturer and/or tutor.

**DP requirements:** Although there is no summative assessment in CEMO011S, to qualify for the CEM1011X summative assessment (final examination) in June the following year, students have to meet the DP requirements for both CEMO011S and CEM1011X, which together entail:

- Attending and completing all practical sessions
- Attending all tutorial sessions
- Completing all worksheets
- Writing all 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 bases.

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 CEMO011S class record (comprising three tests, the practical record, practical examination and the tutorial record) together with the CEM1011X class record (comprising two tests and the tutorial record) counts 45%. The CEM1011X written examination in June counts 55%. It is necessary to pass this examination as well as the whole course in order to secure an overall pass.

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**PPH1001F BECOMING A PROFESSIONAL**

**HEQF credits:** 15

**Course convener:** Ms L Ockers.

**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. The focus is on the development of interpersonal skills, which include being non-judgemental, sensitive, ethical and respectful of human rights 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
- theory related to group and social roles, applied in simulated experiences, to build team membership and leadership skills
- critical analysis of and reflection on professional conduct, including non-judgementalism, empathy, health and human 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 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 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.

**Assessment:** Continuous, performance-based assessment is used to provide students with regular feedback. Students are required to complete a range of in-course assignments, which comprise 60% of the total mark. The final, 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 the HIV/AIDS 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.
Assessment: Student learning is assessed as part of the end-of-semester summative assessment in PPH1001F.

PPH1002S  BECOMING A HEALTH PROFESSIONAL
HEQF credits: 15
Course convener: 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 focus is on primary health care and disability. 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 within the context of disability. 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.
Basic Life Support Skills Workshop (BLSS)
BLSS is the first building block in CPR (cardiopulmonary resuscitation). Instruction in BLSS takes the form of a once-off workshop session for each student. Attendance is compulsory.
DP requirements: To qualify for the summative assessment (final examination) in PPH1002S, students have to meet the DP requirements, which entail:
• Attending group sessions
• Completing set assignments
• Attending community visits, health service site visits, and the BLSS workshop
• 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 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 I
HEQF credits: 30
Course convener: Dr G Gunston.
Co-convener (PBL): Dr F Amien.
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 are 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. 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.

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 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 (basic health sciences) practical examination. 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, a mark of 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.

The weighting of assessment components is as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment one</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment two</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment three</td>
<td>50%</td>
</tr>
</tbody>
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**HUB1007S**  
**INTRODUCTION TO INTEGRATED HEALTH SCIENCES PART II**

**HEQF credits:** 35

**Course convener:** Dr G Gunston.

**Co-convener (PBL):** Dr F Amien.

**Course outline:** The theme of the course is 'Transitions in Health', and it has been chosen because the disease profile of the country is in the midst of change - 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 are introduced to key principles, concepts and areas of knowledge in the basic health sciences (anatomy, biochemistry and physiology), as well as in 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 (problem-based learning). The aims of this course are to help students understand:

- the key South African health challenges within a broader social and environmental context
- the epidemiology of the major causes of disease in South Africa
- the basic structure and function of all organ systems of the human body
- the 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 (biochemistry, physiology, family medicine, clinical skills, quantitative literacy and languages)
- scheduled HUB 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 ground of illness or personal/family difficulties.

**Assessment:** Students are required to write a number of in-course assessments and end-of-course assessments. The written assessments use a case-based format. In addition, students have to complete BHS practical assessments. In order to pass Introduction to Integrated Health Sciences Part II, 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 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, a mark of 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.

The weighting of assessment components is as follows:

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<thead>
<tr>
<th>Written assessments</th>
<th>HUB practical assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>In-course assessment</td>
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<tr>
<td>12.5%</td>
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</tr>
<tr>
<td>Assessment 2</td>
<td>End-of-course assessment</td>
</tr>
<tr>
<td>12.5%</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Computer-based terminology MCQ</td>
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<tr>
<td>45%</td>
<td>5%</td>
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<tr>
<td></td>
<td>In-course practical and tutorial work</td>
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<tr>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

**HUB1010S  FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES PART I**

**HEQF credits:** 0 [Note: The HEQF credits for this course are included in HUB1011F.]

**Course convener:** Dr R Alexander.

**Course outline:** This is a semester course which revisits the content of the course HUB1006F Introduction to Integrated Health Sciences Part I. 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 are 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. On-going analysis of student performance
throughout this course is used to identify the skills that require systematic attention. Students 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 is 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 for being 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 requirements:
- Attendance of and participation in all activities: PBL, lectures, tutorials, practicals
- Completion of all set assignments
- Completion of 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 75% of the semester mark. Class work and assignments contribute 25% of the semester mark. There is no summative examination for this course. However, students are expected to achieve a pass mark (50%) in ALL assessed activities (including course work, set assignments and formal assessments). Students who fail to show academic improvement during this semester may be excluded from the programme.

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**CEM1011F  CHEMISTRY FOR MEDICAL STUDENTS (Faculty of Science)**

HEQF credits: 18

Course convener: Dr S Wilson.

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 and weekly tutorial sessions that run 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 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 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.

CEM1011X  CHEMISTRY FOR MEDICAL STUDENTS (Faculty of Science)
[Students in the Intervention Programme are required to take this course in the Intervention Programme Part 2.]
HEQF credits: 18
Course convener: Dr S Wilson.
Course outline: CEM1011X is a foundational chemistry course and together with CEM0011S, covers the same material as that in the CEM1011F syllabus. Although CEM0011S and CEM1011X together are 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 CEM1011X course comprises two lectures and one two-hour tutorial session per week in the first quarter of the first semester and one two-hour tutorial session in the second quarter of the first semester.

DP requirements: To qualify for the summative assessment in June (final examination) students have to meet the DP requirements, which entail:
- Attending all tutorial sessions
- Completing all worksheets
- Writing both class tests.

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 CEM1011X class record (comprising two tests and the tutorial record) together with the CEM0011S class record, counts 45%. The CEM1011X written examination in June counts 55%. It is necessary to pass this examination as well as the whole course in order to secure an overall pass.

HUB1011F  FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES PART II
HEQF credits: 105
Course convener: 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 II. 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 requirements:
- Attendance of and participation in all activities: PBL, lectures, tutorials, practicals
- Completion of all set assignments
- Sitting all assessment activities.

Absence on the grounds 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 semester. Students are required to achieve a minimum pass mark of 50% in all assessed activities (including course work, set assignments and formal assessments). Failure to pass assessed activities can result in exclusion from the programme.
PHY1025F  PHYSICS FOR MEDICAL STUDENTS (Faculty of Science)
HEQF credits: 18
Course convener: 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, temperature; gas laws, heat, heat transfer; first law of thermodynamics, human metabolism and first law; wave motion, transverse and longitudinal waves, interference of waves; sound, ear's response to sound, interference, Doppler effect, ultrasound and medical imaging; electric charge and field, electric potential and potential difference, capacitance, electric current, resistivity and simple circuits; light, reflection and refraction, thin lenses, the human eye.
Practicals/tutorials: Students will be required to attend one practical or tutorial session each week.
DP requirements: To qualify to sit the final examination, students have to meet the following DP requirements:
- Attend all scheduled tutorials and practical sessions
- Complete all set written course activities [i.e. tutorial assignments and course tests]
- Attain a minimum class record of 30%.
Assessment: Coursework 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 IA
HEQF credits: 43
PPH3000H  BECOMING A DOCTOR PART IIA
HEQF credits: 25
(Note: SLL2002H Becoming a Doctor IB and SLL3002H Becoming a Doctor Part IIB are integrated with the course content of PPH2000W and PPH3000H but separate course outlines are given below.)
Course conveners: Assoc Prof D Hellenberg and Dr G Draper.
Co-conveners: Dr I van Rooyen (Afrikaans: Faculty of Humanities); Dr M Smouse (isiXhosa: Faculty of Humanities).
Course outline: The course occupies 40% of students' total study time over semesters 3 to 5. It consists of and integrates three main sections:
1. Family Medicine
2. Clinical methods
3. Language and communication.
These courses consolidate 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 to work 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 patient assessment teaches students 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 and encouraged 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 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:** Having learned the basics of the grammatical framework of isiXhosa in semester 2, students learn how to communicate with patients whose language (English, Afrikaans or isiXhosa) 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, isiXhosa and Afrikaans. The focus is on oral communicative competence rather than written skills. (See separate outlines for SLL2002H and SLL3002H below.)

**Family Medicine:** This aspect of the course offers students an opportunity to develop an understanding of delivery of health care, its management and organisation; aspects of health promotion and disease prevention when applied to medical consultations; and to gain practical experience of the doctor-patient relationship, bio-psycho-social approach to patient care and the consultation process, as well as to develop skills in the basic clinical examination of patients within a community setting. In order that students gain the maximum benefit from their tutorials, it is essential that the reading material provided is studied in detail beforehand.

**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 English, through group tutorials, peer learning and self-directed learning, which includes the clinical skills CDs in Afrikaans and isiXhosa. 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 practises, clinics and other centres, where 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:

**General:**
- 48 hours of dedicated self-directed learning
- 110 hours of self-learning, outside of the standard working day
- 2.5 hours of assessments.

**Family Medicine:**
- 33 hours of small group learning tutorials, including health promotion activities
- 12 hours of field-work.

**Language and communication**
- 66 hours of small group learning.

**Clinical skills**
- a minimum of 36 hours of practicals, tutorials and ward visits.

**At the conclusion of semester 4**, students will have undertaken:

**General:**
- 33 hours of dedicated self-directed learning
- 50 hours of self-learning, outside of the standard working day
- 3 hours of assessments.
Family Medicine:
• 24 hours of small group learning tutorials, including health promotion activities
• 6 hours of field work.

Language and communication
• 30 hours of small group learning.

Clinical skills
• a minimum of 24 hours of practicals, tutorials and ward visits.

At the conclusion of semester 5, students will have undertaken:

General:
• 48 hours of dedicated self-directed learning
• 90 hours of self-learning, outside of the standard working day
• 3 hours of assessments.

Family Medicine:
• 27 hours of small group learning tutorials, including health promotion activities
• 21 hours of field work.

Language and communication
• 54 hours of small group learning.

Clinical skills
• a minimum of 75 hours of practicals, tutorials and ward visits.

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 requirements, which entail:
• Attending clinical skills sessions
• Attending language and communication activities, tutorials, and practicals
• Attending Family Medicine tutorials
• Completing the portfolios of learning
• Attending visits to community organisations
• Undergoing assessment activities.

Students may not miss more than two sessions in each of the strands per semester (i.e. no more than two family medicine sessions, two languages sessions, or two clinical skills sessions) during semesters 3 to 5 without official leave of absence or a medical certificate. Students will be marked as absent for the sessions which they miss without producing a valid medical certificate.

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 isiXhosa) 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 (assignments and ISCEs held at the end of semester 3 and midway through semester 4) constitute 50% of the final mark for year 2 and the OSCE and MCQ assessment and assignments at the end of semester 4 constitutes 50% of the year 2 mark. In addition, each of the components of the course (family medicine, clinical skills and languages) contributes equally to the course mark and has to be passed independently. All clinical skills stations and languages must be passed. An overall mark of 50% for the family medicine stations will indicate a pass for this strand.

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. Students who have
successfully passed semester 3 and 4 activities carry these marks through to semester 5. These marks constitute the in-course mark, contributing 60% to the total BaDr mark at the end of semester 5. Summative assessments during semester 5 contribute 40% of the total marks for the BaDr course.


HEQF credits: 16

Course convener: Assoc Prof A Katz.

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 undertakes at least one SSM during the programme.

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 cover 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. Where human participants are the subject of the research module, students are required to adopt an ethical approach, and must obtain informed, signed consent. At the conclusion of each SSM, students will have undertaken:

- A minimum of four 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.

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 in conjunction with the 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 convener and a second marker (either another member of staff in that unit, or the overall convener, or the external examiner). The SSM Moderating Board decides the final mark. Students who fail the SSM are required to re-submit an improved written report during Semester 4.

SLL2002H BECOMING A DOCTOR PART 1B (Faculty of Humanities)

HEQF credits: 24

Course conveners: Dr I van Rooyen and Dr M Smouse.

Course outline: "Afrikaans and Xhosa Communication Skills for Doctors": The content of the languages course is synchronised with the content for PPH2000W Becoming a Doctor Part 1A. The focus of the course is on communication skills, and specifically on those skills that may be required for a doctor-patient interaction, including skill in asking questions and in effectively entering into dialogue with a patient. The course also deals with the unique pronunciation and stylistic variants of individual patients, culture-specific words and expressions, and the possible 'indigenisation' of language.

DP requirements: Completion of all in-course assessments. Class attendance: Students may not miss more than two sessions per language.

Assessment: Two oral summative assessments in semester 3, and two oral summative assessments in semester 4.
HUB2017H (Semester 3) INTEGRATED HEALTH SYSTEMS PART IA
HEQF credits: 57
LAB2000S (Semester 4) INTEGRATED HEALTH SYSTEMS PART IB
HEQF credits: 35
LAB3009H (Semester 5) INTEGRATED HEALTH SYSTEMS PART II
HEQF credits: 59
Course conveners: Dr C Slater (HUB2017H), Dr J Ramesar (LAB2000S & LAB3009H)
and Prof G Louw.

Course outline: These courses, over four semesters (years 2 and 3), provide 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 happens when the normal structure and
function change during illness and disease, what the impact is on the well-being of the individual,
family and society, and what the role is 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 multi-disciplinary team approach. Twenty cases, all of which
have relevance to health care issues 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.


Semesters 5 and 6: 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 6, 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 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 convener. Students may not miss problem-based learning sessions without a valid reason and absenteeism will be reported to the Head of Department. Problem-based learning sessions, tutorials, stand-alone units and practicals are compulsory. Absence on the ground of illness requires a medical certificate. Validity of absence on grounds of personal or other reasons is considered on an individual basis.

**Assessment:** Assessment tasks include written papers, computerised tests, practical examinations and a portfolio of work that comprises written assignments, computerised MCQ tests, oral assessments and practical book work. Regular self-assessment activities provide feedback to students on their progress. Students must achieve an overall pass in semesters 3 and 4 (year 2) in order to progress to year 3. Students are required to complete a series of in-course assessments that contribute 60% of the total mark by the end of semester 4. A summative assessment is held at the end of semester 4 that contributes 40% of the total mark for year 2. The results of the assessments in year 2 are carried forward as in-course marks to contribute to the final mark at the end of year 3. In year 3, all the in-course assessments comprise 60% of the total final mark. The final examination is at the end of year 3 constitutes 40% of the total final mark.

**MDN3001H**  
**INTRODUCTION TO CLINICAL PRACTICE**

**HEQF credits:** 68

**Course conveners:** Dr M Karjiker and Dr C Thompson.

**Course outline:** This course is designed to allow students to consolidate and broaden the clinical skills, knowledge and behaviours acquired in their Becoming a Doctor courses and to apply the principles learnt in the Integrated Health Systems courses to clinical practice. Students should also start acquiring professional life skills and behaviours such as professional dress while in the wards. The students rotate through five clinical attachments of three weeks each. They cover the domains of adult health, women’s health, mental health, perinatal health 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 previous semesters, 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 lecture and tutorial programme introducing the principles of medical ethics, therapeutics and genetics.

**DP requirements:** All clinical attachments are equally important and students need to complete all the required tasks and assignments as set out by the individual course conveners. Failure to fulfil these requirements may result in refusal of a DP; students who are refused a DP may not write the final examination and fail the year. Students are required to

- attend clinical tutorials and activities
- attend clinical skills training sessions and on assessment demonstrate competence in key resuscitation skills
- identify, interview, examine, assess and present cases to the satisfaction of the lecturer in charge of each clinical attachment
- attend ethics and all other tutorials
- develop a satisfactory portfolio of clinical teaching
- satisfactorily complete all set assignments, including reading, self study, written and oral presentations
- conduct themselves in a professional and respectful manner towards their teachers and their patients.

**Assessment:** A summative assessment at the end of the course is based on:
- An MCQ exam covering all the clinical blocks and teaching done in tutorials and lectures
- An oral exam which is clinically based and includes an assessment of the students’ portfolio

Students are expected to pass both components - i.e. the MCQ and the oral/portfolio exams - to pass the course.

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**SLL3002H  BECOMING A DOCTOR PART 2B (LANGUAGES)  
(Faculty of Humanities)**

**HEQF credits:** 24

**Course conveners:** Dr I van Rooyen and Dr M Smouse.

**Course outline:** "Afrikaans and Communication Skills for Doctors": 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:** Completion of all in-course assessments. Class attendance: Students may not miss more than two sessions per language.

**Assessment:** Two oral summative assessments.

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**SLL3003S  CLINICAL LANGUAGE (Faculty of Humanities)**

**HEQF credits:** 0 [The credits are included in those of MDN4011W.]

**Course conveners:** Dr I van Rooyen and Dr M Smouse.

**Course outline:** To develop oral proficiency in Afrikaans and Xhosa within a clinical environment. The aim is that students will be proficient in Afrikaans and Xhosa relating to the history-taking pertaining to a patient’s primary presenting complaint and other relevant details.

**DP requirements:** 100% class attendance: Students who miss a session will be required to write a case report of a patient interviewed and present this to a facilitator for oral discussion in Afrikaans/Xhosa.

**Assessment:** One summative assessment. Assessments count 8% towards the MDN4011W yearmark.

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**PRY4000W  PSYCHIATRY**

**HEQF credits:** 21

**Course convenor:** Dr N Shortall.

**Course outline:** Clinical psychiatry is taught in Year 4 at Valkenberg, Lentegeur, Groote Schuur and Red Cross Hospitals in a combined five-week block with medical sub-specialities, preceded by a three-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 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 learning exercises. This is provided in a mix of small groups of 6-10 students and whole-group activities during the block.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**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 (30%), a clinical oral (10%), the student’s block participation (10%) and a written case report (15%). The end-of-year examinations consist of a written paper (MCQ/EMI) (20%) and a portfolio/oral assessment (15%), run in conjunction with other disciplines.

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**AAE4002W ANAESTHESIA**

**HEQF credits:** 0 [*The credits for this course are included in those of AAE5000H.*]

**Course convener:** Dr R Nieuwveld.

**Course outline:** Anaesthesia is formally taught in the fourth and fifth years of study with a case studies component in the sixth year. The four-week fourth year course is integrated with acute care medicine and therapeutics, and is based on tutorials with clinical teaching and exposure in the operating theatres. In the fifth year, practical clinical instruction is presented in theatre during the four-week orthopaedics and trauma rotation. The fourth and fifth years’ learning in anaesthesia is a single continuum.

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

- Knowledge of clinical anaesthesia
- Skills in the pre-operative and post-operative 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 fourth year is based on developing an understanding of the academic basis for anaesthesia and of the related physiology and pharmacology.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment:** The coursework mark is included in that for AAE5000H.

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**OBS4003W OBSTETRICS**

**HEQF credits:** 25

**Course conveners:** Dr S Allie and Dr A Horak.

**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 third year 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 obstetric 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment:** Completion of the required number of practical procedures is mandatory and has to be signed off in the logbook provided. There is an end-of-block assessment which includes an in-course assessment (10%), case presentations (10%), an OSCE (30%), 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 15% to the final mark.
**MDN4011W  MEDICINE**

**HEQF credits:** 53  
**Overall course convener:** Dr N Wearne.

**INTERNAL MEDICINE**  
**Course convener:** Dr N Wearne.  
**Course outline:** Internal Medicine, including Acute Care Medicine and Ambulatory Medicine, is taught in fourth year MBChB at Groote Schuur Hospital, Victoria Hospital, GF Jooste Hospital, 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 – 17h00 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, a series of 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 will be 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) Multi-disciplinary and inter-sectoral collaborations, (ii) community involvement and (iii) equity in health care. These components of health care will also be assessed in the course.  
**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.  
**Assessment:** A broad-based assessment, inclusive of:  
(i) an in-course assessment  
(ii) an end-of-block clinical examination  
(iii) an OSCE of chest X-ray and ECG interpretation  
(iv) an end-of-year portfolio interview  
(v) an end-of-year written multiple choice question examination.  

**DERMATOLOGY**  
**Course conveners:** Assoc Prof G Todd and Dr S Jessop.  
**Course outline:** Dermatology is offered to fourth year MBChB students in the form of interactive, small-group, block tutorials. An introductory tutorial on the language of dermatology is followed by a case-based demonstration of the application of these terms. The aim is to introduce the terms and descriptions used to describe skin lesions. Their classification into specific reaction patterns is explained. Students should familiarise themselves with these terms by applying them in general medicine clerkships in preparation for the fifth year.  
**Learning outcomes:** The student should be able to:  
• introduce the terms and descriptions used to describe skin lesions  
• recognise the morphologic reaction patterns of the skin  
• recognise the relationship between the skin and other body systems.  
**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.  
**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 fourth year portfolio.

**PPH4013W  PUBLIC HEALTH**  
**HEQF credits:** 17  
**Course convener:** Dr V Zweigenthal.
Course outline: This is an eight-week course integrated with the course PPH4043W Health Promotion, which comprises 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 stakeholders. The course emphasises the following areas: Epidemiology, biostatistics, research methods, human rights, research ethics, demography, 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, Mitchells Plain, Vanguard and in two placements with local NGOs, HPCA and CANSA. They also undertake on-site visits to health services in communities, factories and special settings as part of their learning experience.

DP requirement: Satisfactory attendance and completion of all requisite coursework/clinical work.

Assessment: A three-hour written examination takes place at the end of the course. Students' assignments include a project protocol, project presentation and a written report. Students must obtain an overall aggregate of 50% and a sub-minimum of 45% for the end-of-block examination to pass the block. Students who fail to achieve 45% in the end-of-block examination may be invited to an oral examination at the end of the year, to allow them an opportunity to demonstrate adequate competence in public health, provided that neither their coursework nor end-of-block examination result is less than 33%. Students thus orally examined may have their marks adjusted to 50%, should they demonstrate adequate competence in public health.

MDN4015W PHARMACOLOGY AND APPLIED THERAPEUTICS

HEQF credits: 13

Course convener: Prof K I Barnes.

Course outline: This course is integrated within two of the rotations in fourth year: Mixed rotation 1, when students learn about acute care therapeutics, and mixed rotation 2 when students develop a foundation in clinical pharmacology, which provides them with an understanding of basic pharmacology (pharmacokinetics and pharmacodynamics) and the principles of prescribing rationally. Students are expected to apply these skills when considering the management of each patient they see, regardless of which rotation they are in.

DP requirement: Satisfactory attendance and completion of all requisite coursework/clinical work.

Assessment: The course is assessed during and at the end of both mixed rotation 1 and mixed rotation 2. Students who fail to achieve satisfactory results during these in-course and end-of-block assessments are required to sit a further pharmacology and applied therapeutics examination at the end of the year. In addition, students must compile their portfolio tasks for assessment during the end-of-year multi-disciplinary portfolio task assessment. Students are required to obtain an overall mark of 50% or more in order to pass this course. The contribution of each component to the final mark is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessments (acute care therapeutics)</td>
<td>15%</td>
</tr>
<tr>
<td>In-course assessment (foundation in clinical pharmacology)</td>
<td>5%</td>
</tr>
<tr>
<td>Acute care therapeutics end-of-block assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Foundation in clinical pharmacology end-of-block assessment</td>
<td>50%</td>
</tr>
</tbody>
</table>

PED4016W NEONATOLOGY

HEQF credits: 0 [The credits for this course are added to those of PED5001W.]

Course convener: Dr L Linley.

Course outline: The neonatal component of the perinatal block (previously fourth year Obsteterics) of semester 7/8 is designed to consolidate clinical skills and knowledge in neonatal medicine which is introduced in Semester 6. The core topics are: The small baby, Respiratory distress in the newborn, Neonatal jaundice, and Hypoxic ischaemic encephalopathy. Feeding the newborn and
Routine care of the newborn are revisited and infections of the newborn is introduced. Knowledge of all these topics is assessed.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work. Students who have not performed satisfactorily in the fourth year coursework may be required to do additional clinical time in Neonatology at the end of the year, before proceeding to the fifth year.

**Assessment:** Formative assessments include the following: clinical ward assessment of clinical skills and knowledge, professional attitude and case presentations (60%) and end-of-block MCQ assessment (40%). The final course mark is carried over to the fifth year and counts 20% towards the mark for PED5001W.

**PPH4043W HEALTH PROMOTION**

**HEQF credits:** 17

**Course conveners:** Mrs M J Keikelame (Health Promotion); Dr G Bresick (Family Medicine and Palliative Care.)

**HEALTH PROMOTION:**

**Course outline:** This course is an integrated eight-week block rotation offered by the School of Public Health & Family Medicine. The course builds on students’ theoretical understanding of the Primary Health Care (PHC) approach and health promotion covered in BHP (Becoming a Health Professional), TiH (Transitions in Health) and BaDr (Becoming a Doctor) semesters. Students are placed in three community-based teaching sites, namely: Khayelitsha, Vanguard, Mitchell’s Plain and two NGO sites. This placement provides students with the opportunity to engage with communities and to gain a contextual understanding of factors affecting health. Through practical engagement 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework.

**Assessment:** In-course assessment counts 80% of all health promotion projects listed below:

- Group projects: Health promotion oral presentations and written report
- Individual projects: Reflective journal and written assignment.

**FAMILY MEDICINE AND PALLIATIVE CARE:**

**Course outline:** This block includes rotations in family medicine and palliative care. Building on the second year BaDr course, the block furthers the students’ knowledge of the foundations and principles of family medicine and palliative care, and the practice of essential skills. It includes general practice and hospice attachments and each student conducts and reviews a video-taped CHC-based patient consultation.

**Tutorials/seminars:** Students are required to attend all on-/and off- campus tutorials and other learning activities as scheduled.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework and clinical work.

**Assessment:** The family medicine/ palliative care assessment comprises 20% of the PPH4043W total mark. In order to pass PPH4043W, students must obtain an overall pass mark of 50% in the end-of-year examination. Students obtaining a final mark of 45% to 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**

**HEQF credits:** 21

**Course conveners:** Dr R Nieuwveld.

**Course outline:** Anaesthesia is formally taught in the fourth and fifth years of study with a case studies component in sixth year. The four-week fourth year course is integrated with acute care medicine and therapeutics, and is based on tutorials with clinical teaching and exposure in the
operating theatres. In the fifth year, practical clinical instruction is presented in theatre during the four-week Orthopaedics and Trauma rotation. The fourth and fifth 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 pre-operative, intra-operative and post-operative 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 fourth year is based on developing an understanding of the academic basis for anaesthesia and of the related physiology and pharmacology. In the fifth year, learning is centred round a series of anaesthetics which the student administers under supervision, involving also the preoperative assessment of patients and their postoperative management. Students are required to perform a minimum of four such cases that they personally manage and this is assessed by the supervising anaesthetist. (Further details are contained in the student course guide.) In fifth and sixth year, students are required to include an anaesthesia section in all surgical clinical case studies done during the general surgery rotations; and are involved in discussing the pre-operative workup, anaesthesia strategies and alternatives, and the post-operative intravenous fluid and pain management.

DP requirements: Satisfactory attendance and completion of all requisite coursework/clinical work in each year of study. In addition, a logbook of skill tasks to be performed is prescribed for the fourth year and must be completed and signed off. A fifth year logbook of in-theatre discussion topics must be completed and signed off. Failure to complete these requirements or to perform the requisite amount of coursework/clinical work may prevent the student from writing the final examination.

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 assessments 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>% contribution to total mark</th>
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<tbody>
<tr>
<td>Fourth year end-of-block clinical exam</td>
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<tr>
<td>Fourth year end-of-year exam</td>
</tr>
<tr>
<td>Fifth year clinical case assessments (4) and group-work</td>
</tr>
<tr>
<td>Fifth year end-of-year exam</td>
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</table>

Students must achieve a final fifth year mark of 50% or more to pass the course. Students who fail to achieve 30 out of 55 (55%) in fourth year may be required to attend further training at the end of the fourth year. This must occur before the student’s fifth year anaesthesia rotation. The anaesthesia mark for the course AAE5000H is finalised at the end of the fifth year, but anaesthesia will be represented in the surgical portfolio examinations at each sixth year end-of-block surgical examination, where the anaesthesia component of the surgical clinical case studies may be assessed.

PPH5000H PRIMARY HEALTH CARE ELECTIVE

HEQF credits: 19

Course convener: J Irlam.

Purpose: To provide students with a four-week learning experience 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 fourth year of study.
These students are required to undertake the elective at a placement of their choice:
(a) A clinical placement at a site of the student’s choice within Africa (SADC region), or
(b) 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 convener.

**Placements and supervision:** Placements are self-funded by students. Subsidies may be provided to
students who do their entire electives at level 1 district hospitals in rural areas. Supervision is
 undertaken by an external supervisor of the student’s choice at the placement site.

**Assessment of clinical placement:** An assessment is made, based on:
- A written elective report by the student.
- A standardised evaluation by the external supervisor.

Students who have not obtained 55% or more for a clinical course may be required to undergo
additional clinical training during the Primary Health Care Elective block.

**Category 2:**
Students who have achieved less than 55% in one or more of their fourth 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 staff 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.

*Also see rule FBA7 on page 30 of this handbook.*

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**PED5001W** **PAEDIATRICS (including Paediatric Surgery)**

**HEQF credits:** 44

**Course conveners:** Dr M Barnabas.

**Course outline:** The course code covers general paediatric medicine (including a period of neonatal
medicine in fourth year) and an introduction to paediatric surgery. In fifth 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 sixth 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 Somerset or Groote Schuur Hospital. During each
block there is a series of weekly seminars (ending with an assessment) relating to paediatric
therapeutics. However, the fifth and sixth 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; defining an
appropriate problem list; drawing up an appropriate management plan; being aware of 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 students address in terms of history-taking, examination, assessment and
management plans, as well as during bedside tutorials and in self-directed learning. Some of
these presentations are covered in seminars.
- The extent of learning is 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
50 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

• **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.)

**DP requirement**: Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment**: Students undergo formative and summative assessments using various methods.

*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 to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (bedside tutorials)</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
</tr>
<tr>
<td>End-of-year written paper</td>
</tr>
<tr>
<td>Paediatric surgery</td>
</tr>
<tr>
<td>Neonatal medicine (from fourth year)</td>
</tr>
</tbody>
</table>

Students are required to achieve 50% or more in each of the four components in order to pass the course. Students not meeting this requirement may be subject to a pass/fail oral exam at the end of the year which is based on their portfolio of paediatric cases. A DP attendance certificate is required for the paediatric surgery component.

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**MDN5002W MEDICAL AND SURGICAL SPECIALTIES**

**HEQF credits**: 35

**Overall course conveners**: Assoc Prof G Todd and Dr N du Toit.

*This course incorporates dermatology, neurology, neurosurgery, ophthalmology, otorhinolaryngology and rheumatology.*

**Please note:**

- Each speciality must be passed for the course to be successfully completed.
- Should a student fail one or two specialities, s/he may be required to spend two weeks in each failed speciality at the end of the year. This additional time needs to be completed before the vacation.
- Should a student fail three or more of the specialities, s/he fails the course and will have to repeat fifth year.
- Portfolio cases from each speciality are required for the portfolio examination in sixth year.

**DERMATOLOGY**

**Course conveners**: Assoc Prof G Todd and Dr S Jessop.

**Course outline**: The course is four weeks in duration (as part of the "specialties" block which has two components, namely dermatology and otorhinolaryngology). There is a special focus on ambulatory and day-care services in addition to the more traditional hospital-based clinical clerkship. Students spend two days on a field trip to rural primary care clinics where, under supervision, they run “skill clinics” for the local population.

**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, each of which is subdivided into “must know”, “must recognise” and “nice-to-know”:

- **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. These core categories 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 student’s knowledge base and competency, but which do not form part of the assessment.

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

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**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>In-course assessment (Information pamphlet for patient use to be presented to the group who will mark the assignments).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>End-of-block OSCE (includes clinical cases, paper cases, pictures, ulcers, therapeutics).</td>
</tr>
<tr>
<td></td>
<td>End-of-year short answer written examination based on computer images.</td>
</tr>
</tbody>
</table>

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

**NEUROLOGY AND NEUROSURGERY**

**Course conveners:** Neurology: Assoc Prof A Bryer. Neurosurgery: Dr DEJ le Feuvre.

**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 speciality
  - carrying out procedures specific to the speciality
  - 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work. **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 each block. Summative assessment is based upon:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-block clinical exam</td>
<td>50%</td>
</tr>
<tr>
<td>End-of-year written paper</td>
<td>50%</td>
</tr>
</tbody>
</table>

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

**OPHTALMOLOGY**

**Course convener:** Dr N du Toit.

**Course outline:** The two-week course runs during the eight-week gynaecology and forensic medicine block, but the final mark contributes to the mixed specialities course (MDN5002W). Students undergo experiential learning in the ophthalmology wards, outpatient clinics and theatres in Groote Schuur Hospital over a two-week period.

**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.)

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work. **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>Assessment</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (based upon performance in tutorials, presentations and tasks)</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-course clinically-based written examination</td>
<td>50%</td>
</tr>
<tr>
<td>End-of-year written examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Students are required to maintain their logbook of procedural skills in respect of ophthalmology. They must achieve a final year mark of 50% or more to pass the course. If they fail this component they are required to spend one week in ophthalmology at the end of the year.

**OTORHINOLARYNGOLOGY (ENT)**

**Course convener:** Dr G Copley.

**Course outline:** The course in ear, nose and throat (ENT) diseases forms a component of the eight-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.)

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment:** Students 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>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-year multiple choice examination</td>
<td>50%</td>
</tr>
<tr>
<td>Course mark [OSCE mark + (presentation mark divided by 2) + (skills mark multiplied by 2), all divided by 170]</td>
<td>50%</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**

**Course conveners:** Prof A Kalla and Dr A Gcelu.

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

**Core learning outcomes:**

- Knowledge of common musculoskeletal diseases and conditions
- Skills in:
  - examination of the musculoskeletal system
  - application of treatments specific to the speciality
  - 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 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.

DP requirement: Satisfactory attendance and completion of all requisite coursework/clinical work.

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:

% contribution to total mark

End-of-block clinical exam  50%
End-of-year written paper  50%

If the course is failed, the student is required to spend one week in rheumatology at the end of the year.

CHM5003W SURGERY
[This course includes general surgery, plastic surgery and urology.]
HEQF credits: 35
Overall course convener: Dr E Muller.

GENERAL SURGERY
Course convener: Dr E Muller.

Course outline: In the fifth year general surgery is learned at Groote Schuur Hospital within specialised units (hepatobiliary, vascular, colorectal, breast and endocrine.) The fifth 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 bed-side 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. The students are expected to produce a portfolio of at least seven case reports.

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.

DP requirement: Satisfactory attendance and completion of all requisite coursework/clinical work.

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:
PLASTIC SURGERY

**Course convener:** 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

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

UROLOGY

**Course convener:** Dr R D Barnes.

**Course outline:**

1. During the eight-week general surgery block in sixth year, students have a two-week block in Urology.
2. This includes:
   - Daily tutorials
   - Attendance at Urology clinics and theatre slates.

**Core learning outcome:**
- Knowledge of common urological conditions.

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

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment:**
1. Single case report by each student (marked by a consultant).
2. End-of-block viva.

MDN5003H PHARMACOLOGY AND APPLIED THERAPEUTICS

**HEQF credits:** 7

**Course convener:** Dr K Cohen.

**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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment:** The contribution of each component towards assessment is as follows:
**CHM5004H TRAUMA**

**HEQF credits:** 7

*This course is integrated with orthopaedics and anaesthesics in a four-week block.*

**Course conveners:** Assoc Prof A Nicol, Assoc Prof P Navsaria, Dr W Bekker and Dr S Edu.

**Course outline:** The course comprises a series of lectures incorporating the “Advanced Trauma Life Support” (ATLS) format. A basic surgical skills course is included to provide instruction with wound suturing and knot tying. Students are rostered for duties at the Trauma Centre at Groote Schuur Hospital in order to gain first-hand experience in handling trauma patients under the supervision of the on-call surgical registrars and consultants.

**Core learning outcomes:**
- Initial assessment and management of the trauma patient
- Approach to specific injuries
- Skills in resuscitation and basic life-saving techniques
- Application of splints and plasters
- Debridement and suturing of wounds.

**Core curriculum:** The core trauma surgical topics have been divided into; “must know”, “must recognise”, “may hear or see” and “must be aware of”.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**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.

<table>
<thead>
<tr>
<th>Component</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-course examination (OSCE and written examination)</td>
<td>55%</td>
</tr>
<tr>
<td>End-of-year written examination</td>
<td>45%</td>
</tr>
</tbody>
</table>

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

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**OBS5005W GYNAECOLOGY**

**HEQF credits:** 14

**Course conveners:** Dr N Mbatani and Dr L Rogers.

**Course outline:** The block consists of four weeks of gynaecology, two weeks of ophthalmology 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 about 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 venues 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 gynaecology clinical teaching is complemented by tutorials and clinical skills sessions, as well as further teaching in the relevant basic sciences.

**Core learning outcomes:** Students are required
- to build on their basic knowledge of gynaecology practice
• to formulate professional attitudes by being involved in primary and tertiary gynaecologic care
• to develop empathetic and reflective health care standards for themselves
• to continue along the road of self-directed learning.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

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

**Summative assessment** is based upon the following components:

<table>
<thead>
<tr>
<th>% contributions to total mark</th>
<th>End-of-year multiple choice paper</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>End-of-block assessment based on the portfolio</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>End-of-block clinical examination</td>
<td>30%</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.

**CHM5005H ORTHOPAEDIC SURGERY**

**HEQF credits:** 7

**Course convener:** Prof J Walters.

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

**Core learning outcomes:**

• Knowledge of common musculoskeletal diseases and conditions

• Skills in
  - examination of the musculoskeletal system
  - application of treatments specific to the speciality
  - carrying out procedures specific to the speciality
  - radiologic assessment.

• Professional behaviour appropriate to clinical practice.

**Core curriculum:**

• 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

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

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

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
<th>In-course assessment</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>End-of-block clinical exam</td>
<td>85%</td>
</tr>
</tbody>
</table>

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

Failure to achieve this mark will require an additional assessment by special arrangement.
Pass/fail and distinction candidates: An additional clinical and oral examination at the end of the year will be held for students who have not achieved the required standard for this course. Students who fail this examination will spend an additional two weeks in training at the end of the year but prior to commencing the sixth year, as a ‘clinical attachment’ to a registrar in the Division and will again be reassessed by an examiner.

For the top students, in the event that a clear distinction between the top performers cannot be drawn, an additional examination will be arranged.

LAB5008H  FORENSIC MEDICINE
HEQF credits: 10
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.

DP requirement: Satisfactory attendance and completion of all requisite coursework/clinical work.
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
In-course assessment 40%
End-of-year written paper 60%

Students must achieve a subminimum of 50% in their exam and in course-work, and a final year mark of 50% or more to pass the course.

CHM6000W  SURGERY
HEQF credits: 41
Course convener: Dr E Muller.
Course outline: The surgery curriculum extends over the fifth and sixth years of the MBChB degree. The surgery teaching programme in the sixth 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 fifth year. The goals of the sixth 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 are emphasised 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. Student interns are in the wards each week from 07h30, starting with the firm ward round and work until 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**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 55% 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%

**MDN6000W MEDICINE**

**HEQF credits:** 41

**Overall course convener:** Dr A Gcelu.

**INTERNAL MEDICINE**

**Course conveners:** Dr A Gcelu.

**Course outline:** This is an eight-week student internship that builds on the fourth and fifth 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 to the following secondary hospitals as student interns: 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 on 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 firm’s academic meetings. Contact teaching is clinically orientated and takes place in bedside-based small group tutorials conducted by senior clinicians; typically such teaching will be based on the patients in the care of student interns. For the remaining two weeks of the clerkship, students attend in cohorts from their secondary hospital attachments for 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 patients in whose management they have directly participated during the clerkship. A minimum of 15 patient
records is required. As was the case in fourth and fifth Year Medicine, core elements of the “primary health care approach” are addressed, including health promotion, culture, psyche and illness and the referral system and components that inform comprehensive health care, including promotive, preventive, 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 the fourth and fifth years. 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**Assessment:**

<table>
<thead>
<tr>
<th>% contributions to total mark</th>
<th>% contributions to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>An in-course assessment</td>
<td>10%</td>
</tr>
<tr>
<td>An end-of-block clinical examination</td>
<td>25%</td>
</tr>
<tr>
<td>An end-of-block portfolio interview</td>
<td>20%</td>
</tr>
<tr>
<td>An end-of-year written multiple-choice question examination</td>
<td>15%</td>
</tr>
<tr>
<td>An end-of-year slide test</td>
<td>10%</td>
</tr>
<tr>
<td>An end-of-year multidisciplinary portfolio examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

**DERMATOLOGY**

**Course conveners:** Assoc Prof G Todd and Dr S Jessop.

**Course outline:** Dermatology is offered to MBChB students predominantly in the form of interactive, small group block tutorials and clinical demonstrations. An integrated approach to dermatology based on reaction patterns of the skin forms part of the general medicine course in the sixth year of study. Additionally, lectures are given to help consolidate learning.

**Learning outcomes:**

- Consolidation of learning outcomes of fourth and fifth year
- Demonstration of practical application of knowledge in the clinical setting
- Incorporation of dermatology findings in the evaluation of all patients.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**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 sixth year. A short answer examination based on slides is held at the end of the year.

**OBS6000W OBSTETRICS AND GYNAECOLOGY**

**HEQF credits:** 41

**Course conveners:** Dr C J M Stewart and Dr N T Matebese.

**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 and GF Jooste Hospital. 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 the labour ward, theatre, antenatal and postnatal wards and clinics.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work.

**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 to sitting the end-of-block examination. In addition, students are required to compile a portfolio of cases which will be examined. At the end of the eight weeks there is an OSCE (Objective Structured Clinical Examination) together with an OSPE (Objective Structured Practical Examination). Students who fail to achieve satisfactory results in these examinations are required to sit the departmental examination at the end of the year. Students also participate in the portfolio
assessment at the end of each block. 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 assessments</td>
</tr>
<tr>
<td>End-of-block OSCE and End-of-block OSPE</td>
</tr>
<tr>
<td>Portfolio assessment at the end of the block</td>
</tr>
</tbody>
</table>

**PED6000W  PAEDIATRICS (including Paediatric Surgery)**

**HEQF credits:** 41

**Course conveners:** Dr M Barnabas.

**Course outline:** Sixth year must be considered as a continuum of learning following on the fifth year experience. The learning of paediatrics in the sixth 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, students spend four weeks in a general paediatric ward (based at either the Red Cross Children’s Hospital, Victoria, Groote Schuur, or New Somerset Hospitals); two weeks in neonatology (based at Groote Schuur, New Somerset or Mowbray Maternity Hospitals); and two weeks in general paediatric surgery (based at the Children’s Hospital.) During the day (week days 08h00 to 18h00, including weekend and public holiday routine ward work), students 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; define 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 focuses on 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 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.)

**DP requirement:** Satisfactory attendance and completion of all requisite coursework/clinical work. If a student is absent for > 1 week, the time will need to be made up and > 3 weeks will require the block to be repeated.

**Assessment:** Students will undergo formative and summative assessments using various methods.

*Formative assessment* covering all aspects of the student’s performance will be given during the block. *Summative assessment* is based upon seven components as follows:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (presentation of cases)</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
</tr>
<tr>
<td>End-of-neonatal block assessment</td>
</tr>
<tr>
<td>A MCQ (written) paper</td>
</tr>
<tr>
<td>An oral based on the portfolio</td>
</tr>
<tr>
<td>Paediatric surgery</td>
</tr>
</tbody>
</table>
Slide show quiz 10%

Notwithstanding the fact that the overall pass mark for the summative assessments is 50%, students are required to attain a mark of 50% or more in each of the in-course assessment and the end-of-block clinical exam in order to pass the course. Students who do not meet this requirement may be required to undergo a pass/fail clinical re-examination at the end of the year.

A DP attendance certificate is required for the paediatric surgery component.

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**PPH6000W  FAMILY MEDICINE**

**HEQF credits:** 21

**Course conveners:** Dr G Bresick and Dr M Namane.

**Course outline:** The four-week sixth year Family Medicine clerkship emphasises the theoretical and clinical intergration of clinical, public health and behavioural science knowledge and skills required for family and community orientated primary care. Students are expected to consolidate and further their learning by applying the knowledge, skills and professional values gained in prior learning in family medicine and palliative care and other disciplines to the diagnosis, management and continuing care of patients presenting to primary care services. Learning materials used in prior learning provide the theoretical basis for practice, research and continuing professional development; students are expected to review these before entering the clerkship. The course aims to provide students with a foundation for further training in the practice of family medicine and to enter the four-month internship in family medicine with the necessary confidence and competence in any context, but especially in Southern Africa.

**Course structure:** Students will be based at community health centres (CHCs) in the Cape Town metropolitan and district health services; palliative care learning activities include hospice, home-based care and other palliative care services.

**Assessment** comprises the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>% contributions to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CHC assessment</td>
<td>15%</td>
</tr>
<tr>
<td>Three clinical (simulated consultations) examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Two patient studies</td>
<td>25%</td>
</tr>
<tr>
<td>A group project</td>
<td>20%</td>
</tr>
</tbody>
</table>

Students who do not achieve an exemption in the end-of-block clinical examinations (i.e. less than 60%) or obtain less than 50% for any of the assessment components or the total block assessments will be re-examined at the end of year. Students who obtain less than 50% for either of their patient studies are required to re-submit these assignment(s) for re-marking. Students who obtain less than 50% following re-examination will have failed Family Medicine.

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**Pry6000W  PSYCHIATRY**

**HEQF credits:** 21

**Course conveners:** Dr D Wilson and Dr M Karjiker.

**Course outline:** This is a full-time clinical block of four weeks (120 hours) which builds on the semester 6 and fourth 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 students will be expected to attend all ward meetings, departmental academic meetings and journal clubs. Every Friday, they will present cases and discuss clinical material with the course convener/senior supervisor. The students will be attached to units at one of the following hospitals: Valkenberg Hospital, Lentegeur Hospital and Groote Schuur Hospital.

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

**Assessment:** During the block 30% is allocated for ward involvement and case presentation or discussion, as well as knowledge and participation in the seminars, and for portfolio submission and
assessment. At the end of the block 20% is allocated for an oral exam and 20% for a written examination. At the end of the year there is an EMI/ MCQ (10%) and an end of the year multi-disciplinary examination focusing mainly on psychiatry (20%).

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

[BSc Audiology degree code; MB011. Plan code: MB011AH02. BSc Speech-Language Pathology degree code: MB010. Plan code: MB010AH01.]

These two degree programmes lead to registration of graduates with the Health Professions Council of South Africa as speech-language 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 Pathology is the discipline addressing the assessment and management of individuals who have difficulties with speech (including disorders of articulation, voice and fluency) language, communication and swallowing. Audiology is the discipline dealing with the assessment and management of hearing and balance, 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 part of the learning programme. The field offers wide clinical and research opportunities. Candidates who do not meet certain minimum requirements by the end of the first or the second semester of study may be required to transfer to an Intervention Programme. (see FBB3 below.)

**Programme convener:** Assoc Prof S Singh (Division of Communication Sciences & Disorders, Department of Health & Rehabilitation Sciences).

**Duration of programme**

FBB1. Each curriculum extends over four years of full-time study. Students who pass through the Intervention Programme will take an additional year to complete the degree.

**Curriculum**

**FBB2.1 First year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH1001F</td>
<td>Becoming a Professional</td>
<td>15</td>
</tr>
<tr>
<td>AHS1003F</td>
<td>Speech &amp; Hearing Sciences</td>
<td>18</td>
</tr>
<tr>
<td>PSY1004F</td>
<td>Introduction to Psychology Part I</td>
<td>18</td>
</tr>
<tr>
<td>ELL1032F</td>
<td>Introduction to Language Studies</td>
<td>18</td>
</tr>
<tr>
<td>AHS1042F</td>
<td>Human Communication Development</td>
<td>18</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
<td>15</td>
</tr>
<tr>
<td>PSY1005S</td>
<td>Introduction to Psychology Part II</td>
<td>18</td>
</tr>
<tr>
<td>HUB1014S</td>
<td>Anatomy for Communication Sciences</td>
<td>18</td>
</tr>
<tr>
<td>AHS1025S</td>
<td>Early Intervention</td>
<td>18</td>
</tr>
<tr>
<td>AHS1045S</td>
<td>Basis of Hearing and Balance</td>
<td>18</td>
</tr>
<tr>
<td>AHS1045S</td>
<td>Basis of Hearing and Balance</td>
<td>18</td>
</tr>
<tr>
<td>Course for Speech-Language Pathology students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL1033S</td>
<td>Introduction to Applied Language Studies</td>
<td>18</td>
</tr>
</tbody>
</table>

FBB2.2 A student who fails one or more of the following courses in the first semester may be required to enter the Intervention Programme Parts I and 2:
AHS1003F Speech and Hearing Sciences
PSY1004F Introduction to Psychology Pt I
ELL1032F Introduction to Language Studies
AHS1042F Human Communication Development

FBB2.3 A student who fails one or more of the following courses at the end of semester 2 of the standard curriculum may be required to enter the Intervention Programme Pt 2:

*In the case of BSc Audiology:*
PSY1005S Introduction to Psychology Pt II
AHS1025S Early Intervention
AHS1045S Basis of Hearing and Balance

*In the case of BSc Speech-Language Pathology:*
PSY1005S Introduction to Psychology Pt II
AHS1025S Early Intervention
ELL1033S Introduction to Applied Language Studies

*[See rule FBB3.1 below for the Intervention Programme curriculum. The Intervention Programme starts in July and ends in June of the following year, after which the student joins the second semester of the standard curriculum.]*

FBB2.4 **Second year**

*Common courses for Speech-Language Pathology and Audiology students:*
SLL1028H Xhosa for Health and Rehabilitation Sciences: or 18
SLL1048H Afrikaans for Health and Rehabilitation Sciences 18
PSY2006F Research in Psychology I 24
AHS2045F Becoming a Communication Therapist 24
AHS2106F Child Language 21
PSY2010S Cognition and Neuroscience 24
AHS2047S Paediatric Rehabilitative Audiology 18

*[Note: Students who speak an African language as a home language will be required to register for Afrikaans; Students who speak English or Afrikaans as a home language will register for Xhosa.]*

*Courses for Speech-Language Pathology students:*
AHS2107F Child Speech 18
AHS2108W Clinical Speech Therapy I 14
AHS2109S Language Learning and Literacy 15

*Courses for Audiology students:*
AHS2046F Diagnostic Audiology 18
AHS2110W Clinical Audiology I 14
AHS2111S Diagnostic Audiology in Special Populations 15

FBB2.5 **Third year**

*Common courses for Speech-Language Pathology and Audiology students:*
AHS3101W Sign Language 8
PSY3008F Health Psychology 24
PSY3007S Research in Psychology II 24

*Courses for Speech-Language Pathology students:*
AHS3004H Clinical Speech Therapy II 24
AHS3071F  Acquired Neurogenic Language Disorders  22
AHS3073F  Adult Dysphagia and Motor Speech  22
AHS3102F  Fluency  15
AHS3072S  Paediatric Dysphagia and Motor Speech  22
AHS3103S  Voice  15

Courses for Audiology students:
AHS3008H  Clinical Audiology II  24
AHS3062F  Rehabilitation Technology  22
AHS3075F  OAEs and Electrophysiology  22
AHS3105F  Public Health Audiology
          Adult Rehabilitative Audiology  18
AHS3104S  Vestibular Management  15

FBB2.6  **Fourth year**

Common courses for Speech-Language Pathology and Audiology students:
AHS4000W  Research Report  18
AHS4067F  Seminars in Communication Sciences  4

Courses for Speech-Language Pathology students:
AHS4005H  Clinical Speech Therapy IIIA  47
AHS4006H  Clinical Speech Therapy IIIB  47
AHS4068S  Seminars in Speech-Language Pathology  4

Courses for Audiology students:
AHS4008H  Clinical Audiology IIIA  47
AHS4009H  Clinical Audiology IIIB  47
AHS4069S  Seminars in Audiology  4

*Total HEQF credits: 682-685*

**Intervention programme**

FBB3.1  The following courses must be satisfactorily completed during the Intervention Programme by a student who enters the Intervention Programme after semester 1 of the standard curriculum:

*Intervention Programme Part 1:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS1031S</td>
<td>Preparation for Entry-level Psychology for Health and Rehabilitation Sciences Pt I</td>
<td>0</td>
</tr>
<tr>
<td>ELL1034S</td>
<td>Linguistics Foundation</td>
<td>18</td>
</tr>
<tr>
<td>AHS1041S</td>
<td>Fundamentals of Speech and Hearing Sciences</td>
<td>18</td>
</tr>
<tr>
<td>AHS1043S</td>
<td>Foundational Concepts in Human Communication Development.</td>
<td>18</td>
</tr>
</tbody>
</table>

FBB3.2  A student who fails an IP1 course may be required to register for and complete a summer term course and to rewrite the examination at the end of this course (in December of the year in which he/she failed).

FBB3.3  The following courses must be satisfactorily completed during the Intervention Programme by a student who has completed the Intervention Programme Part 1 or who is required to enter the Intervention Programme after semester 2 of the standard curriculum:

*Intervention Programme Part 2:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL1035F</td>
<td>Sociolinguistics Foundation (Speech-Language Pathology students)</td>
<td>18</td>
</tr>
</tbody>
</table>
AHS1036F  Foundational Concepts in Early Intervention  18
AHS1046F  Foundations of Hearing and Balance (Audiology students)  18
AHS1047F  Preparation for Entry-level Psychology for Health and Rehabilitation Sciences Pt II  36

Total HEQF credits in IP: 144

FBB3.4 At the beginning of semester 2 of the Intervention Programme, students who have failed PPH1001F Becoming a Health Professional will register for this course as well.

FBB3.5 Once a student has satisfactorily completed all the prescribed courses of the Intervention Programme, he/she may proceed to semester 2 of the standard curriculum.

Attendance and DP (Duly Performed) requirements

FBB4  (a) Attendance at all lectures is compulsory. If a student misses a lecture without permission, he/she may be prohibited from taking the examination and fail 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.
    (d) All coursework must be completed.

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>AHS2106F</td>
<td>AHS1042F</td>
</tr>
<tr>
<td>PSY2010S</td>
<td>PSY1004F and PSY1005S and PSY2006F</td>
</tr>
<tr>
<td>AHS2046F</td>
<td>AHS1003F</td>
</tr>
<tr>
<td>AHS2047S</td>
<td>AHS2106F</td>
</tr>
<tr>
<td>AHS2109S</td>
<td>AHS2106F</td>
</tr>
<tr>
<td>AHS2110W</td>
<td>AHS2046F</td>
</tr>
<tr>
<td>AHS3004H</td>
<td>AHS2108W</td>
</tr>
<tr>
<td>AHS3008H</td>
<td>AHS2047S and AHS2111S and AHS2110W and AHS3062F and AHS3075F</td>
</tr>
<tr>
<td>PSY3007S</td>
<td>PSY2006F</td>
</tr>
<tr>
<td>PSY3008F</td>
<td>PSY2008F, or PSY2009F, or PSY2005S</td>
</tr>
</tbody>
</table>

FBB5.2 A student is required to pass AHS2107F Child Speech and AHS2106F Child Language in order to continue the second semester of the second year clinical practical course AHS2108W Clinical Speech Therapy 1. If a student should fail either course, he/she will have to deregister from the clinical course AHS2108W at the start of the second semester. The student will continue with the clinical course AHS2108W following successful completion of AHS2107F and/or AHS2106F in the following year, if permitted to repeat these courses.

FBB5.3 A student is required to pass AHS3073F Adult Dysphagia and Motor Speech and AHS3071F Acquired Neurogenic Language Disorders and ASH3102F Fluency in order to continue with the second semester of the third year clinical practical course AHS3004H Clinical Speech Therapy II. 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/or AHS3071F and/or AHS3102F in the following year. Students will retain credit for the clinical hours obtained in the first semester of the clinical course AHS3004H.

FBB5.4 A student is required to pass both AHS3062F Rehabilitation Technology and AHS3075F OAEs & Electrophysiology in order to continue with second semester of AHS3008H Clinical Audiology II. If a student fails either AHS3062F or AHS3075F, he/she will have to deregister from the clinical course AHS3008H. The student will then continue with the programme following successful completion of AHS3062F and/or AHS3075F in the following year. Students will retain credit for the clinical hours obtained in the first semester of AHS3008H.

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 First, second and third year students are expected to complete independently organised electives requiring observation of clinical work in a variety of settings, and professional activities as per programme requirements. Total elective hours are 50, to be completed according to annual requirements, prior to the fourth year of study.

FBB5.7 In the fourth year clinical courses AHS4005H Clinical Speech Therapy IIIA, AHS4006H Clinical Speech Therapy IIIB, AHS4008W Clinical Audiology IIIA and AHS4009H Clinical Audiology IIIB, students are required to pass all sections of the final qualifying examinations in order to pass the course (i.e. obtain a minimum mark of 50% for each section).

If a student fails any section of the examination in each course, the student will fail the course, and a maximum mark of 49% will be awarded.

In the first semester: If a student fails the final qualifying examination in a course in June, or any section thereof, and the final examination mark is above 45%, he/she may be offered a re-assessment of the section/s that have been failed, in November (at the same time as the second semester final qualifying examinations). If the student fails to obtain an overall mark of 45% in June, he/she will not qualify for a re-assessment and will fail the course.

In the second semester: If the student fails the November final qualifying examination in a course or any section thereof, and the final examination mark is above 45%, the student may be offered a re-examination within two weeks of the final examination.

FBB5.8 In the fourth year clinical course: AHS4005H, AHS4006H, AHS4008H and AHS4009H, the student must pass each clinic of each block (obtain a minimum mark of 50% for each clinic). If the student fails any clinic, he/she will be required to repeat and pass the clinic (during the regular academic year when clinics are scheduled).

FBB5.9 Following a supplementary examination (if awarded), the final mark in a course will be determined as follows: coursework: 60%; supplementary exam mark: 40%.

Readmission rules (standard programme and Intervention Programme)

[Note: These rules must be read in conjunction with the general rules on page 18 of this handbook.]

FBB6.1 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree

(a) if he/she fails to meet the DP requirements in any course that has such requirements;
(b) if he/she is in the Intervention Programme and fails any course in it (no
supplementary examinations are allowed for IP2 courses but students who fail an IP1 course may be allowed to repeat the course as a summer term course in the same year and write another examination. If the student fails this examination, he/she is excludable;
(c) if he/she fails a course which he/she is repeating;
(d) 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 (an examination cycle being an examination plus a supplementary or deferred examination, if awarded);
(e) unless he/she successfully completes all the prescribed courses for any single year in two years;
(f) if he/she is unable to complete the standard programme in six years or, having passed through the Intervention Programme, is unable to complete the degree in seven years of study.

FBB6.2 A student who has not fulfilled the required number of clinical hours will not be permitted to graduate.

Distinction
FBB7 The degree may be awarded with distinction (average of 75% or above for all courses from first to final year of study).

Courses for BSc Audiology and BSc Speech-Language Pathology:

PPH1001F BECOMING A PROFESSIONAL
HEQF credits: 15
Course convener: 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. The focus is on the development of interpersonal skills, which include being non-judgemental, sensitive, ethical and respectful of human rights 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
• theory related to group and social roles applied in simulated experiences to build team membership and leadership skills
• critical analysis and reflection on professional conduct, including non-judgementalism, empathy, health and human 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 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 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 range of in-course assignments, which comprise 60% of the total mark. The final, 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 the HIV/AIDS 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.

**Assessment:** Student learning is assessed as part of the end of semester PPH1001F summative assessment.

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**PPH1002S BECOMING A HEALTH PROFESSIONAL**

**HEQF credits:** 15

**Course convener:** 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 focus is on primary health care and disability. 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 within the context of disability. 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.

**Basic Life Support Skills Workshop (BLSS):** BLSS is the first building block CPR (cardiopulmonary resuscitation). This takes the form of a once-off workshop session for each student. Attendance is compulsory.

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

- Attending group sessions
- Completing set assignments
- Attending community visits, health service site visits, and BLSS workshop
- 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 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.

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**AHS1003F SPEECH AND HEARING SCIENCES**

**HEQF credits:** 18

**Course convener:** Dr L Ramma.

**Course outline:**
• **Intended learning outcomes** include description and discussion of: The nature of sound; Perception of sound by humans; speech production.

• **Content:** Nature, dimensions and parameters of sound; transmission of sound; analysis and measurement of sound; range of hearing and the concept of threshold; concepts of loudness, pitch, masking and binaural hearing; speech production; nature of speech, vocal anatomy, the vocal tract articulators and resonators, linguistic function of speech sounds as well as spectra and spectrograms.

• **Skills:** Numeracy, interpretation of graphs as well as ability to relate physical concepts of sound to speech and hearing.

• **Attitudes:** Students should have an appreciation of the physical nature of sound; the fact that perception of sound is an individual experience; that speech production is a uniquely human characteristic resulting from a combination of physical and physiological processes.

• **Teaching and learning activities:** Lectures; practical demonstrations; assigned activities, self-directed study (websites), group discussions.

**Contact time:** Five hours per week; total 60 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: Formative assessments: one quiz, two assignments; two summative tests - 60%; final summative assessment in June – 40%. All assessments are based on independent work.

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**PSY1004F  INTRODUCTION TO PSYCHOLOGY: Part I**

**HEQF credits:** 18  
**Course convener:** Dr C Ward.

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of areas aimed to introduce the student to issues in psychology and health.

**Lecture times:** First or fifth period.

First-year, first semester course, four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, attend at least four to five tutorials, complete all class tests. In addition, completion of 90 minutes in the Student Research Participation Programme (SRPP), or equivalent.

**Assessment:** Coursework (term assignments and test) counts 50%; one two-hour examination in June counts 50%. Students are expected successfully to complete the June exam, as well as all coursework, before being awarded a pass in this course.

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**PSY1005S  INTRODUCTION TO PSYCHOLOGY: Part II**

**HEQF credits:** 18  
**Prerequisite:** PSY1004F.

**Course convener:** Dr C Ward.

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of introductory areas in psychology that was not covered in PSY1004F.

**Lecture times:** First or fifth period.

First-year, second semester course, four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, attend at least four to five tutorials, complete all class tests. In addition, completion of 90 minutes in the Student Research Participation Programme (SRPP), or equivalent.

**Assessment:** Coursework (term assignments and test) counts 50%; one two-hour examination in November counts 50%. Students are expected successfully to complete the November exam, as well as all coursework, before being awarded a pass in this course.

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**HUB1014S  ANATOMY FOR COMMUNICATION SCIENCES**

**HEQF credits:** 18

**Course convener:** Dr C Warton.
**Course outline:** This is a half course designed to give an overview of the anatomy relevant for the practice of the Communication Sciences. It covers the morphological anatomy of the head and neck and relevant parts of the thorax, neuroanatomy, and the areas of embryology relating to these subjects. The course consists of five lectures and one practical per week for one semester. The practicals involve examination of pre-dissected specimens of the related body parts.

**Assessment:** Continuous assessment involves written and practical tests and examinations. The in-course formative assessments carry 45% of the marks and the final written and practical examinations the remaining 55%.

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**AHS1025S EARLY INTERVENTION**

HEQF credits: 18  
Course convener: Mrs V Norman.

**Course outline:**

- **Intended learning outcomes:** include description and discussion of early intervention in the South African context; speech-language therapist’s / audiologist’s roles in early intervention; risk populations; principles and approaches to assessment and intervention.
- **Content:** Early intervention within primary health care framework; hearing, communication and feeding difficulties in specific risk populations; specific approaches to early intervention (asset-based, family-centred); basic assessment and management of communication in 0 – 3 population with focus on hearing screening, KMC, NICU, parent training.
- **Skills:** Interaction with caregivers and children; profile a child’s development in relation to expected milestones; knowledge translation; clinical reasoning.
- **Attitude:** Family is central to child; holistic view of child; asset-based approach; culture and individual differences influence communication development; willingness to problem-solve when clients and clinicians do not share a common language.
- **Teaching and learning activities:** Lectures; small group discussions; class presentations; observation and interaction with young children.
- **Themes underpinning the course:** Primary health care and contextual relevance; multilingual, multicultural society; ethics and human rights; developing agents for change.

**Contact time:** Five hours per week; total 60 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: Formative assessments; two summative assessments - 60%; final summative assessment in November – 40%.

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**SLL1028H XHOSA FOR HEALTH AND REHABILITATION SCIENCES**  
*(Faculty of Humanities)*

HEQF credits: 18  
Course convener: Dr M R Smouse.

**Course outline:** This course introduces students to communication skills required for a successful interaction between a health-care professional and a client. The course takes an integrated approach to language learning through an incorporation of clinical experiences related to the streams of physiotherapy, occupational therapy as well as communication and speech disorders. The main focus of this course is on pronunciation, grammar and interaction with patients/clients. Interaction is used as a means of exposing students to the Xhosa ways of expression, as well as issues of cross-cultural and inter-cultural communication.

**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 examination (simulated client interviews) - 30%.

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**AHS1031S PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES Part I**
RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

HEQF credits: 0 [Note: There is no summative assessment for this course and therefore there are no HEQF credits. The credits are included in AHS1047F.]

Course conveners: Dr B Ige and Ms E Badenhorst.

Course outline: This course will strengthen students’ understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004F. Students are introduced to the building blocks and core principals and concepts of PSY1004F, such as developmental psychology, social psychology and health psychology, in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills, in order to allow students to critically assess studies on which psychological theory is based. Students therefore engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research. In order to familiarise students with the modes of learning that will be required of them upon entry into PSY1005S, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques.

The outcome of AHS1031S and AHS1047F is to enable students to develop a fundamental understanding of psychology, and to look critically at concepts and theories in the discipline and to understand the practical application of psychology in everyday life and in their future professions.

Assessment: Formative assessment strategies utilised include essays, written tests, a research project and multiple-choice question tests. The purpose of assessments in this course is twofold: To provide students with feedback regarding their progress, as well as to develop and strengthen knowledge, critical thinking, research skills and writing skills. The assessment process therefore familiarises students with a range of academic skills in preparation for learning in subsequent semesters. The final assessment takes place in AHS1047F.

ELL1032F INTRODUCTION TO LANGUAGE STUDIES
(Faculty of Humanities)
[Note: First year, first-semester course, four lectures per week plus tutorials.]

HEQF credits: 18

Course convenor: Mr S Bauerman.

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 of tutorials.

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

ELL1033S INTRODUCTION TO APPLIED LANGUAGE STUDIES
(Faculty of Humanities)

HEQF credits: 18

Course convenor: Assoc Prof A Deumert.

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

ELL1034S LINGUISTICS FOUNDATION  
(Faculty of Humanities)  
HEQF credits: 18  
Course conveners: Prof R Mesthrie and Dr B Ige.  
Entrance requirement: This course is available only to students in the School of Health and Rehabilitation Sciences who are registered for the Intervention Programme.  
Course outline: The course revisits core areas of ELL1032F. It aims to:  
• Move students beyond a lay person’s understanding of the nature of language  
• Generate a clear, basic understanding of the kinds and purposes of enquiry in Linguistics and selected sub-disciplines, and indicate how they are related to the study of communication sciences and disorders  
• Ensure that students have a solid grounding in key concepts in phonetics, phonology, morphology, syntax and semantics, and that they have the skills to use these concepts in the analysis of data.  
Course outcomes:  
Upon completion, students will be able to:  
• Understand the nature and interrelationship of language systems  
• Grasp and work with the levels of abstraction involved in phonology, morphology, syntax and semantics  
• Describe, analyse and explain selected linguistic processes and types of data and use appropriate conventions to present these descriptions, analysis and explanations.  
Assessment: Assessment of the course comprises written, in-course assessments (60%) and a final examination (40%). Students who fail the final assessment may be allowed to register for a summer term course and write another examination in the same year.  
Note: A pass in this course is regarded as fulfilling the entrance requirements for ELL2018F and ELL2019S, the second-year Linguistics courses.

ELL1035F SOCIOLINGUISTICS FOUNDATION  
(Faculty of Humanities)  
HEQF credits: 18  
Course convenor: Dr B Ige.  
Entrance requirement: This course is available only to students in the School of Health and Rehabilitation Sciences that are registered for the Intervention Programme.  
Course outline: The course aims to prepare students for what they will encounter in ELL1033S when they re-enter the standard curriculum.  
Course aims: This course aims to:  
• Ensure that students understand the ways in which social context affects all aspects of language use  
• Give students a solid grounding in key areas of sociolinguistics: Language in interaction, language variation and change, language and identity, language contact and multilingualism and language policy, particularly as they can be seen in South Africa  
• Show how an understanding of these areas will help to prepare students for phenomena and problems that they are likely to encounter in their profession  
• Assist students to learn to read and understand graphs, tables and other modes of data presentation in sociolinguistic texts  
• Assist students to develop their ability to present their own descriptions and explanations of sociolinguistic phenomena appropriately in essays.  
Course outcomes:  
Students will be able to:
• Identify the attitudinal, aspirational, and other social factors which commonly have an impact on who speaks (or writes) to whom, about what, under what circumstances, and how
• See how these factors could shape aspects of actual and desired language use among the communities and individuals with whom they will engage in their clinical training and professional work
• Draw on the work they did in the previous semester (particularly phonetics, phonology, morphology and syntax) when using insights and skills from this course in descriptions and analyses of sociolinguistic data.

**Assessment:** Assessment of the course comprises written in-course assessments (60%) and a final examination (40%).

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**AHS1036F  FOUNDATIONAL CONCEPTS IN EARLY INTERVENTION**

**HEQF credits:** 18  
**Course conveners:** Dr B Ige and Mrs V Norman.

**Course outline:** This course aims to prepare students for what they will encounter in AHS1025S Early Intervention upon re-entry into the standard curriculum. The principles, models and rationale for early intervention in speech-language therapy and audiology practice are introduced. Primary health care principles are explained in relation to the promotion of normal communication development, prevention of communication disorders, and identification and intervention in speech language therapy and audiology. Early childhood intervention is described and discussed with particular reference to risk populations. Different models of service delivery at various levels of health care will be discussed.

**Contact time:** Four hours per week.

**Assessment:** Assessment of the course comprises written in-course assessments (60%) and a final examination (40%).

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**AHS1041S  FUNDAMENTALS OF SPEECH AND HEARING SCIENCES**

**HEQF credits:** 18  
**Course conveners:** Dr B Ige and Dr L Ramma.

**Course outline:** This course revisits the core areas of AHS1003F Speech and Hearing Sciences and aims to facilitate a basic understanding of the nature of sound, how sound is perceived by humans and how human speech is produced. The course content includes basic numeracy skills; introductory physics relating to the characteristics, behaviour and phenomena of sound waves, as well as the concepts of frequency, intensity, phase and resonance as they relate to speech production and hearing (including measurement and perceptual correlates).

Teaching/learning methods utilised in the course include lectures, demonstrations, practical work, tutorials and self-directed learning sessions.

**Course outcomes:**
The student will be able to understand and describe
- the nature of sound
- how humans hear
- how speech is produced.

**Contact time:** Four hours per week.

**Assessment:** Assessment of the course comprises written, in-course assessments (60%) and a final examination (40%). Students who fail the final assessment may be required to register for a summer term course and write another examination in the same year.

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**AHS1042F  HUMAN COMMUNICATION DEVELOPMENT**

**HEQF credits:** 18  
**Course convener:** Dr M Pascoe.

**Course outline:**
• Intended learning outcomes include description of the communication chain and difficulties when breakdown occurs; and key aspects of communication development in 0-6 years and school-age children.
• Content: The communication chain, its breakdown and resultant difficulties; general principles of development; typical communication (speech, language and auditory) development; a framework for language development.
• Skills: Observation and interaction with children; profile a child’s development in relation to expected milestones; materials development.
• Attitude: The influence of culture and individual differences on communication development.
• Teaching and learning activities: Lectures; small group discussions; class presentations; observation and interaction with young children.
• Themes underpinning the course: Primary health care and contextual relevance; multilingual, multicultural society; ethics and human rights.
Contact time: Four hours per week; total 48 hours.
DP requirements: Attendance at all lectures; completion of all coursework.
Assessment: Coursework: Formative assessments - 50%; final summative assessment in June – 50%.

AHS1043S FOUNDATIONAL CONCEPTS IN HUMAN COMMUNICATION DEVELOPMENT
HEQF credits: 18
Course convener: Dr M Pascoe.
Key aims: To facilitate basic understanding of
• the process of typical communication development in pre-school and school-aged children, and frameworks for understanding this
• the terminology associated with communication such as speech, language, communication.
Course outline: This includes:
• Scope of speech-language pathology and audiology practice
• The communication chain
• Anatomy and physiology of speech and hearing
• Sign language development
• Principles and frameworks for understanding normal development
• Key aspects of communication development in children aged 0-3 years; 3-6 years, and 6 years and beyond.
Contact time: Four one-hour periods per week.
Teaching methods: Lectures, demonstrations, practical work, self-study, tutorials.
Outcomes: The student will be able to
• describe the scope of practice of speech-language pathology and audiology professions
• describe the communication chain, and list difficulties which might occur when breakdown happens at different points in the chain
• describe the development of sign language in children with hearing impairment
• describe the key aspects of communication development in children aged 0-3 years, 3-6 years, and 6 + years.
Assessment: Assessment of the course comprises written, in-course assessments (60%) and a final examination (40%). Students who fail the final assessment may be required to register for a summer-term course and write another examination in the same year.

AHS1045S BASIS OF HEARING AND BALANCE
HEQF credits: 18
Course convener: Mrs C Rogers.
Course outline:
• Intended learning outcomes: include discussion of the anatomy, physiology and pathology of hearing and balance underpinning audiology diagnoses; impact of hearing and balance difficulties; prevention and health promotion strategies.
• **Content:** Anatomy and physiology of hearing and balance; patho-physiology of hearing and vestibular disorders.
• **Skills:** Otoscopy; prevention and health promotion.
• **Attitudes:** Thorough knowledge of the anatomy, physiology and pathology is fundamental to an audiology diagnosis; holistic view of clients; exercising duty of care.
• **Teaching and learning activities:** Lectures; web-based learning; case study; group learning.
• **Themes underpinning the course:** Primary health care; burden of disease; biopsychosocial model.

**Contact time:** Four hours per week; total 48 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: two formative assessments (group-work: construction of model; individual work: preparation of pamphlet); two summative assessments (individual work: anatomy/physiology essay; case-based integration task of all components) - 60%; final summative assessment in November: case-based take-home examination - 40%.

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**AHS1046F FOUNDATIONS OF HEARING AND BALANCE**

**HEQF credits:** 18

**Course conveners:** Dr B Ige and Mrs C Rogers.

**Course aims:**
- This course aims to facilitate an understanding of the:
  - anatomy of the hearing and balance structures and mechanisms
  - physiology of hearing and balance
  - pathologies that impact hearing and balance ability
- To apply knowledge gained to the:
  - promotion of hearing
  - prevention of disease
  - education of peers.

**Course outline:** This course prepares students for AHS1045S Basis of Hearing and Balance for which they register upon re-entry into the standard curriculum. The course addresses the anatomy and physiology of hearing as well as various pathologies of hearing (including embryological and genetic factors). Course content includes: Anatomy of the outer, middle and inner ear; eighth cranial nerve; auditory pathways and the auditory cortex; the physiology of hearing; and pathologies of the ear and hearing systems. Teaching/learning methods utilised in the course include lectures, demonstrations, practical work, tutorials and self-directed learning sessions.

**Course outcomes:** The student will be able to understand and describe the anatomy, physiology and relevant pathologies of the ear and of hearing.

**Contact time:** Four hours per week.

**Assessment:** Assessment of the course comprises written in-course assessments (60%) and a final examination (40%).

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**AHS1047F PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES Part II**

**HEQF credits:** 36

**Course conveners:** Dr B Ige and Ms E Badenhorst.

**Course objectives:** This course strengthens students’ understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004F. Student are introduced to the building blocks and core principles and concepts of PSY1004F, such as developmental psychology, social psychology and health psychology, in order to develop and strengthen basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which psychological theory is based. Students therefore engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research.

In order to familiarise students with the models of learning that will be required of them upon entry into PSY1005S, as well as the style of instruction they will encounter in the course, students attend
lectures and small group tutorials to develop academic skills and techniques. The outcome of the course is to develop a fundamental understanding of psychology, to enable students to look critically at concepts and theories in the discipline and to understand the practical application of psychology in everyday life and the workings of their future professions.

**Assessment:** Assessment strategies utilised include essays, written tests, a research project and multiple-choice question tests. The purpose of assessment in this course is two-fold: To provide students with feedback regarding their progress, as well as to develop and strengthen knowledge, critical thinking, research skills and writing skills. The assessment process will therefore familiarise students with a range of academic skills in preparation for learning in subsequent semesters. The marks are made up as follows:

60% yearmark, 40% exam. Of the 60% yearmark:
- 1 essay - 10%
- 1 research project essay - 15%
- tutorial assignments - 10%
- 2 x tests, each - 25%

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

**HEQF credits:** 18

**Course convener:** Dr I van Rooyen.

[Note: The learning of Afrikaans and Xhosa languages is seen as integral clinical skills. The contents of the courses are aligned with the core courses and clinical placements from second to fourth years. Therefore, no student will be exempted from registering for the courses in Afrikaans or Xhosa.]

**Course outline:** The content of the Afrikaans course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication sciences 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 examination (simulated client interviews) - 30%.

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**PSY2006F**  
RESEARCH IN PSYCHOLOGY I  
*(Faculty of Humanities)*

[Note: Second-year, first-semester course, four lectures and one tutorial per week. This course is a prerequisite for PSY2010S, PSY3007F/S, PSY3009F and PSY3010S.]

**HEQF credits:** 24

**Course convener:** Prof C Tredoux.

**Prerequisites:** Students must have passed PSY1004F and MAM1014F and MAM1016S, or have passed PSY1004F and PSY1005S and have attained a score of at least 65% on the Quantitative Literacy Test, or have obtained at least a B symbol in Grade 12 mathematics (SG).

**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.

**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  
(Faculty of Humanities) 
HEQF credits: 24 
Course convener: Ms S Malcolm-Smith.  
Prerequisites: Students must have passed PSY1004F and PSY1005S and PSY2006F.  
Course outline: An introduction to cognitive psychology and neuroscience. The course covers brain structures and functions that are involved in cognition. Cognitive functions covered include perception, memory, and language, among others. There is a strong focus on the research methods used in this field. Classic research protocols are introduced as practical exercises, and statistical analysis is required. 
Contact time: Four lectures per week.  
DP requirement: Completion of all coursework as well as completion of 90 minutes in the Student’s Research Participation Program, or equivalent.  
Assessment: Coursework (tests and practical assignments) count 50%; one two-hour examination in October counts 50% towards the final mark. 

AHS2045F  BECOMING A COMMUNICATION THERAPIST 
HEQF credits: 24 
Course conveners: Dr M Pascoe and Prof S Amosun.  
Course outline:  
• Intended learning outcomes include description and discussion of the roles of the speech language pathologist and audiologist in different service delivery contexts and teams; disability; alternative and augmentative communication (AAC); best practice in speech-language pathology / audiology; professional and personal skills of an effective clinician.  
• Content:  
  - Disability in Primary Health Care is a multi-disciplinary module for undergraduate students in audiology, occupational therapy, physiotherapy and speech-language pathology. Culture, psyche and illness; equity, health and human rights; theories of disability, health promotion and community development.  
  - Scope of the professions; service delivery models; alternative and augmentative communication; evidence-based practice; counselling; ethical and professional clinical practice.  
• Skills: Knowledge translation; problem-solving; professional writing and presentation; ethical reasoning.  
• Attitudes: Importance of a professional approach; ability to maximize communication; advocacy.  
• Teaching and learning activities: Lectures; small group discussions; class presentations; visits to service sites.  
• Themes underpinning the course: Primary health care (PHC) and contextual relevance; developing agents for change.  
Scheduled time: Disability in PHC: first two weeks of semester – 80 notional hours, plus four hours per week; total 48 hours.  
DP requirements: Attendance at all lectures; completion of all coursework.  
Assessment: Coursework: formative assessments; PHC in disability assessment: one group assignment and presentation, and a written (short answers) test at the end of the two-week block; two summative assessments - 60%; final summative examination in June – 40%. 

AHS2046F  DIAGNOSTIC AUDIOLOGY 
Prerequisite: AHS1003F 
HEQF credits: 18 
Course convener: Mrs L Petersen.
Course outline:

- **Intended learning outcomes include:** Devising and implementing relevant and appropriate audiology case history interview; description and discussion of a comprehensive diagnostic audiology process; description of audiology tests; reflection on and communication of assessment outcomes to the client.

- **Content:** Case history; fundamentals of the audiology diagnostic process; audiology test battery; pure tone, speech and immittance audiometry; functional hearing loss; principles of masking; clinical reasoning; differential diagnosis; clinical report writing.

- **Skills:** Jargon-free communication; appropriate test selection; analysis and interpretation; knowing when and how to refer.

- **Attitudes:** Information and personal adjustment counselling is key in the empowerment of clients; appreciation of the role of the team; awareness of professional boundaries.

- **Teaching and learning activities:** Lectures; case studies; self-directed study; role-play; experiential learning; simulations; group-work.

- **Themes underpinning course:** Primary health care and contextual relevance; disability and burden of disease; ethics and human rights; biopsychosocial models of health; developing agents for change; equity and affirmation of diversity.

**Contact time:** Four hours per week; total 64 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: two formative assessment (group presentation: clinical norms for various audiology tests); two summative assessments: (one in-class test and one case-based take-home test) – 60%; final summative assessment in June: case-based take home examination - 40%.

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**AHS2047S  PAEDIATRIC REHABILITATIVE AUDIOLOGY**

**HEQF credits:** 18

**Prerequisite:** AHS2106F.

**Course convener:** Dr L Ramma.

- **Intended learning outcomes include:** Description and discussion of the paediatric population with hearing impairment; analysis and application of theoretical frameworks relating to communication, the assessment and comprehensive management of children with hearing impairment.

- **Content:** Factors contributing to diversity in the paediatric population with hearing impairment; “disability model of deafness” and biopsychosocial models; approaches to aural rehabilitation for children with hearing impairment.

- **Skills:** Critical thinking; knowledge translation; understanding of diversity and context; selection of appropriate assessment material; interpretation of assessment results in light of client’s context, holistic client management.

- **Attitude:** Awareness of diverse client contexts; appreciation of the range of auditory dysfunction; sensitivity to issues of disability; empathy; agent for change; respect for client communication choices; client and family-centred approach.

- **Teaching and learning activities:** Lectures; case studies; guided self-study; videos; interview of parent with a child with a hearing impairment; role-play.

- **Themes underpinning course:** Primary health care and contextual relevance; disability and burden of disease; ethics and human rights; biopsychosocial models of disability; developing agents for change; equity and affirmation of diversity.

**Contact time:** Four hours per week; total 60 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: two formative assessments (reflection on a video; presentation of different models); two summative assessments - 60%. Final summative assessment in November: case-based take home examination - 40%.

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**AHS2106F  CHILD LANGUAGE**

**Prerequisite:** AHS1042F.

**HEQF credits:** 21
Course convener: Mrs P Sorour.

Course outline:

- **Intended learning outcomes include:** Comparison and contrast of child language delay, difference and disorder (DDD); description and critical discussion of principles and nature of assessment and comprehensive management of child language DDD; application of principles of intervention to special populations.
- **Content:** Nature, assessment and management of child language DDD; management of special populations including children with autism, cerebral palsy, bilingualism and multilingualism.
- **Skills:** Observation and interaction with children; profile of a child’s general development in relation to expected milestones; knowledge translation; transcription and analysis of child language; clinical reasoning; strategies for working with child language DDD in a multilingual, multicultural environment.
- **Attitudes:** Appreciation of a multi-linguistic, multicultural society in the assessment and management of child language DDD; willingness to problem-solve when clients and clinicians do not share a common language.
- **Teaching and learning activities:** Lectures; small group discussions; class presentations; observation and interaction with young children; role-play; case discussions (video and paper).
- **Themes underpinning the course:** Multilingual, multicultural society; provision of contextually relevant services; developing agents for change.

Contact time: Eight hours per week for eight weeks; total 64 hours.

DP requirements: Attendance at all lectures; completion of all coursework.

Assessment: Coursework: Formative assessments; two summative assessments – 60%; final summative examination in June – 40%.

AHS2107F CHILD SPEECH
HEQF credits: 18
Course convener: Dr M Pascoe.

Course outline:

- **Intended learning outcomes include - in children:** Comparisons and contrasts of different speech difficulties; descriptions and discussions of: speech assessment, principles of speech intervention, and application of principles of intervention to special populations.
- **Main content areas:** Nature of articulation and phonological difficulties; assessment of and therapy for children with articulation and phonological difficulties; management of special populations including children with resonance difficulties (e.g. cleft lip and palate) and childhood apraxia of speech.
- **Skills:** Observation and interaction with children; profile a child’s development in relation to expected milestones; transcription and analysis of child speech; knowledge translation; clinical reasoning.
- **Attitudes:** Awareness that culture and individual differences influence children’s speech; willingness to problem-solve when clients and clinicians do not share a common language.
- **Teaching and learning activities:** Lectures; small group discussions; class presentations; observations of and interaction with young children.
- **Themes underpinning the course:** Multilingual, multicultural context; provision of contextually relevant services; developing agents for change.

Contact time: Four hours per week; total 64 hours.

DP requirements: Attendance at all lectures; completion of all coursework.

Assessment: Coursework: Formative assessments; two summative assessments - 60%; final summative examination in June – 40%.

AHS2108W CLINICAL SPEECH THERAPY 1
HEQF credits: 14
Course conveners: Mrs F Camroodien-Surve and Mrs L Russel.

Course outline:
• **Intended learning outcomes include:** Demonstrate professional conduct; promote communication development in children aged 0 – 5 years; identify and assess children 0 – 5 years with speech and language delays, disorders & differences; prevent communication difficulties in children aged 0 – 5 years.

• **Content:** School-based hearing screening; prevention and promotion; early childhood intervention; child language, articulation and phonology service provision.

• **Skills:** Knowledge translation; effective written and verbal communication; operational clinic management.

• **Attitudes:** Respectful interpersonal relationships; professionalism; appreciation of ethical behaviour.

• **Teaching and learning activities:** Observation of experienced clinician; clinical practice: promotion and prevention activities; assessment and management of children; paper rounds and tutorials.

• **Themes underpinning the course:** Primary health care; equity and affirmation of diversity; developing agents for change; evidence-based practice; ethical and professional practice; client- / family-centred approach.

**Scheduled time:** Four hours per week; total 96 hours.

**Contact time:** Minimum of 50 client contact hours.

**DP requirements:** A minimum of 80% attendance is required at clinics; completion of all coursework.

**Assessment:** Formative assessments; continuous summative evaluation of clinical work (minimum of three marks per clinic/block): 100%.

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AHS2109S  LANGUAGE, LEARNING AND LITERACY

**Prerequisite:** AHS2106F.

**HEQF credits:** 15

**Course convener:** Mrs P Sorour.

**Course outline:**

• **Intended learning outcomes include:** Comparison and contrast of language learning delays, difficulties and disorders (LLDs) in school-age children in the SA educational context; description and application of principles for comprehensive assessment and management of school-age children with LLDs.

• **Content:** Nature of LLDs in school-age children such as: Attention-deficit hyperactivity disorder, auditory-processing disorders, learning in a second language, literacy difficulties, and dyslexia; principles and nature of assessment and management of school-age children with LLDs in a multilingual context.

• **Skills:** Observation and interaction with school-age children; knowledge translation; assessment and analysis of language and literacy profiles of school-age children; clinical reasoning; strategies for working in a multilingual, multicultural educational environment.

• **Attitudes:** Appreciation of a multi-linguistic, multicultural society in the assessment and management of school-age children with LLDs; willingness to problem-solve when clients and clinicians do not share a common language.

• **Teaching and learning activities:** Lectures; guided self-study; internet learning role-play; case discussions (video and paper); presentations.

• **Themes underpinning the course:** Multilingual, multicultural society; provision of contextually relevant services; developing agents for change.

**Contact time:** Eight hours per week; total 48 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: formative assessments; two summative assessments – 60%; final summative examination in November – 40%.

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AHS2110W  CLINICAL AUDIOLOGY 1

**Prerequisite:** AHS2046F.

**HEQF credits:** 14
Course conveners: Mrs T Cloete and Dr L Ramma.

Course outline:

- **Intended learning outcomes include**: To demonstrate professional conduct; to promote communication development in children aged 0-5yrs; to prevent communication difficulties in children; to assess peripheral auditory function in adults.
- **Content**: Neonatal hearing screening; school-based hearing screening; prevention and promotion; early childhood intervention; diagnostic audiology in adults.
- **Skills**: Ethical and professional practice; professional communication; clinic management; assessment and management of the client.
- **Attitudes**: Willingness to engage professionally and ethically; begin to accept responsibility for clinical service provision; sensitivity to cultural diversity; respect for client autonomy.
- **Teaching and learning activities**: Clinical practice; clinic workshops; modeling (by clinical educator) and guided observation; simulations (e.g. Otis); clinic preparatory worksheets; tutorials; paper rounds; reflective tasks.
- **Themes underpinning the course**: Primary health care; evidence-based practice; ethical and professional practice; client / family-centred approach.

Scheduled time: Four hours per week; total 96 hours.
Contact time: Minimum of 50 client contact hours.
DP requirements: A minimum of 80% attendance is required at clinics; completion of all coursework.
Assessment: Formative assessments; two to three summative assessments per clinic / block - 60%; Final summative examination in June – 40%.

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**AHS2111S  DIAGNOSTIC AUDIOLOGY IN SPECIAL POPULATIONS**

HEQF credits: 15

Course convener: Mrs C Rogers.

Course outline:

- **Intended learning outcomes include discussion of**: Nature, assessment and management of central auditory processing disorders (CAPD); hearing assessment of a) the paediatric population (0-6 years), and b) the difficult-to-test individual.
- **Content**: CAPD: nature, assessment, differential diagnosis, management; paediatrics and difficult-to-test populations: design and interpretation of test protocol; communication of results and further management.
- **Skills**: Ability to select an appropriate diagnostic test battery; analysis and integration of test results; design management plan for further testing / referral / therapy (CAPD).
- **Attitudes**: Early diagnosis and management of CAPD and hearing disorders in special populations is critical to a successful outcome; holistic management and exercising duty of care is important.
- **Teaching and learning activities**: Lectures; self-study; case-based learning.
- **Themes underpinning the course**: Disability and burden of disease; equity and affirmation of diversity; ethical conduct.

Contact time: Five hours per week; total 60 hours.

DP requirements: Attendance at all lectures; completion of all coursework.
Assessment: Coursework: two formative assessments: health promotion activity (pamphlet, presentation to variety of stakeholders), case report to stakeholders; two summative assessments: assignment, case-based test - 60%; final examination in November: case-based take-home examination - 40%.

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**AHS3004H  CLINICAL SPEECH THERAPY II**

HEQF credits: 24

Prerequisite: AHS2108W
Course conveners: Ms F Walters and Prof S Amosun.

Course outline:
• **Intended learning outcomes include**: Manage and support children and teachers with reference to communication difficulties – speech (including fluency), language, literacy, auditory processing; assess and manage adults with acquired communication difficulties and dysphagia; assess and support individuals with disabilities in a primary health care context.

• **Content**
  o Disability in primary health care (PHC) – part 2. Multidisciplinary module; evidence-based practice, community-based rehabilitation (CBR), and ethics (distributive justice).
  o Speech, language and literacy; aphasia, dysarthria, apraxia, TBI, right hemisphere language disorders, dysphagia; paediatric aural rehabilitation.

• **Skills**: Knowledge translation, effective written and verbal communication; operational clinic management; clinical reasoning.

• **Attitudes**: Appreciation and respect for cultural and linguistic variability; empathy; ethical and professional practice.

• **Teaching and learning activities**: Observation of experienced clinician; clinical practice; promotion and prevention activities; assessment and management of children and adults; teamwork; paper rounds and tutorials.

• **Themes underpinning the course**: Primary health care; ethics and human rights; equity and affirmation of diversity; developing agents for change; disability and burden of disease; evidence-based practice.

**Scheduled time:**

• Disability in PHC: first two weeks in the second semester – 80 notional hours.

• Clinical practice: First semester: four hours per week; second semester: four to eight hours per week; total 114 hours. Two hours’ paper rounds per week.

**Contact time**: Minimum of 100 client contact hours.

**DP requirements**: A minimum of 80% attendance is required at clinics; completion of all coursework.

**Assessment**: Formative assessments; PHC in disability assessment: one group assignment and presentation, and a written (short answers) test at the end of the two-week block; clinical practice: continuous summative assessment of clinical work (minimum three per clinic/block) – 80%. Final summative examination in November – 20%.

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**PSY3007S**  **RESEARCH IN PSYCHOLOGY II**

*(Faculty of Humanities)*

**HEQF credits**: 24

**Course convener**: Dr F Boonzaier.

**Prerequisite**: PSY2006F.

**Course outline**: Analysis of group comparisons (including t-tests and analysis of variance); data modelling techniques (including table analysis and regression); psychometrics (including item analysis, measurement of intelligence and neuropsychological assessment); qualitative techniques (including narrative and discourse analysis).

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

**DP requirements**: Completion of all coursework and at least 70% tutorial attendance.

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

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**AHS3008H**  **CLINICAL AUDIOLOGY II**

**Prerequisites**: AHS2110W; AHS2111S; AHS2047S; AHS3062F; AHS3075F

**HEQF credits**: 24

**Course conveners**: Mrs T Kuhn and Prof S Amosun.

**Course outline**:  
• **Intended learning outcomes include**: Assessment and management of hearing impairment; demonstrate professional conduct; assess peripheral auditory function with guidance; plan and
implement management with support; assess and support individuals with disabilities in a PHC context.

• **Content:**
  - Disability in primary health care (PHC) – part 2. Multidisciplinary module; evidence-based practice, community-based rehabilitation (CBR), and ethics (distributive justice).
  - Adult and paediatric diagnostics at hospitals; adult and paediatric hearing aids at hospitals; paediatric aural rehabilitation at schools for the deaf / hard of hearing; adult electrophysiology testing; disability in primary health care.

• **Skills:** Ethical and professional practice; reflective practice; design and implement assessment and management plan based on holistic view of client; multidisciplinary practice; clinical reasoning.

• **Attitudes:** Appreciation of diversity; embracing rehabilitation and own role as rehabilitative audiologist.

• **Teaching and learning activities:** Experiential learning (clinical practice); written reports; guided and structured reflection; paper cases; tutorials.

  - **Themes underpinning the course:** Holistic approach; client- / family-centered approach; primary health care; ethics and human rights; equity and affirmation of diversity; developing agents for change; disability and burden of disease; evidence-based practice.

**Scheduled time:**
- Disability in PHC: first two weeks in the second semester – 80 notional hours.
- Clinical practice: six clinical blocks: four to seven hours per week; total 144 hours. Two hours’ paper rounds per week.

**Contact time:** Minimum of 100 client contact hours.

**DP requirements:** A minimum of 80% attendance is required at clinics; completion of all coursework.

**Assessment:** Formative assessments; PHC in disability assessment: one group assignment and presentation, and a written (short answers) test at the end of the two-week block; clinical practice: continuous summative assessment of clinical work (minimum three per clinic/block) – 80%. Final summative examination in November – 20%.

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**PSY3008F** HEALTH PSYCHOLOGY *(Faculty of Humanities)*

**HEQF credits:** 24

**Course convener:** Dr D Learmonth.

**Prerequisites:** Students must have passed either PSY2008F, or PSY2009F, or PSY2005S.

**Course outline:** This course introduces students to the field of health psychology which is broadly concerned with the interface of psychological health and physical well-being. Topics range from identifying health behaviours and health behaviour change through the use of cognitive and behavioural analysis, to psychoneuroimmunology and the management of chronic diseases, to stress and coping. This course aims to highlight the applicability of health psychology to improving individuals’ well-being and quality of life.

**Contact time:** Four lectures and one tutorial every three weeks.

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

**Assessment:** Coursework (written assignment, tutorial and test) counts 50%; one two-hour examination in June counts 50%.

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**AHS3062F** REHABILITATION TECHNOLOGY

**HEQF credits:** 22

**Course convener:** Mrs L Petersen.

**Course outline:**
- **Intended learning outcomes include:** Comparing the roles of professionals and technology in the rehabilitation process; assessing and analysing client’s need for rehabilitation technology;
designing and discussing comprehensive management; debating relevant legal rights and ethical issues,

- **Content:** Role of technology in the rehabilitation process; speech perception with hearing loss; hearing aids, frequency modulation (FM) systems; cochlear implants; features of amplification technology; verification and validation of fitting of technology.
- **Skills:** Link patient factors with technology; effective listening.
- **Attitudes:** Client-centred; respect for diversity.
- **Teaching and learning activities:** Case-based learning; demonstrations; hands-on practice; role-play.
- **Themes underpinning the course:** Primary health care and contextual relevance; disability and burden of disease; ethics and human rights; biopsychosocial models of health; developing agents for change; equity and affirmation of diversity.

**Contact time:** Four hours per week; total 64 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: Formative assessments; three summative assessments - 60%; final summative examination in June – 40%.

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**AHS3065S ADULT REHABILITATIVE AUDIOLOGY**

**HEQF credits:** 18

**Course convener:** Dr L Ramma.

**Course outline:**
- **Intended learning:** discussion of the role of rehabilitative audiologist; auditory dysfunction and its impact; analysis and application of frameworks guiding aural rehabilitation; assessment and establishing candidacy for aural rehabilitation; design and implementation of aural rehabilitation plans.
- **Content:** Holistic management of an adult with a hearing impairment; psychological levels of hearing; communication models, international classification of functioning, disability and health (ICF) classification, principles of assessment and aural rehabilitation; counselling.
- **Skills:** Critical thinking; adaption to cultural context; selection and administration of appropriate assessments; interpretation of results; clinical reasoning; creation of client profile to guide management.
- **Attitudes:** Embrace rehabilitation and own role as rehabilitative audiologist; sensitivity to cultural and contextual diversity; respect; sensitivity to issues of disability; recognise need for individualised management plan; empathy; agent for change.
- **Teaching and learning activities:** Lectures; brainstorming and snowball; case studies; guided self-study; role-play.
- **Themes underpinning the course:** Primary health care and contextual relevance; disability and burden of disease; ethics and human rights; biopsychosocial models of disability; developing agents for change; equity and affirmation of diversity.

**Contact time:** Eight hours per week x six weeks; total 48hrs.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: two formative assessments (presentation of cases and different models) and two summative examination - 60%; final summative examination in November: case studies – 40%.

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**AHS3071F ACQUIRED NEUROGENIC LANGUAGE DISORDERS**

**HEQF credits:** 22

**Course convener:** Dr M Pascoe.

**Course outline:**
- **Intended learning outcomes include:** Description and critical discussion of the consequences of an adult neurogenic language disorder with reference to the international classification of functioning, disability and health (ICF) and a disability perspective; aetiologies and nature of adult neurogenic language disorders; nature of assessments and comprehensive management of adults with neurogenic language disorders.
- **Content:** Nature and prevalence of CVA, TBI and degenerative diseases; principles and nature of assessment and management; role of SLP and multi-disciplinary management; evidence-based practice.
- **Skills:** Knowledge translation; critical and analytical thinking; differential diagnosis.
- **Attitudes:** Empathy; ethical principle of respect; holistic view of individuals.
- **Teaching and learning activities:** Lectures; case discussions and presentations; videos; observation; construction of assessment materials.
- **Themes underpinning the course:** Management within a multilingual and multicultural context; holistic view of individuals; developing agents for change; materials development.

**Contact time:** Four hours per week; total 64 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Formative assessments; two summative assessments - 60%; final summative examination in June – 40%.

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### AHS3072S  PAEDIATRIC DYSPHAGIA AND MOTOR SPEECH

**HEQF credits:** 22

**Course convener:** Mrs V Norman.

**Course outline:**
- **Intended learning outcomes include:** description and critical discussion of aetiologies, nature and consequences of (i) dysphagia and (ii) dysarthria and apraxia in infants and children; nature of assessments and comprehensive management.
- **Content:** Anatomy, physiology, pathology, aetiology of swallowing and motor speech disorders; principles, and nature of clinical and objective assessments (videofluoroscopic swallow study for dysphagia); differential diagnosis; evidenced-based management within an international classification of functioning, disability and health (ICF) framework; teamwork; working with special populations and families.
- **Skills:** Knowledge translation; critical and analytical thinking; effective communication; group-work.
- **Attitudes:** Empathy and respect; dysphagia patients’ safety, nutrition and hydration needs are key; holistic view of individuals; infant / child within family context; appreciation of challenges to participation and role in improving participation; client-centred intervention; advocacy; responsiveness to diversity; asset-based approach; importance of evidence-based practice.
- **Teaching and learning activities:** Lectures; videos; case discussions; video analysis; literature review and critique; group-work and presentations; devise and present assessment protocols; workshop.
- **Themes underpinning the course:** Management within a multilingual and multicultural context; developing agents for change; materials development.

**Contact time:** Six hours per week; total 72 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Formative assessments; two summative assessments - 60%; final summative examination in November 40%.

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### AHS3073F  ADULT DYSPHAGIA AND MOTOR SPEECH

**HEQF credits:** 22

**Course convener:** Assoc Prof S Singh.

**Course outline:**
- **Intended learning outcomes include -** in adults with (i) dysphagia and (ii) dysarthria and apraxia - description and critical discussion of consequences of (i) and (ii) with reference to the international classification of functioning, disability and health (ICF) and a disability perspective; aetiologies and nature; nature of assessments and comprehensive management.
- **Content:** Neuroanatomy, anatomy, physiology, pathology, aetiology of swallowing and motor speech; principles and nature of clinical and objective assessments, differential diagnosis;
evidenced-based management within an ICF framework; team-work; working with interpreters.

- **Skills:** Knowledge translation; critical and analytical thinking; effective communication; group-work.
- **Attitudes:** Empathy and respect; holistic view of individuals; appreciation of challenges to participation and role in improving participation; dysphagia patients’ safety, nutrition and hydration needs are key; client-centred intervention; advocacy; responsiveness to diversity; asset-based approach; disability and burden of disease.
- **Teaching and learning activities:** Case discussions; lectures; video analysis; literature review and critique; role-play; devise and present in-service training programmes; communal constructivism: devise, administer and interpret assessment protocols (in Xhosa and Afrikaans).
- **Themes underpinning the course:** Management within a multilingual and multicultural context; developing agents for change; disability and burden of disease; equity and affirmation of diversity.

**Contact time:** Four hours per week; total 64 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Formative assessments; two summative assessments - 60%; final summative examination in June – 40%.

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**AHS3075F**  OAEs AND ELECTROPHYSIOLOGY

**HEQF credits:** 22

**Course convener:** Mrs L Petersen.

**Course outline:**

- **Intended learning outcomes include** describing and discussing: The nature and applicability of otoacoustic emissions (OAEs) and auditory evoked potentials (AEPs); comprehensive OAE and AEP assessment and management.
- **Content:** Otoacoustic emissions and auditory evoked potentials in relation to auditory anatomy and physiology; specificity and sensitivity of these tests; test parameters and set-up; analysis and interpretation of results; management decisions.
- **Skills:** Clinical reasoning; effective communication of results.
- **Attitudes:** Client-centred; respect for diversity.
- **Teaching and learning activities:** Case-based learning; demonstrations; hands-on practice; guided group work.
- **Themes underpinning the course:** Primary health care and contextual relevance; disability and burden of disease; ethics and human rights; biopsychosocial models of health; developing agents for change; equity and affirmation of diversity.

**Contact time:** Four hours per week; total 64 hours.

**DP requirements:** Attendance at all lectures; completion of all coursework.

**Assessment:** Coursework: formative assessments; three summative assessments - 60%; final summative examination in June – 40%.

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**AHS3101W**  SIGN LANGUAGE

**HEQF credits:** 8

**Course convener:** Mrs L Petersen.

**Course outline:**

- **Intended learning outcomes** include use of South African Sign Language (SASL) at a basic level to obtain case history; give instructions (plus diagnostic testing); feedback and informational counselling; demonstrate use of appropriate communication strategies for sign language
- **Content:** Greetings; basic communication; finger-spelling and numbers; hand-shape; location; orientation; movement and non-manual features; production and reception of signs; dominant and passive hands; how to change the language structure from SASL into English, and English
into SASL; specific sign vocabulary relating to audiology and speech and language therapy; general sign vocabulary.

- **Skills**: Be able to conduct a case history using basic sign language.
- **Attitudes**: Empathy and respect for multilingual and multicultural diversity.
- **Teaching and learning activities**: Modelling; lectures; group-work; role-play; videos/DVDs; Interactions with members of the deaf community
- **Themes underpinning course**: Human rights and ethics; disability and burden of disease; equity and affirmation of diversity.

**Contact time**: One hour per week; total 24 hours.

**Assessment**: Attendance at all lectures; completion of all coursework.

**Assessment**: Formative assessments; two summative assessments - 60%; final summative examination in November – 40%.

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**AHS3102F  FLUENCY**

**HEQF credits**: 15

**Course convener**: Assoc Prof H Kathard.

**Course outline**:

- **Intended learning outcomes include**: Description and critical discussion of the nature and consequences of fluency disorders / developmental stuttering from an experiential perspective against the international classification of functioning, disability and health (ICF) and disability / human rights perspective; the nature and aetiology of fluency disorders; principles and nature of assessments and comprehensive management of stuttering at all developmental levels.
- **Content**: Nature of fluency and fluency disorders; differential diagnosis in fluency-related conditions: stuttering; neurogenic stuttering; cluttering; assessment methodology using ICF framework; principles of management and management framework; intervention approaches (integration of fluency shaping and stuttering modification) for borderline, beginning, intermediate and advanced stuttering.
- **Skills**: Knowledge translation; literature review; selection and modification of tools for multilingual populations.
- **Attitudes**: Positive approach to diversity; valuing teamwork; willingness to be context-relevant.
- **Teaching and learning activities**: Case studies; discussion; lectures; demonstration; small / large group discussions.
- **Themes underpinning course**: Socio-cultural framework; case and context relevant intervention; human rights and disability; current approaches to interventions are emphasised alongside the need to be critical of their application.

**Contact time**: Three hours per week; total 48 hours.

**Assessment**: Formative assessments; two summative assessments - 60%; final summative examination in June – 40%.

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**AHS3103S  VOICE**

**HEQF credits**: 15

**Course convener**: Dr M Pascoe.

**Course outline**:

- **Intended learning outcomes include**: Application of the international classification of functioning, disability and health (ICF) framework to voice disorders; description and critical discussion of the nature of voice disorders, principles and methods of voice assessment and comprehensive management of the client with a voice disorder.
- **Content**: Laryngeal anatomy and physiology; nature, signs and symptoms of voice disorders; principles and nature of assessment, differential diagnosis and management.
- **Skills**: Critical and analytical thinking; clinical reasoning.
- **Attitudes**: Empathy and respect; client- /caregiver-centred.
Teaching and learning activities: Lectures; case analysis and presentation; journal article reviews; observation of multi-professional management (stroboscopy clinic); analysis of audio and video recordings.

Themes underpinning the course: Disability and burden of disease, ethics and human rights, biopsychosocial models of health.

Contact time: Four hours per week; total: 48 hours.

DP requirements: Attendance at all lectures; completion of all coursework.

Assessment: Formative assessments; two summative assessments - 60%; final summative examination in June – 40%.

AHS3104S VESTIBULAR MANAGEMENT

HEQF credits: 15

Course convener: Mrs C Rogers.

Course outline:

• Intended learning outcomes include: Discussion of the nature and impact of dizziness and vertigo; assessment and management of vestibular disorders.
• Content: Anatomy, physiology and pathology of vestibular and related balance disorders; clinical and technological assessments of vestibular disorders; vestibular rehabilitation therapy.
• Skills: Analysis and interpretation of results of clinical and objective evaluation; selection of the appropriate management paradigm.
• Attitudes: Balance disorders are multi-factorial in nature; management is possible at all levels of care; the audiologist is an integral part of management.
• Teaching and learning activities: Lectures; web-based learning; case study; group learning.
• Themes underpinning the course: Disability and burden of disease; biopsychosocial model; ethical conduct.

Contact time: Eight hours per week x six weeks; total 48 hours.

DP requirements: Attendance at all lectures; completion of all coursework.

Assessment: Coursework: two formative assessments: health promotion activity (pamphlet, presentation to variety of stakeholders), quiz with extended matched answers; two summative assessments: one case-based essay focussed on assessment; one case-based essay focused on management plus short peer evaluated presentation - 60%; final summative examination in November: case-based take-home examination - 40%.

AHS3105F PUBLIC HEALTH AUDIOLOGY

HEQF credits: 15

Course convener: Dr L Ramma.

Course outline:

• Intended learning outcomes include description and discussion of frameworks for audiology service delivery in the public health sector; planning, implementation, and management of audiology services for the health of the public.
• Content: Noise and the health of the public; ototoxicity monitoring; cerumen management; management of hearing screening programs.
• Skills: Critical and analytical thinking; knowledge translation; health communication; effective communication with key stakeholders; training of other health workers; critique of literature.
• Attitudes: Empathy; ethical principle of respect; appreciation of and willingness to address challenges; social responsibility; appreciation of the value of prevention measures; value promotion of healthy and safe acoustic environments.
• Teaching and learning activities: Lectures; case studies, class debates; self-guided study; group learning.
• Themes underpinning the course: Primary health care; burden of disease; developing agents for change; equity and affirmation of diversity; ethics and human rights.

Contact time: Four hours per week; total 48hrs.

DP requirements: Attendance at all lectures; completion of all coursework.
Assessment: Coursework: two formative assessments (group presentations and class debates); two summative assessments: (one in-class test and one practical / field project) - 60%; final summative examination in June: case-based take-home examination - 40%.

AHS4000W RESEARCH REPORT
HEQF credits: 18
Course convener: Mrs L Petersen.
Course outline:

- **Intended learning outcomes include**: Formulation of a research proposal with guidance; review and critique of the literature; plan and manage data collection; analyse and interpret results; describe, discuss, critique and present (oral and written) research findings.
- **Content**: Topic definition; quantitative and qualitative research methods; proposal writing; literature review; data management; research ethics; referencing.
- **Skills**: Working in teams; identifying, reviewing and critiquing appropriate literature; academic writing; succinct reporting and interpretation of results.
- **Attitudes**: Appreciation of individual and group contributions; awareness of personal bias; willingness to accept feedback;
- **Teaching and learning activities**: Workshops; lectures; group-work; supervision sessions; written feedback on drafts; oral presentations.
- **Themes underpinning the course**: Primary health care and contextual relevance; disability and burden of disease; ethics and human rights; biopsychosocial models of health; developing agents for change; equity and affirmation of diversity.

Research time: Eight hours per week for 24 weeks + 40 hours x eight research weeks; total 512 hours.

DP requirements: Attendance at all lectures, supervision sessions, workshops and presentations; participation in groupwork.

Assessment: Minimum of five formative assessments; one summative assessment - written research report 100%.

AHS4005H CLINICAL SPEECH THERAPY IIIA
HEQF credits: 47
Course conveners: Ms C Sameuls and Mrs V Norman.
Course outline:

- **Clinical Blocks**: (i) Community, (ii) schools (including fluency, cerebral palsy, autism, and disability), (iii) adult (including rehabilitation; acute care; modified barium swallow study (MBS); voice, stroboscopy, and laryngectomy clinics), (iv) paediatrics (including early childhood intervention/ECI; modified barium swallow study/MBS; kangaroo mother care/KMC; initial assessment). AHS4005H and AHS4006H have two clinical blocks each. While assignment to specific blocks is random, each student will have the opportunity to rotate through all four blocks. The course descriptors reflect learning across all four clinical blocks.
- **Intended learning outcomes include**: Demonstrate professional conduct; independent assessment and comprehensive evidence-based management of speech, language, communication, feeding and swallowing in children and adults across the continuum of care (prevention, promotion, curative, rehabilitation), in a variety of contexts and levels of care (primary, secondary, tertiary); facilitating sustainable community-based rehabilitation; independent planning and management of service delivery at the sites.
- **Content**: Adult and paediatric speech and language including dysarthria, apraxia; voice, laryngectomy, aphasia, TBI, right hemisphere language, communication, AAC, dysphagia; community-based rehabilitation; management of services.
- **Sites**: Secondary and tertiary hospitals; community clinics; University clinics; schools/centres for children with autism and cerebral palsy; rural practice.
- **Skills**: Problem-solving; effective communication; clinical reasoning; ethical and professional practice; plan, implement, manage and evaluate service delivery programmes; reflection; needs analysis; community engagement; competent clinical practice.
• **Attitude:** Respect for cultural and linguistic diversity; asset-based approach; ethical practice is vital; collaborative, client- and family- centred intervention is key.

• **Teaching and learning activities:** Observation and modelling of experienced clinicians; service provision; clinical practice; team-work; paper rounds; tutorials and workshops; written reports.

• **Themes underpinning the course:** Primary health care; ethics and human rights; equity and affirmation of diversity; developing agents for change; disability and burden of disease; evidence-based practice.

**Scheduled time:** Two clinical blocks (20 to 25 hours per week) x six weeks each; total 240 hours. Paper rounds: two hours per week.

**Contact time:** Minimum of 150 client contact hours.

**DP requirements:** A minimum of 80% attendance is required at clinics; completion of all coursework.

**Assessment:** Formative assessments; three summative assessments per clinic - 60%; final qualifying examination in June – 40%. Rules FBB5.7 and FBB5.8 apply.

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**AHS4006H CLINICAL SPEECH THERAPY IIIB**

**NFQ credits:** 47

**Course conveners:** Ms C Sameuls and Mrs V Norman.

**Course outline:** The Intended learning outcomes, content, sites, skills, attitudes, teaching and learning activities and themes underpinning the course are the same as for AHS4005H.

**Scheduled time:** The student will rotate through two clinical blocks that are different from those she/he was assigned to in AHS4005H - (20 to 25 hours per week) x six weeks each; total 240 hours. Paper rounds: two hours per week.

**Contact time:** Minimum of 150 client contact hours.

**DP requirements:** A minimum of 80% attendance is required at clinics; completion of all coursework.

**Assessment:** Formative assessments; three summative assessments per clinic - 60%; final qualifying examination in November – 40%. Rules FBB5.7 and FBB5.8 apply.

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**AHS4008H CLINICAL AUDIOLOGY IIIA**

**NFQ credits:** 47

**Course conveners:** Mrs C Rogers and Ms N Keeton.

**Course outline:**

• **Clinical Blocks:** (i) Community, (ii) educational audiology (including paediatric aural rehabilitation), (iii) diagnostics (including: paediatric and adult ABR, neonatal hearing screening, vestibular, diagnostics), (iv) audiological management (including CAPD, adult aural rehabilitation, occupational audiology, rehabilitation technology). AHS4008H and AHS4009H have two clinical blocks each. While assignment to specific blocks is random – each student will have the opportunity to rotate through all four blocks by the end. The course descriptors reflect learning across all four clinical blocks.

• **Intended learning outcomes include:** Demonstrate professional conduct; independent assessment and evidence based management of adults and children with hearing and vestibular difficulties across the continuum of care (prevention, promotion, curative, rehabilitation), in a variety of contexts and levels of care (primary, secondary, tertiary); facilitating sustainable community based rehabilitation; assess and manage impact of noise on health of the public; independent planning and management of service delivery at the sites.

• **Content:** Adult and paediatric aural diagnostics and rehabilitation; rehabilitation technology; CAPD, vestibular, tinnitus, hearing, cerumen, and ototoxicity management; community based rehabilitation; management of hearing screening;

• **Sites:** Secondary and tertiary hospitals; community clinics; university clinics; schools for children who are deaf/hard of hearing; ototoxicity programmes; occupational settings; private practice; rural practice.
• **Skills:** problem solving; effective communication; clinical reasoning; ethical and professional practice; plan, implement, manage and evaluate service delivery programmes; needs analysis; reflection; community engagement; competent clinical practice.

• **Attitudes:** Respect for cultural and linguistic diversity; audiologist’s role in rehabilitation is key; asset based approach; ethical practice is vital; collaborative, client and family centred intervention is key.

• **Teaching and learning activities:** Observation and modelling of experienced clinicians; service provision; clinical practice; teamwork; paper rounds; tutorials and workshops; written reports.

• **Themes underpinning the course:** Primary health care; ethics and human rights; equity and affirmation of diversity; developing agents for change; disability and burden of disease; evidence based practice.

**Scheduled time:** Two clinical blocks (20 to 25 hours per week) x 6 weeks each; total 240 hours.

**Contact time:** Minimum of 150 client contact hours.

**DP requirements:** A minimum of 80% attendance is required at clinics; completion of all course work.

**Assessment:** Formative assessments; three summative assessments per clinic - 60%; final qualifying examination in June – 40%. Rules FBB5.7 and FBB5.8 apply.

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**AHS4009H  CLINICAL AUDIOLOGY IIIB**

**NFQ credits:** 47

**Course conveners:** Mrs C Rogers and Ms N Keeton.

**Course outline:** The Intended learning outcomes, content, sites, skills, attitudes, teaching and learning activities and themes underpinning the course are the same as for AHS4008H.

**Scheduled time:** The student will rotate through two clinical blocks that are different from those she/he was assigned to in AHS4008H - (20 to 25 hours per week) x six weeks each; total 240 hours.

**Paper rounds:** two hours per week.

**Contact time:** Minimum of 150 client contact hours.

**DP requirements:** A minimum of 80% attendance is required at clinics; completion of all coursework.

**Assessment:** Formative assessments; three summative assessments per clinic - 60%; final qualifying examination in November – 40%. Rules FBB5.7 and FBB5.8 apply.

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**AHS4067F  SEMINARS IN COMMUNICATION SCIENCES**

**HEQF credits:** 4

**Course convener:** Mrs V Norman.

**Course outline:**

• **Intended learning outcomes** include review and critique of literature; develop and present integrated and coherent oral and written arguments; facilitate academic discussion and debate.

• **Content:** Topical and professional issues in audiology and speech-language pathology (SLP)

• **Skills:** Knowledge translation; development of academic writing skills through the ability to integrate and critique relevant literature in written and oral presentations; self-directed learning for continuing professional development.

• **Attitudes:** Appreciation of the professions in context.

• **Teaching and learning activities:** Guided self-study, small group discussions; tutorials and class presentations.

• **Themes underpinning the course:** Provision of contextually relevant services in a multilingual, multicultural society; evidence-based practice; developing agents for change.

**Contact time:** Four hours per week for self-learning and group-work. Tutorials (maximum four hours) are arranged with the supervisor.

**DP requirements:** Attendance and participation in group-work, tutorials and presentations.

**Assessment:** Written work – 60%; oral presentation– 40%.
AHS4068S  SEMINARS IN SPEECH PATHOLOGY
HEQF credits: 4
Course convener: Mrs P Sorour.
Course outline:
- **Intended learning outcomes include** review and critique of literature; develop and present integrated and coherent oral and written arguments; facilitate academic discussion and debate.
- **Content**: Topical and professional issues in speech language pathology (SLP).
- **Skills**: Knowledge translation; development of academic writing skills through the ability to integrate and critique relevant literature in written and oral presentations; self-directed learning for continuing professional development.
- **Attitudes**: Appreciation of the profession in context.
- **Teaching and learning activities**: Guided self-study; small group discussions; tutorials and class presentations.
- **Themes underpinning the course**: Provision of contextually relevant services in a multilingual, multicultural society; evidence-based practice; developing agents for change.
**Contact time**: Four hours per week for self-learning and group-work. Tutorials (maximum four hours) are arranged with the supervisor.
**DP requirements**: Attendance and participation in group-work, tutorials and presentations.
**Assessment**: Written work – 60%; oral presentation– 40%.

AHS4069S  SEMINARS IN AUDIOLOGY
HEQF credits: 4
Course convener: Mrs C Rogers.
Course outline:
- **Intended learning outcomes include** review and critique of literature; develop and present integrated and coherent oral and written arguments; facilitate academic discussion and debate.
- **Content**: Topical and professional issues in audiology.
- **Skills**: Knowledge translation; development of academic writing skills through the ability to integrate and critique relevant literature in written and oral presentations; self-directed learning for continuing professional development.
- **Attitudes**: Appreciation of the profession in context.
- **Teaching and learning activities**: Guided self-study, small group discussions; tutorials and class presentations.
- **Themes underpinning the course**: Provision of contextually relevant services in a multilingual, multicultural society; evidence-based practice; developing agents for change.
**Contact time**: Four hours per week for self-learning and group-work. Tutorials (maximum four hours) are arranged with the supervisor.
**DP requirements**: Attendance and participation in group-work, tutorials and presentations.
**Assessment**: Written work – 60%; oral presentation– 40%.

**BACHELOR OF SCIENCE IN OCCUPATIONAL THERAPY (MB003)**

[Degree code: MB003. Plan code: MB003AHS09.]

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.

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 BSc in Occupational Therapy leads to registration with the Health Professions Council of South Africa (HPCSA) as an occupational therapist.

**Programme convener:** Dr E Ramugondo (Division of Occupational Therapy, Department of Health & Rehabilitation Sciences).

**Duration of programme:**

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

### Curriculum

**FBC2.1 First year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH1001F</td>
<td>Becoming a Professional</td>
<td>15</td>
</tr>
<tr>
<td>PSY1004F</td>
<td>Introduction to Psychology Part I</td>
<td>18</td>
</tr>
<tr>
<td>HUB1019F</td>
<td>Anatomy and Physiology IA</td>
<td>18</td>
</tr>
<tr>
<td>AHS1035F</td>
<td>Human Occupation and Development</td>
<td>22</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
<td>15</td>
</tr>
<tr>
<td>PSY1005S</td>
<td>Introduction to Psychology Part II</td>
<td>18</td>
</tr>
<tr>
<td>HUB1020S</td>
<td>Anatomy and Physiology IB</td>
<td>18</td>
</tr>
<tr>
<td>AHS1032S</td>
<td>Occupational Perspectives on Health and Well-being</td>
<td>20</td>
</tr>
</tbody>
</table>

FBC2.2 A student who fails one or more of the following courses at the end of Semester 1 may be required to enter the Intervention Programme Parts 1 and 2.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY1004F</td>
<td>Introduction to Psychology Part I</td>
</tr>
<tr>
<td>HUB1019F</td>
<td>Anatomy and Physiology IA</td>
</tr>
<tr>
<td>AHS1035F</td>
<td>Human Occupation and Development</td>
</tr>
</tbody>
</table>

FBC2.3 A student who fails one or more of the following courses at the end of Semester 2 of the standard curriculum may be required to enter the Interventions Programme Part 2.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY1005S</td>
<td>Introduction to Psychology Part II</td>
</tr>
<tr>
<td>HUB1020S</td>
<td>Anatomy and Physiology 1B</td>
</tr>
<tr>
<td>AHS1032S</td>
<td>Occupational Perspectives on health and Well-being</td>
</tr>
</tbody>
</table>

[See rule FBC3.1 below for the Intervention Programme curriculum. The Intervention Programme starts in July and ends in June of the following year, after which the student joins the second semester of the standard curriculum.]

**FBC2.4 Second year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRY2002W</td>
<td>Psychiatry for Occupational Therapists</td>
<td>14</td>
</tr>
<tr>
<td>PSY2003S</td>
<td>Social Psychology and Intergroup Relations</td>
<td>24</td>
</tr>
<tr>
<td>PSY2009F</td>
<td>Developmental Psychology</td>
<td>24</td>
</tr>
<tr>
<td>AHS2112W</td>
<td>Clinical Sciences I</td>
<td>13</td>
</tr>
<tr>
<td>HUB2015W</td>
<td>Anatomy &amp; Physiology II for Health &amp; Rehab Sciences</td>
<td>36</td>
</tr>
<tr>
<td>AHS2043W</td>
<td>Occupational Therapy II</td>
<td>36</td>
</tr>
</tbody>
</table>

**FBC2.5 Third year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SLL1028H</td>
<td>Xhosa for Health and Rehabilitation Sciences</td>
<td>18</td>
</tr>
<tr>
<td>*SLL1048H</td>
<td>Afrikaans for Health and Rehabilitation Sciences</td>
<td>18</td>
</tr>
<tr>
<td>AHS3106W</td>
<td>Foundations for OT Practice</td>
<td>26</td>
</tr>
<tr>
<td>AHS3107W</td>
<td>OT Theory and Practice in Physical Health</td>
<td>38</td>
</tr>
<tr>
<td>AHS3108W</td>
<td>OT Theory and Practice in Mental Health</td>
<td>38</td>
</tr>
<tr>
<td>AHS3078H</td>
<td>Research Methods and Biostatistics I</td>
<td>10</td>
</tr>
</tbody>
</table>
*Note: Students who speak an African language as a home language will be required to register for Afrikaans; Students who speak English or Afrikaans as a home language will register for Xhosa."

FBC2.6  **Fourth year:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4021W</td>
<td>Foundations and Methods II (OT)</td>
</tr>
<tr>
<td>AHS4022W</td>
<td>Theory and Practice II (OT)</td>
</tr>
<tr>
<td>AHS4023W</td>
<td>Practice Learning II (OT)</td>
</tr>
</tbody>
</table>

*Total HEQF credits: 583*

**Intervention Programme**

FBC3.1 The following courses must be satisfactorily completed during the Intervention Programme by a student that enters the Intervention Programme after semester 1:

*Intervention Programme Part 1:*

<table>
<thead>
<tr>
<th>Course</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB1015S</td>
<td>Fundamentals of Anatomy and Physiology 1A</td>
</tr>
<tr>
<td>AHS1031S</td>
<td>Preparation for Entry-level Psychology for Health and Rehabilitation Sciences Pt I</td>
</tr>
<tr>
<td>AHS1038S</td>
<td>Fundamentals of Human Occupation and Development 1A</td>
</tr>
</tbody>
</table>

*Note: Credits for IP1 courses, and final assessments of IP courses, are included in IP2 courses.*

FBC3.2 The following courses must be satisfactorily completed during the Intervention Programme by a student who has completed the Intervention Programme Part 1 or who is required to enter the Intervention Programme after semester 2 of the standard curriculum:

*Intervention Programme Part 2:*

<table>
<thead>
<tr>
<th>Course</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB1016F</td>
<td>Fundamentals of Anatomy and Physiology IB</td>
</tr>
<tr>
<td>AHS1044F</td>
<td>Fundamentals of Human Occupation and Development 1B.</td>
</tr>
<tr>
<td>AHS1047F</td>
<td>Preparation for Entry-level Psychology for Health and Rehabilitation Sciences Part II</td>
</tr>
</tbody>
</table>

*Total HEQF credits in IP: 120*

FBC3.3 A student who has failed PPH1002S Becoming a Health Professional will register for this course as well.

FBC3.4 Once a student has satisfactorily completed all the prescribed courses of the Intervention Programme, he/she may proceed to semester 2 of the standard curriculum.

**DP (Duly Performed) requirements and progression rules**

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 practice 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 grounds of personal or other problems will be considered on an individual basis by the academic staff in the Division. If 80% attendance is not met, a student may not take the examination.

(c) 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.

(d) A student who fails a course may be permitted to write a supplementary examination. The class (or year-) mark is not added to the result of any such supplementary examination in determining the final result for the course.

Readmission rules

[Note: These rules must be read in conjunction with general rules on page 18 of this handbook.]

FBC5.1 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree
(a) if he/she fails to meet the DP (Duly Performed) requirements in any course that has such requirements;
(b) if he/she is in the Intervention Programme and fails any course in it (no supplementary examinations are offered in the Intervention Programme);
(c) if he/she fails a course which he/she is repeating;
(d) 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 (an examination cycle being an examination plus a supplementary or deferred examination, if awarded);
(e) unless he/she successfully completes all the prescribed courses for any single year in two years;
(f) if he/she is unable to complete the standard programme in six years or, having passed through the Intervention Programme, is unable to complete the degree in seven years of study.

FB5.2 A student who has not fulfilled the required number of clinical hours will not be permitted to graduate.

Distinction

FBC6 The degree may be awarded with distinction (average of 75% or above for all courses from first to final year of study).

Courses for BSc Occupational Therapy:

PPH1001F BECOMING A PROFESSIONAL

HEQF credits: 15
Course convener: 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. The focus is on the development of interpersonal skills, which include being non-judgemental, sensitive ethical and respectful of human rights 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;
- theory related to group and social roles, applied in simulated experiences, to build team membership and leadership skills;
- critical analysis and reflection on professional conduct, including non-judgementalism, empathy, health and human 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 requirements, which entail:

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

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 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 range of in-course assignments, which comprise 60% of the total mark. The final 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 the HIV/AIDS 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.

**Assessment**: Student learning is assessed as part of the end-of-semester PPH1001F summative assessment.

### PPH1002S BECOMING A HEALTH PROFESSIONAL

**HEQF credits**: 15

**Course convener**: 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 focus is on primary health care and disability. 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 within the context of disability. 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.

**Basic Life Support Skills Workshop (BLSS)**

BLSS is the first building block in First Aid and CPR (cardiopulmonary resuscitation). This takes the form of a once-off workshop session for each student. Attendance is compulsory.

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

- Attending group sessions
- Completing set assignments
- Attending community visits, health service site visits, and BLSS workshop
- 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 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.

**PSY1004F  INTRODUCTION TO PSYCHOLOGY: Part I**

**HEQF credits:** 18

**Course convener:** Dr C Ward.

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of areas aimed to introduce the student to issues in psychology and health.

**Lecture times:** First or fifth period.

First-year, first semester course, four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, attend at least four to five tutorials, complete all class tests. In addition, completion of 90 minutes in the Student Research Participation Programme (SRPP), or equivalent.

**Assessment:** Coursework (term assignments and test) counts 50%; one two-hour examination in June counts 50%. Students are expected to complete the June exam as well as all coursework before being awarded a pass in this course.

**PSY1005S  INTRODUCTION TO PSYCHOLOGY: Part II**

**Prerequisite:** PSY1004F

**HEQF credits:** 18

**Course convener:** Dr C Ward.

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of introductory areas in psychology that was not covered in PSY1004F.

**Lecture times:** First or fifth period.

First-year, second semester course, four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all term assignments by due date, attend at least four to five tutorials, complete all class tests. In addition, completion of 90 minutes in the Student Research Participation Programme (SRPP), or equivalent.

**Assessment:** Coursework (term assignments and test) counts 50%; one two-hour examination in November counts 50%. Students are expected to complete the November exam as well as all coursework before being awarded a pass in this course.

**HUB1015S  FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY 1A**

**HEQF credits:** 0 [Note: The credits are included in those for HUB1016F.]

**Course conveners:** Dr B Ige and Dr R Kelly.

**Course outline:** This course revisits the key concepts and core material of HUB1019F Anatomy and Physiology IA. Course content addresses the fundamental anatomical and physiological knowledge and skills relevant to the rehabilitation sciences professions and includes: An overview of cells and systems in the human body, cellular physiology, the physiology of muscles and nerves and the anatomy of the upper and lower limbs. The relevance of these concepts for the Health and Rehabilitation professions will be emphasised through the use of specifically selected examples of injury, health conditions and disability as applicable to the first year professional courses and the clinical practice of occupational therapy and physiotherapy. Attention will be given to the specific terminology of the anatomy and physiology disciplines as well as to the underlying scientific literacy and numeracy skills required to achieve proficiency in these areas.
Teaching/learning strategies utilised in the course include lectures, tutorials, practical sessions, clinical case discussions and self-directed learning sessions.

**Assessment:** Assessment of the course comprises written, in-course assessments. These assessments contribute 40% towards the final year mark at the end of IP 2. There is no summative examination for this course after IP 1.

**HUB1016F  FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IB**

**HEQF credits:** 36

**Course conveners:** Dr B Ige and Dr R Kelly.

**Course outline:** This course is designed to prepare students for what they will encounter in HUB1020S Anatomy and Physiology IB when they re-enter the standard curriculum. The course builds on the knowledge and skills acquired in HUB1015S Fundamentals of Anatomy and Physiology 1A and focuses on key systems within the human body. Specific content addressed includes the cardiovascular system, the respiratory system and the immune system. The underlying physiological concepts, principles and mechanisms as well as the relevant structural anatomy of the thorax, heart and lungs will be presented in an integrated manner as each system is studied. The relevance of these systems for the Health and Rehabilitation Sciences professions is emphasised through the use of specifically selected case studies as applicable to the first year professional courses and the clinical practice of occupational therapy and physiotherapy. Attention is given to the specific terminology of the anatomy and physiology disciplines as well as to the underlying scientific literacy and numeracy skills required to achieve proficiency in these areas. Teaching/learning strategies utilised in the course include lectures, tutorials, practical sessions, clinical case discussions and self-directed learning sessions.

**Assessment:** Assessment of the course comprises written in-course assessment and a final course examination. These assessments and examination contribute 60% towards the final year-mark at the end of IP 2.

**HUB1019F  ANATOMY AND PHYSIOLOGY IA**

**HEQF credits:** 18

**Course conveners:** Dr C Warton.

**Course outline:** This is a first semester course which consists of five lectures and one practical/tutorial per week. It includes an introduction to anatomy and the structure of the upper limb. It also includes an introduction to the cellular basis of physiology, tissue and body systems, with emphasis on nerve, muscle and body fluids.

**Assessment:** The course comprises written and practical ongoing assessments, which make up 45% of the course mark. The other 55% includes the final written and practical examinations.

**HUB1020S  ANATOMY AND PHYSIOLOGY IB**

**HEQF credits:** 18

**Course conveners:** Dr C Warton.

**Course outline:** This is a second semester course which consists of five lectures and one practical/tutorial per week. It focuses on human body systems and includes the anatomy and physiology of the cardiovascular and respiratory systems. The main aim is to integrate anatomical and physiological knowledge in order to understand the human body as a complete organism. It also covers the anatomy of the lower limbs.

**Assessment:** The course comprises written and practical ongoing assessments, which make up 45% of the course mark. The other 55% includes the final written and practical examinations.

**SLL1028H  XHOSA FOR HEALTH AND REHABILITATION SCIENCES**

*(Faculty of Humanities)*

**HEQF credits:** 18
Course convener: Dr M R Smouse.

Course outline: This course introduces students to communication skills required for a successful interaction between a health-care professional and a client. The course takes an integrated approach to language learning through an incorporation of clinical experiences related to the streams of physiotherapy, occupational therapy as well as communication and speech disorders. The main focus of this course is on pronunciation, grammar and interaction with patients/clients. Interaction is used as a means of exposing students to the Xhosa ways of expression, as well as issues of cross-cultural and inter-cultural communication.

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 examination (simulated client interviews)-30%.

AHS1031S Preparatory for Entry-Level Psychology for Health and Rehabilitation Sciences

HEQF credits: 0 [Note there is no summative assessment for this course and therefore it carries no HEQF credits. The credits and final assessment are included in AHS1047F.]

Course convenors: Dr B Ige and Ms E Badenhorst.

Course outline: This course will strengthen students’ understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004S. Students are introduced to the building blocks and core principals and concepts of PSY1004S, such as developmental psychology, social psychology and health psychology in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which psychological theory is based.

Students therefore engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research. In order to familiarise students with the modes of learning that will be required of them upon entry into PSY1005S, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques.

The outcome of the course is to develop a fundamental understanding of psychology, to enable students to look critically at concepts and theories in the discipline and to understand the practical application of psychology in everyday life and the workings of their future professions.

Assessment: Assessment strategies utilised include essays, written tests, a research project and multiple-choice question tests. The purpose of assessments in this course is twofold: To provide students with feedback regarding their progress, as well as to develop and strengthen knowledge, critical thinking, research skills and writing skills. The assessment process will therefore familiarise students with a range of academic skills in preparation for learning in subsequent semesters. The final assessment takes place in AHS1047F.

AHS1032S Occupational Perspectives on Health and Well-Being

HEQF credits: 20

Course convener: Dr R Galvaan.

Course outline: This course deepens students’ understanding of human occupation by including an analytical exploration of the relationship between what people do and their health, wellbeing and quality of health. By engaging with people of different ages in various practice learning contexts, students gain deeper appreciation of how dimensions of occupational performance in self-care, productivity and leisure unfold across the lifespan in relation to culture, context and ability. By engaging with narrative, students develop an appreciation of the lived experience of having a disability, and how dimensions of occupational performance in self-care, productivity and leisure are impacted on by disability. Students’ engagement with issues of diversity is extended to include an exploration of the role of an occupational therapist as a transformative agent.
Through experiential learning, students explore ways in which an art form can be developed into an income-generating activity, whilst deepening their understanding of the role the environment plays in facilitating or hindering people’s aspirations and capabilities as occupational beings.

**Contact time:** Lectures are kept to a minimum. Experiential learning, self-study and small group tasks complement lectures. Students also do practice learning one afternoon a week in an occupational practice context. They work in collaboration with and under close supervision of final year students and clinicians (where possible) in institutions and community-based settings. Students present and process their experiential and self-directed learning in an on-campus tutorial once a week.

**Assessment:** Formative assessment contributes 50% of the course mark. It consists of one class test, a practice learning journal and two projects: one on human occupation and its relation to health and well-being, and another on income generation. Summative assessment contributes 50% of the course mark and consists of a written paper at the end of the second semester.

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**AHS1035F HUMAN OCCUPATION AND HUMAN DEVELOPMENT**

**HEQF credits:** 22

**Course convener:** Dr R Galvaan.

**Course outline:** This course introduces students to the basic concepts that underlie occupational therapy principles, values and modes of practice. These concepts include foundational theories in the study of human occupation and development. Students develop procedural and critical thinking by exploring the occupational human and occupational behaviour in various contexts. By exploring art forms engaged in by people in urban as well as rural or informal settlements, students begin to appreciate the impact the environment has on occupation. Students also engage with issues of diversity through open and constructive dialogue that aims to facilitate an understanding of inter-group relations, conflict and community.

**Contact time:** Lectures are kept to a minimum. Experiential learning, self-study and small group tasks complement lectures. Students also do practice learning one afternoon a week in the occupational therapy practice context. They work in collaboration with and under close supervision of final year students and clinicians (where possible) in institutions and community based settings. Students present and process their experiential and self-directed learning in an on-campus tutorial once a week.

**Assessment:** Assessment of the course comprises written in-course assessment and a final course examination. These assessments and examination will contribute 60% towards the final year mark at the end of IP 2.

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**AHS1038S FUNDAMENTALS OF HUMAN OCCUPATION & DEVELOPMENT IA**

**HEQF credits:** 0 [*Note: The credits are included in those for AHS1044F.*]

**Course conveners:** Dr B Ige and Dr R Galvaan.

**Course outline:** This course revisits key concepts of the AHS1035F Human Occupation and Development. The course develops students’ procedural and critical thinking by exploring how basic concepts and theories in occupational therapy including definitions, terminology, classification and professional values are applied in practice. By engaging with people of different ages in various practice learning contexts, students gain a deeper appreciation of human development across the lifecycle. An integrated understanding of self care, productivity and leisure unfolds as students explore these dimensions of occupational performance across the lifespan in relation to ability, culture, and context.

**Course outcomes:** By the end of this course students will be able to:

- Defend in verbal and written form, using at least two occupational theories, their stance on the notions of ‘doing’, ‘being’ and becoming’ as applied to their personal participation in selected occupations

- Execute and document with reasoned explanations a detailed macro and micro activity analysis on a selected occupation.
• Retrieve, analyse and use literature to explain various dimensions of human development as evidenced in the performer / ‘doer’ of a selected occupation
• Explain and critique a range of occupational therapy terms and taxonomies in relation to their origins, meanings and relevance in context.

Contact time: Students undertake practice learning one afternoon a week in an occupational therapy service context. They work in collaboration with and under close supervision of final year students and/or clinicians (where possible) in institutions and community based settings. Students present and receive guidance on how to process their experiential and self-directed learning in an on-campus tutorial once a week.

Assessment: Assessment of the course comprises written, in-course assessments. These assessments contribute 40% towards the final year mark in AHS1044F at the end of IP 2. There is no summative examination for this course after IP 1. The final assessment takes place in AHS1044F.

AHS1044F  FUNDAMENTALS OF HUMAN OCCUPATION & DEVELOPMENT IB
HEQF credits: 48
Course conveners: Dr B Ige and Dr R Galvaan.
Course outline: This course is designed to prepare students for what they will encounter in AHS1035F Human Occupation and Development when they re-enter the standard curriculum. The course develops students’ analytical thinking by exploring the relationship between what people do and their health, well-being and quality of life. By investigating the environments in which people function, students come to appreciate the needs, aspirations and capabilities of humans as occupational beings.

Outcomes: By the end of this course students will be able to:
• Execute a detailed macro and micro analysis of an activity executed by an able and disabled person using a range of different approaches (Hagedorn, Cynkin and the international classification of functioning, disability and health (ICF) and identifying links with psychology, anatomy and physiology
• Execute a basic ergonomic analysis of a selected occupational performance challenge experienced by a disabled person in context
• Identify and provide a rationale for the environmental determinants that influence what, why, when, where, how and with whom people do the things that they do every day
• Identify and explain various forms of occupational risk factors, using evidence from a range of sources, including popular press, professional and non-professional literature and practical examples
• Draw on a range of sources (electronic, experiential, and documented) to critique and defend the values and philosophy of occupational therapy as evidenced in practice.

Contact time: Students participate in practice-learning one afternoon a week in an occupational therapy service context. They present and receive guidance on how to process their experiential and self-directed learning in an on-campus tutorial once a week.

Assessment: Assessment of the course comprises written in-course assessment and a final course examination. These assessments and examination will contribute 60% towards the final year mark at the end of IP 2.

AHS1047F  PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES Part II
HEQF credits: 36
Course conveners: Dr B Ige and Ms E Badenhorst.
Course objectives: This course strengthens students’ understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004S. Student are introduced to the building blocks and core principles and concepts of PSY1004F, such as developmental psychology, social psychology and health psychology in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which
psychological theory is based. Students therefore engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research. In order to familiarise students with the models of learning that will be required of them upon entry into PSY100S, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques. The outcome of the course is to develop a fundamental understanding of psychology, to enable students to look critically at concepts and theories in the discipline and to understand the practical application of psychology in everyday life and the workings of their future professions.

**Assessment:** Assessment strategies include utilised include essays, written tests, a research project and multiple-choice question tests. The purpose of assessment in this course is two-fold: To provide students with feedback regarding their progress, as well as to develop and strengthen knowledge, critical thinking, research skills and writing skills. The assessment process will therefore familiarise students with a range of academic skills in preparation for learning in subsequent semesters. The marks are made up as follows:

60% yearmark, 40% exam. Of the 60% yearmark:

- 1 essay - 10%
- 1 research project essay - 15%
- tutorial assignments - 10%
- 2 x tests, each - 25%

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

**HEQF credits:** 18

**Course convener:** Dr I van Rooyen.

[Note: The learning of Afrikaans and Xhosa languages is seen as integral clinical skills. The contents of the courses are aligned with the physiotherapy core courses and clinical placements from second to fourth years. Therefore, no student will be exempted from registering for the courses in Afrikaans and Xhosa.]

**Course outline:** The content of the Afrikaans course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication sciences 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 examination (simulated client interviews) - 30%.

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**PRY2002W**  
PSYCHIATRY FOR OCCUPATIONAL THERAPY

**HEQF credits:** 14

**Course convener:** Dr P Smith.

**Course outline:** This course, designed specifically for BSc Occupational Therapy students, covers the following:

Definition; aetiology; clinical signs and symptoms; assessment and management; and prognosis of the major psychiatric conditions as classified in the ICD10 or DSM IV.

The intentions are to equip the students with a sound theoretical knowledge of psychiatry symptomatology and conditions, to enable them to recognise a condition clinically and to comprehend management procedures and options so as to appreciate the role of occupational therapy in conjunction with other disciplines. It also intends to foster an awareness of legal, ethical and cultural considerations that arise in the field of mental health and to provide a basic knowledge of the mental health service structure and available mental health resources. Finally, the course
introduces discussion about legal, ethical and cultural factors that impact on patient management in the South African context and provides practical information about transforming health services and available mental health resources.

During the year, students doing psychiatry are expected to extend their knowledge by reading around each lecture topic. Students should ask the individual lecturers to give them specific references if they fall outside the textbooks.

**Assessment:** Two written tests of two hours during the course of the year – 30% each; end-of-year two-hour written examination – 40%; oral for borderline pass/fail or distinction candidates. The final result will be compiled as follows:
April test 30%; June test 30%; November exam 40%.

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**PSY2003S SOCIAL PSYCHOLOGY AND INTERGROUP RELATIONS**  
(*Faculty of Humanities*)

**HEQF credits:** 24

**Course convener:** Dr C Bandawe.

**Prerequisites:** PSY1001W or PSY1004F and PSY1005S.

**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. It includes a focus on some of the major theories of prejudice, and metatheoretical critiques of these theoretical approaches. Group behaviours and social cognitions are considered, as are issues relevant to the reduction of intergroup prejudice and conflict. In addition, students are exposed to issues around psychology and law. Topics to be covered include crime, deception and policing. There are also 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.

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**PSY2009F DEVELOPMENTAL PSYCHOLOGY**  
(*Faculty of Humanities*)

**HEQF credits:** 24

**Course convener:** Dr L Wild.

**Prerequisites:** PSY1001W or PSY1004F and PSY1005S.

**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 focuses on the processes that contribute to development in childhood. However, particular emphasis is 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 a maximum of 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.

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**HUB2015W ANATOMY AND PHYSIOLOGY II FOR HEALTH AND REHABILITATION SCIENCES**

**HEQF credits:** 36

**Course convener:** Dr L Davids.

**Prerequisite:** HUB1020S Anatomy and Physiology IB.

**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 lectures, tutorials and
practicals. Special emphasis is placed on neuroanatomy and neurophysiology.

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

**Assessment:** November examination - 55%; class record - 45%.

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**AHS2043W OCCUPATIONAL THERAPY II**

**HEQF credits:** 36

**Course convener:** Ms L Cloete.

**Course outline:** Human functioning in self-care, work and leisure and participation in valued life tasks/roles in 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 methods, models and theories. Biomechanics, ergonomics and kinesiology support the development of clinical competencies. Disability and theory of health promotion and community development are addressed in a shared learning module with students from other programmes in the SHRS. Community education projects enable students to integrate occupational therapy perspectives with the primary health care philosophy.

**Disability in Primary Health Care:** This is a four-week (160-hour) multi-disciplinary module spread over the second and third years of study for undergraduate students in audiology, occupational therapy, physiotherapy and speech-language pathology in the School of Health and Rehabilitation Sciences. The module integrates vertically with Becoming a Professional/Becoming a Health Professional multidisciplinary courses in first year, and is presented by the Primary Health Care Directorate of the Faculty in the first year. At the second year level, the module is presented in the first two weeks (80 hrs) in the first semester. The contents of the module are integrated into professional courses in the Divisions of Communication Sciences and Disorders (AHS2045F Becoming a Communication Therapist), Occupational Therapy (AH2043W Occupational Therapy 2), and Physiotherapy (AHS2053H Applied Physiotherapy 1), focusing on health promotion, culture, psyche and illness; and equity, health and human rights. Disability theory and the theory of health promotion and community development are addressed.

**Contact time:** Self-study and small group tasks and workshops complement lectures. Lectures occur daily during the first five weeks of the year and on Monday, Wednesday and Friday for the rest of the year.

**Assessment:** Formative assessment consists of class tests, assignments, small group projects and practicals and contributes 50% toward the final course mark. Students are assessed in the Disability in Primary health Care module by means of one poster presentation and short written questions in the June or November examination paper. The summative assessment consists of a paper and an objective, standardised practical examination (50%).

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**AHS2112W CLINICAL SCIENCES**

**HEQF credits:** 13

**Course conveners:** Dr G Draper, Ms H Buchanan and Ms R Parker.

**Course outline:** The course forms part of the second year of study towards the BSc degree programmes in Occupational Therapy and Physiotherapy. The course covers the aetiology, clinical signs and symptoms, assessment and treatment of patients of all age groups suffering from conditions encountered by physiotherapy and occupational therapy students during their work. The lecture series will cover a range of conditions in medicine, general surgery, orthopaedics, and paediatrics.

**Contact time:** Two lectures per week.

**Assessment:** Formative assessment contributes 45% of the course mark. The summative examination contributes 55% of the final mark.

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**AHS3078H RESEARCH METHODS AND BIOSTATISTICS I**

**HEQF credits:** 10

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

Assessment: The mark allocation is as follow:

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<th>% contribution to total mark</th>
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<tr>
<td>Research methodology (April)</td>
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<td>Epidemiology (July)</td>
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<td>Research protocol for fourth year (September)</td>
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<td>Statistics (October)</td>
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<td>Examination: - critical appraisal</td>
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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.

AHS3106W  FOUNDATIONS FOR OT PRACTICE
HEQF credits: 26
Course convener: Ms A Sayed.
Course outline: Contents include: occupational therapy models and philosophy; theories of empowerment and development; equity and diversity; and disability in primary health care. Disability in Primary Health Care is a multi-disciplinary module for undergraduate students in audiology, occupational therapy, physiotherapy and speech-language pathology. It integrates vertically with Becoming a Professional/ Health Professional multidisciplinary courses at first year level, as well as Disability in Primary Health Care at second year level. Disability in Primary Health Care is scheduled to run during the first two weeks of the second semester for a total of 80 notional hours.

Themes underpinning the course: Primary health care and contextual relevance; developing agents for change.

Course objectives:
• Skills: Knowledge translation; problem-solving; professional writing and presentation; ethical reasoning.
• Attitudes: Professionalism.

Teaching and learning activities: Lectures; small group discussions; class presentations; visits to service sites.

DP requirements: Attendance at all lectures; completion of all coursework.

Assessment: There is one group assignment, presentation, and a written (short answers) test at the end of the two week Disability in Primary Health Care block, contributing 60% to this module. 40% comes from the final summative assessment, also conducted at the end of the block. Formative assessments for the overall course include assignments, class tests and possibly objective standardised practicals. The year-mark contributes 50% to the final mark. The summative examination contributes 50% and consists of a paper and an objective standardised practical examination.

AHS3107W  OT THEORY AND PRACTICE IN PHYSICAL HEALTH
HEQF credits: 38
Course convener: Ms A Sayed.
Course outline: This course enables students to demonstrate knowledge about, and skills in, promoting physical health and well-being through human occupation and in addressing the occupational implications of specific physical health conditions. The course prepares students to develop and justify a client-centred occupational therapy plan that assists people with physical health concerns to participate in life through the everyday things that they need and want to do. Students learn to select, apply and interpret appropriate assessment methods for determining performance enablers and performance components for a range of ‘physical’ health conditions. Focus is placed on developing skills in selecting, implementing and applying change modalities
(including activity as *means* and occupation as an *end*) which enable performance and/or remediate performance component deficits. Students begin to understand how policies inform service delivery and facilitate participation of people with a range of ‘physical’ health conditions at an individual level.

**Assessment:** Formative and summative assessments may include assignments, written papers, MCQs, OSPEs and practical examinations. Formative assessments contribute 50% and summative assessments 50% to the final mark.

**AHS3108W  OT THEORY AND PRACTICE IN MENTAL HEALTH**

**HEQF credits:** 38  
**Course convener:** Ms A Sayed.  
**Course outline:** This course enables students to demonstrate knowledge about, and skills in, promoting mental health and well being through human occupation and in addressing the occupational implications of specific mental health disorders. The course prepares students to develop and justify a client-centred occupational therapy plan that assists people with mental health concerns to participate in life through the everyday things that they need and want to do. Students learn to select, apply and interpret appropriate assessment methods for psychosocial performance component impairments and occupational performance enablers. Focus is placed on developing skills in selecting, implementing and applying change modalities which address psychosocial impairments and promote people’s engagement in valued life tasks and roles. Students learn to understand how policies inform mental health service delivery and the role they play within the primary health care approach in addressing psychiatric disability at an individual level and group level.

**Assessment:** Formative and summative assessments may include assignments, written papers, MCQs, OSPEs and practical examinations. Formative assessments contribute 50% and summative assessments contribute 50% to the final mark.

**AHS4021W  FOUNDATIONS AND METHODS 2 (OT)**

**HEQF credits:** 48  
**Course convener:** Assoc Prof L Van Niekerk.  
**Course outline:** Content includes the following: 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 health care 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 assignment.

**AHS4022W  THEORY AND PRACTICE II (OT)**

**HEQF credits:** 48  
**Course convener:** Assoc Prof L Van Niekerk.  
**Course outline:** Occupational therapy principles of therapeutic and development practice, education and training, consultation and teamwork. Students learn advanced clinical and population reasoning and 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 are covered. The course also looks at occupational therapy contributions to promoting quality of life, wellness and equalisation of opportunities; inclusion and 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.

AHS4023W  PRACTICE LEARNING II (OT)
HEQF credits: 48
Course convenor: Ms P Gretschel.
Course outline: The course covers the application of occupational therapy theory, processes and procedures in learning with individuals and groups for the attainment of health and development objectives. It also addresses 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 reasoning and reflection on practice across service settings, client groupings and professional roles, are taught.
Practice learning: Students do a three-week practice-learning elective during 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 60% toward the final course mark. Students produce a video and a poster of their work with a client group or organisation for the final examination, which contributes 40% of the final course mark.

BACHELOR OF SCIENCE IN PHYSIOTHERAPY (MB004)

[Degree code: MB004. Plan code: MB004AHS08.]

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. Candidates for the degree programme should be interested in human relationships and have a strong commitment to service within the field of healthcare.
The Division of Physiotherapy 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 health care settings, including hospitals, clinics, community health centres, special schools, homes and other community-based facilities. Accordingly, students are required to carry out clinical practice in urban and peri-urban areas as well as informal settlements. Students are required to wear shorts and T-shirts for practical classes. As physiotherapy is a practical discipline, students are expected to disrobe for some of their practical classes. They are 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.
Programme convener: Prof J Jelsma (Department of Health & Rehabilitation Sciences).

Duration of programme
FBD1 The curriculum for the degree extends over four years of full-time study. Students who pass through the Intervention Programme will take an additional year to complete the degree.

Curriculum
FBD2.1 First year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH1001F</td>
<td>Becoming a Professional</td>
<td>15</td>
</tr>
<tr>
<td>PSY1004F</td>
<td>Introduction to Psychology: Part I</td>
<td>18</td>
</tr>
<tr>
<td>HUB1019F</td>
<td>Anatomy and Physiology IA</td>
<td>18</td>
</tr>
<tr>
<td>HUB1022F</td>
<td>Biosciences IA</td>
<td>9</td>
</tr>
<tr>
<td>AHS1033F</td>
<td>Movement Science I</td>
<td>18</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</td>
<td>15</td>
</tr>
<tr>
<td>HUB1020S</td>
<td>Anatomy and Physiology IB</td>
<td>18</td>
</tr>
<tr>
<td>HUB1023S</td>
<td>Biosciences IB</td>
<td>9</td>
</tr>
<tr>
<td>AHS1034S</td>
<td>Introduction to Applied Physiotherapy</td>
<td>22</td>
</tr>
</tbody>
</table>

FBD2.2 Any student who fails one or more of the following courses may be required to enter the Intervention Programme Parts 1 and 2:

- PSY1004F Introduction to Psychology: Part I
- HUB1019F Anatomy and Physiology Sciences IA
- HUB1022F Biosciences IA
- AHS1033F Movement Science I

FBD2.3 A student who was not required to enter the Intervention Programme Part 1 or who fails a course in the second semester of the first year of the standard curriculum may be required to enter the Intervention Programme Part 2:

- PPH1002S Becoming a Health Professional
- HUB1020S Anatomy & Physiology IB
- HUB1023S Biosciences IB
- AHS1034S Introduction to Applied Physiotherapy

[See rule FBB3.1 below for the Intervention Programme curriculum. The Intervention Programme starts in July and ends in June of the following year, after which the student joins the second semester of the standard curriculum.]

FBD2.4 Second year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLL1048H</td>
<td>Afrikaans for Health and Rehabilitation Sciences OR</td>
<td>18</td>
</tr>
<tr>
<td>SLL1028H</td>
<td>Xhosa for Health and Rehabilitation Sciences</td>
<td>18</td>
</tr>
<tr>
<td>HUB2015W</td>
<td>Anatomy &amp; Physiology II for Health &amp; Rehab Sciences</td>
<td>36</td>
</tr>
<tr>
<td>HUB2023W</td>
<td>Biosciences II</td>
<td>9</td>
</tr>
<tr>
<td>AHS2050H</td>
<td>Clinical Physiotherapy I</td>
<td>18</td>
</tr>
<tr>
<td>AHS2052H</td>
<td>Movement Science II</td>
<td>38</td>
</tr>
<tr>
<td>AHS2053H</td>
<td>Applied Physiotherapy I</td>
<td>32</td>
</tr>
<tr>
<td>AHS2112W</td>
<td>Clinical Sciences I</td>
<td>13</td>
</tr>
</tbody>
</table>

[Note: Students who speak an African language as a home language will be required to register for Afrikaans; students who speak English or Afrikaans as a home language will register for Xhosa.]
RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

FBD2.5  **Third year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3069W</td>
<td>Clinical Physiotherapy II</td>
<td>62</td>
</tr>
<tr>
<td>AHS3070H</td>
<td>Becoming a Rehabilitation Professional I</td>
<td>22</td>
</tr>
<tr>
<td>AHS3076H</td>
<td>Movement Science III</td>
<td>24</td>
</tr>
<tr>
<td>AHS3077H</td>
<td>Applied Physiotherapy II</td>
<td>22</td>
</tr>
<tr>
<td>AHS3078H</td>
<td>Research Methods and Biostatistics I</td>
<td>10</td>
</tr>
<tr>
<td>AHS3109W</td>
<td>Clinical Sciences II</td>
<td>10</td>
</tr>
</tbody>
</table>

FBD2.6  **Fourth year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4065W</td>
<td>Clinical Physiotherapy III</td>
<td>98</td>
</tr>
<tr>
<td>AHS4066H</td>
<td>Becoming a Rehabilitation Professional II</td>
<td>4</td>
</tr>
<tr>
<td>AHS4071H</td>
<td>Applied Physiotherapy III</td>
<td>20</td>
</tr>
<tr>
<td>AHS4072H</td>
<td>Research Methods and Biostatistics II</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 606

**Intervention Programme**

FBD3.1 The following courses/modules must be satisfactorily completed during the Intervention Programme by a student who enters the Intervention Programme after semester 1:

<table>
<thead>
<tr>
<th>Intervention Programme Part 1:</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB1015S Fundamentals of Anatomy and Physiology 1A</td>
<td>0</td>
</tr>
<tr>
<td>HUB1024S Fundamentals of Biosciences for Physiotherapy 1A</td>
<td>0</td>
</tr>
<tr>
<td>AHS1031S Preparation for Entry-level Psychology for Health and Rehab Sciences Pt I</td>
<td>0</td>
</tr>
<tr>
<td>AHS1039S Fundamentals of Movement Science &amp; Applied Physiotherapy 1A</td>
<td>0</td>
</tr>
</tbody>
</table>

FBD3.2 The following courses must be satisfactorily completed during the Intervention Programme by a student who has completed the Intervention Programme Part 1 or who is required to enter the Intervention Programme after semester 2 of the standard curriculum:

<table>
<thead>
<tr>
<th>Intervention Programme Part 2:</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB1016F Fundamentals of Anatomy and Physiology 1B</td>
<td>36</td>
</tr>
<tr>
<td>HUB1025F Fundamentals of Biosciences for Physiotherapy 1B</td>
<td>36</td>
</tr>
<tr>
<td>AHS1040F Fundamentals of Movement Science &amp; Applied Physiotherapy 1B</td>
<td>36</td>
</tr>
<tr>
<td>AHS1047F Preparation for Entry-level Psychology for Health and Rehabilitation Sciences Part II</td>
<td>36</td>
</tr>
</tbody>
</table>

**Total HEQF credits in IP:** 108

FBD3.3 A student who was required to enter the Intervention Programme Part 2 (having failed one or more courses in the second semester of the first year) will be required to repeat AHS1033F Movement Science I and may, on completion of the Intervention Programme Part 2, be required to repeat other courses he/she has already passed in the second semester of the first year.

FBD3.4 Once a student has satisfactorily completed all the prescribed modules of the Intervention Programme, he/she may proceed to semester 2 of the standard curriculum.

**DP (duly performed) requirement**

FBD4 A minimum of 80% attendance is required for lectures, practicals and tutorials in all professional modules and courses. Absence on medical grounds requires a medical
Minimum requirements for progression and readmission

[Note: These rules must be read in conjunction with the general rules for students in the Faculty on page 17 of this Handbook.]

FBD5.1 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, and completed before the start of the second semester. Students whose performance in the nursing elective is deemed unsatisfactory have to repeat the elective before progressing to the next year of study.

FBD5.2 Students are required to complete a three-week elective satisfactorily as part of AHS4065W and before the start of the second semester, during which they may arrange to work at any health care facility recognised by the Divisional Board. Students whose performance is deemed unsatisfactory are required to undertake a period of additional clinical work, at the discretion of the Divisional Board.

FBD5.3 Except by permission of the Senate, a student will not be permitted to renew his/her registration for the degree
- (a) if he/she fails to meet the DP (Duly Performed) requirements in any course that has such requirements;
- (b) if he/she is in the Intervention Programme and fails any course in it (no supplementary examinations are offered in IP);
- (c) if he/she fails a course which he/she is repeating;
- (d) unless he/she, from the second year of study, successfully completes in each year’s examination cycle half or more of the course (an examination cycle being an examination plus a supplementary or deferred examination, if awarded);
- (e) unless he/she successfully completes all the prescribed courses for any single year in two years;
- (f) if he/she is unable to complete the standard programme in six years or, having passed through the Intervention Programme, is unable to complete the degree in seven years.

FBD5.4 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).

FBD5.5 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

FBD6 The degree may be awarded with distinction (a credit-weighted average of 75% or above for all courses from first to final year of study.)

Courses for BSc Physiotherapy:

PPH1001F BECOMING A PROFESSIONAL
HEQF credits: 15
Course convener: Ms L Olekers.
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. The focus is on the development of interpersonal skills, which include being non-judgemental, sensitive ethical and respectful of human rights 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
- theory related to group and social roles applied in simulated experiences to build team membership and leadership skills
- critical analysis and reflection on professional conduct, including non-judgementalism, empathy, health and human 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 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 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 range of in-course assignments, which comprise 60% of the total mark. The final 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 the ME and HIV/AIDS 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.

Assessment: Student learning is assessed as part of the end of semester PPH1001F summative assessment.

PPH1002S  BECOMING A HEALTH PROFESSIONAL
HEQF credits: 15
Course convener: 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 focus is on primary health care and disability. 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 within the context of disability. 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.

Basic Life Support Skills Workshop (BLSS)
BLSS is the first building block in First Aid and CPR (cardiopulmonary resuscitation). This takes the form of a once-off workshop session for each student, attendance is compulsory.

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

- Attending group sessions
- Completing set assignments
- Attending community visits, health service site visits, and BLSS workshop
- 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 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.

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**PSY1004F** INTRODUCTION TO PSYCHOLOGY: Part I  
*(Faculty of Humanities)*

**HEQF credits:** 18

**Course convener:** Dr C Ward.

**Course outline:** Lectures, tutorials, assignments and readings deal with a range of areas aimed to introduce the student to issues in psychology and health.

**Contact time:** First-year, first semester course - first or fifth period, four lectures per week, and such tutorial work as may be required.

**DP requirements:** Satisfactory completion of all assignments by due date, attend at least 4 of 5 tutorials, complete all class tests. In addition, completion of 90 minutes in the Student Research Participation Programme (SRPP), or equivalent.

**Assessment:** Coursework (term assignments and tests) counts 50%; one two-hour exam in June counts 50%. Students are expected to complete the June exam as well as all coursework before being awarded a pass in this class.

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**HUB1015S** FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IA

**HEQF credits:** 0 [*The credits are included in those for HUB1016F.*]

**Course conveners:** Dr B Ige and Dr R Kelly.

**Course outline:** This course revisits the key concepts and core material of HUB1019F Anatomy and Physiology IA. Course content addresses the fundamental anatomical and physiological knowledge and skills relevant to the rehabilitation professions and includes: An overview of cells and systems in the human body, cellular physiology, the physiology of muscles and nerves and the anatomy of the upper and lower limbs. The relevance of these concepts for the rehabilitation professions is emphasised through the use of specifically selected examples of injury, health conditions and disability as applicable to the first year professional courses and the clinical practice of occupational therapy and physiotherapy. Attention is be given to the specific terminology of the anatomy and physiology disciplines, as well as to the underlying scientific literacy and numeracy skills required.
to achieve proficiency in these areas. Teaching/learning strategies utilised in the course include lectures, tutorials, practical sessions, clinical case discussions and self-directed learning sessions. 

**Assessment:** Assessment of the course comprises written, in-course assessments. These assessments will contribute 40% towards the final year mark in HUB1016F at the end of IP 2. There is no summative examination for this course after IP 1. The summative assessment takes place in AHS1016F.

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**HUB1016F  FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY IB**  
**HEQF credits:** 36  
**Course conveners:** Dr B Ige and Dr R Kelly.

**Course outline:** This course is designed to prepare students for what they will encounter in HUB1020S Anatomy and Physiology IB when they re-enter the standard curriculum. The course builds on the knowledge and skills acquired in HUB1015S Fundamentals of Anatomy and Physiology 1A and focuses on key systems within the human body. Specific content includes the cardiovascular system, the respiratory system and the immune system. The underlying physiological concepts, principles and mechanisms as well as the relevant structural anatomy of the thorax, heart and lungs are presented in an integrated manner as each system is studied.

The relevance of these systems for the rehabilitation professions is emphasised through the use of specifically selected case studies as applicable to the first year professional courses and the clinical practice of occupational therapy and physiotherapy. Attention is given to the specific terminology of the anatomy and physiology disciplines, as well as to the underlying scientific literacy and numeracy skills required to achieve proficiency in these areas.

Teaching/learning strategies utilised in the course include lectures, tutorials, practical sessions, clinical case discussions and self-directed learning sessions.

**Assessment:** Assessment of the course comprises written in-course assessments and a final course examination.

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**HUB1019F  ANATOMY AND PHYSIOLOGY IA**  
**HEQF credits:** 18  
**Course convener:** Dr C Warton.

**Course outline:** This is a first semester course which consists of five lectures and one practical/tutorial per week. It includes an introduction to anatomy and the structure of the upper and lower limb. It also includes an introduction to the cellular basis of physiology, tissue and body systems, with emphasis on nerve, muscle and body fluids.

**Assessment:** The course comprises written and practical ongoing assessments which make up 45% of the course mark. The other 55% includes the final written and practical examinations.

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**HUB1020S  ANATOMY AND PHYSIOLOGY IB**  
**HEQF credits:** 18  
**Course convener:** Dr C Warton.

**Course outline:** This is a second semester course which consists of five lectures and one practical/tutorial per week. It focuses on human body systems and includes detailed anatomy and physiology of the cardiovascular system, thorax and respiratory and immune systems. The main aim is to integrate anatomical and physiological knowledge in order to understand the human body as a complete organism.

**Assessment:** The course comprises written and practical ongoing assessments, which make up 45% of the course mark. The other 55% includes the final written and practical examinations.

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**HUB1022F  BIOSCIENCES FOR PHYSIOTHERAPY IA**  
**HEQF credits:** 9  
**Course convener:** Mr S Steiner.
Contact time: 75 contact lectures with weekly tutorials.

Course outline: This a compulsory course offered for physiotherapy students in the School of Health and Rehabilitation Sciences. It is an introductory course to provide first year physiotherapy students with the fundamental aspects of chemistry, biochemistry and fundamental physical science related to biomechanics. Topics have been selected in consultation with other physiotherapy courses to promote the integration of theoretical and practical knowledge. Course content includes the following: (a) Measurement, units, conversion of units, review of trigonometry; vectors, vector algebra and resolution of vectors; displacement, velocity and acceleration, free-body diagrams; forces and Newton’s Laws in linear systems; torques and angular systems; lever systems. (b) Physical chemistry principles of atoms and elements, basic stoichiometry of reactions in solutions with an emphasis on molar concentrations and the principle of osmosis. (c) Introduction to the physiological enzyme structure and kinetics. (d) Basics of cellular metabolism. (e) Chemical equilibria, acids and bases and biological buffering systems.

Outcomes: By the end of the course students should be able to assess simple problems and determine forces and torques in systems; calculate work and power; predict what forces and torques in systems; calculate work and power; predict what forces and torques are required to cause motion; and understand basic chemical principles and how they relate to body physiology.

Assessment: Class tests in March and May, assignments; ad hoc tests (49%) and three-hour examination in June (51%).

HUB1023S  BIOSCIENCES FOR PHYSIOTHERAPY I B
HEQF credits: 9
Course convener: Mr S Steiner.
Entry requirements: HUB1022F. The course builds on the fundamental knowledge gained during HUB1022F.
Contact time: Seventy-five contact lectures with weekly tutorials.
Course outline: Centre of gravity; body-segment parameters; work, energy and power; momentum and impulse; static and dynamic systems; stress analysis; Hooke’s law; action potential; muscle mechanics; introduction to electromyography (EMG); assessing journal articles. Basic organic chemistry covering fundamental aspects of structure and bonding, acids, amines, carbohydrates, lipids and nucleic acids. Integrated with the chemistry principles, introductory aspects of fat, protein and lipid biochemistry are covered.
Assessment: Class tests in August and tutorials throughout the course (49%); and a three-hour examination and practical in November (51%).
Outcomes: By the end of the course students should be able to understand joint mechanics, modes of bone fracture and the influence of forces and torques on bones and joints; and select the appropriate treatment modality for electrotherapy, with an understanding of the physics involved; analyse human movement and gait using Gaitlab software and demonstrate an understanding of EMG as a predictor for muscle activity. In addition, students will have a basic understanding of chemistry and biochemistry principles enabling integration of knowledge into their profession.

SLL1028H  XHOSA FOR HEALTH AND REHABILITATION SCIENCES
(Faculty of Humanities)
HEQF credits: 18
Course convener: Dr M R Smouse.
Course outline: This course introduces students to communication skills required for a successful interaction between a health-care professional and a client. The course takes an integrated approach to language learning through an incorporation of clinical experiences related to the streams of physiotherapy, occupational therapy as well as communication and speech disorders. The main focus of this course is on pronunciation, grammar and interaction with patients/clients. Interaction is used as a means of exposing students to the Xhosa ways of expression, as well as issues of cross-cultural and inter-cultural communication.
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 examination (simulated client interviews) - 30%.

AHS1031S  PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES

HEQF credits: 0

[Note: There is no summative assessment and hence no HEQF credits for this course. / The final assessment and credits are included in AHS1047F.]

Course conveners: Dr B Ige and Ms E Badenhorst.

Course outline: This course strengthens students’ understanding of the basic psychological concepts, principles and terminology introduced in semester one by revisiting material covered in PSY1004S. Students are introduced to the building blocks and core principals and concepts of PSY1004S, such as developmental psychology, social psychology and health psychology in order to develop and strengthen a basic knowledge of central areas in psychology. The course also develops and strengthens empirical skills in order to allow students to critically assess studies on which psychological theory is based. Students therefore engage with the discipline in a critical and analytical way by revisiting the core principles of theory and research.

In order to familiarise students with the modes of learning that will be required of them upon entry into PSY1005F, as well as the style of instruction they will encounter in the course, students attend lectures and small group tutorials to develop academic skills and techniques.

The outcome of the course is to develop a fundamental understanding of psychology, to enable students to look critically at concepts and theories in the discipline and to understand the practical application of psychology in everyday life and the workings of their future professions.

Assessment: Formative assessment strategies utilised include essays, written tests, a research project and multiple-choice question tests. The purpose of assessments in this course is twofold: To provide students with feedback regarding their progress, as well as to develop and strengthen knowledge, critical thinking, research skills and writing skills. The assessment process will therefore familiarise students with a range of academic skills in preparation for learning in subsequent semesters. The final assessment takes place in AHS1047F.

AHS1033F  MOVEMENT SCIENCE I

HEQF credits: 18

Course convener: Ms N Naidoo.

Course outline: Students are introduced to the basic terminology and science associated with human movement. Course content includes basic assessment and mobilisation of joints, principles of muscle strengthening and theories on soft tissue healing. This course is taught through lectures, practical demonstrations, workshops, self-study sessions and tutorials. This course is a pre-requisite for AHS1034S Introduction to Applied Physiotherapy.

Key outcomes:
At the end of this course, students will be able to:

- Apply techniques of joint mobilisation (passive movements)
- Measure and record joint range of motion
- Evaluate muscle strength and apply the principles of strengthening
- Discuss soft tissue healing and apply techniques to treat soft tissue dysfunction.

Contact time: Lectures and/or practical sessions: Three 90-minute periods per week.

Tutorials: One 90-minute period per week.

DP requirements: Students are expected to attend and participate in all lectures, practical sessions, workshops and tutorials. Attendance is monitored through the signing of an attendance register at each session.
**Assessment:** The course mark is weighted 50% and comprises of the following:
- tutorial tasks (15%)
- term one theory test (20%)
- term practical test (5%)

Exam mark is weighted at 50% and comprises of the following:
- a written theory examination (25%)
- a structured practical examination (25%).

**AHS1034S  INTRODUCTION TO APPLIED PHYSIOTHERAPY**

**HEQF credits:** 22

**Course convener:** Ms N Naidoo.

**Prerequisite:** Students are required to have successfully completed AHS1033F Movement Science 1 in order to register for Introduction to Applied Physiotherapy.

**Course outline:** This course builds on the foundational concepts; terminology and science covered in Movement Science 1. Course content includes therapeutic massage, exercise prescription, posture analysis and correction of postural dysfunction, and normal development. This course is taught through lectures, practical demonstrations and workshops, self-study sessions and weekly tutorials. Students are exposed to the clinical situation in order to familiarise them with the scope of physiotherapy practice.

**Key outcomes:** At the end of this course, students will be able to:
- Apply techniques of therapeutic massage and soft tissue mobilisation
- Describe normal infant development
- Assess posture and apply the principles of postural re-education
- Prescribe, demonstrate and teach exercises to address problems related to movement dysfunction.

**Contact time:** Lectures and/or practical sessions: three 90-minute periods per week.

**Tutorials:** One 90-minute period per week.

**DP requirements:** Students are expected to attend and participate in all lectures, practical sessions, workshops and tutorials. Attendance is monitored through the signing of an attendance register at each session.

**Assessment:** Course mark contributes 50% and comprises of the following:
- tutorial tasks (20%)
- term test (30%).

Examination contributes 50% and comprises of the following:
- a written theory examination (25%)
- a structured practical examination (25%).

**AHS1039S  FUNDAMENTALS OF MOVEMENT SCIENCE AND APPLIED PHYSIOTHERAPY 1A**

**HEQF credits:** 0 [Note: The credits for this course are included in those for AHS1040F.]

**Course conveners:** Dr B Ige and Ms N Naidoo.

**Key course objective:** The aim of this course is to facilitate the understanding of the theoretical principles used to evaluate and treat movement dysfunction.

**Course outline:** This course builds on the foundational concepts; terminology and science covered in AHS1033F Movement Science I and revisits aspects of the basic assessment and mobilisation of joints; muscle and soft tissue structure and function; principles of muscle strengthening and theories on soft tissue healing. The principles and rationale underpinning the evaluation and treatment of movement dysfunction as covered in Movement Science I are re-emphasised.

Teaching/learning strategies include lectures, practical demonstrations and workshops, tutorials and self-directed learning sessions.
Key outcomes: At the end of this course, students will be able to:
- Apply techniques of joint mobilisation (passive movements)
- Measure and record joint range of motion
- Evaluate muscle strength and apply the principles of strengthening as indicated
- Discuss soft tissue healing and apply techniques to treat soft tissue dysfunction.

Assessment: Assessment of the course comprises written, in-course assessments. These assessments will contribute 40% towards the final year mark for AHS1040F at the end of IP 2. There is no summative examination for this course after IP 1. The final assessment takes place in AHS1040F.

AHS1040F FUNDAMENTALS OF MOVEMENT SCIENCE AND APPLIED PHYSIOTHERAPY IB

HEQF credits: 36
Course conveners: Dr B Ige and Ms N Naidoo.

Course outline: This course is designed to prepare students for what they will encounter in AHS1034S Introduction to Applied Physiotherapy when they re-enter the standard curriculum. This course builds on the foundational concepts, terminology and science covered in AHS1039S Fundamentals of Movement Science and Applied Physiotherapy 1A. Course content includes an introduction to the following areas of practice: Therapeutic massage; exercise prescription; movement analysis; posture analysis and correction of postural dysfunction and the basic re-education of functional activities.

Students are exposed to the clinical situation in order to familiarise them with the scope of physiotherapy practice and to emphasise the relevance of the classroom learning activities. In addition, discussion/debriefing sessions are held to discuss students’ experiences in the clinical areas. Students are expected to attend all clinical exposure and debriefing sessions.

Teaching/learning strategies utilised include lectures, practical demonstrations and workshops, tutorials, clinical visits to Groote Schuur Hospital and self-directed learning sessions.

Key outcomes: At the end of this course, students will be able to:
- Apply techniques of therapeutic massage and soft tissue mobilisation
- Analyse the components of normal human movement
- Assess posture and apply the principles of postural re-education
- Prescribe, demonstrate and teach exercises to address problems related to movement dysfunction
- Demonstrate basic strategies and techniques for the rehabilitation of functional activities.

Assessment: Assessment of the course comprises written in-course assessment and a final course examination. These assessments and examination will contribute 60% towards the final-year mark at the end of IP 2.

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

HEQF credits: 18
Course convener: Dr I van Rooyen.

[Note: The learning of Afrikaans and Xhosa languages is seen as integral clinical skills. The contents of the courses are aligned with the physiotherapy core courses and clinical placements from second to fourth years. Therefore, no student will be exempted from registering for the courses in Afrikaans or Xhosa.]

Course outline: The content of the Afrikaans course is based on case studies covered in the streams of physiotherapy, occupational therapy and communication sciences and speech disorders. The focus of the 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 examination (simulated client interviews) - 30%.

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**HUB2015W  ANATOMY AND PHYSIOLOGY II FOR HEALTH AND REHABILITATION SCIENCES**

**HEQF credits:** 36

**Course convener:** Dr L M Davids.

**Prerequisites:** HUB1020S Anatomy and Physiology IB.

**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 - 55%; class record - 45%.

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**HUB2023W  BIOSCIENCES FOR PHYSIOTHERAPY II**

**HEQF credits:** 9

**Prerequisites:** HUB1022F and HUB1023S.

**Course convener:** Mr S Steiner.

The emphasis of this course is biomechanics and the fundamental knowledge gained during the first two semesters in HUB1022F and HUB1023S.

**Contact time:** Thirty-six contact lectures with thirty-six weekly tutorials or practicals.

**Course outline:** Biomechanics: principles in orthopaedics; biomechanics of bone; fractures of the femur and the pelvis; joint biomechanics; ankle knee shoulder and elbow; waves and basic electricity relevant to the principles of electrotherapy; laser, ultrasound, shortwave diathermy, interferential stimulation. Semester 4 content includes gait analysis and electromyography.

**Outcomes:** By the end of the course students should be able to understand joint mechanics, modes of bone fracture and the influence of forces and torques on bones and joints; select the appropriate treatment modality for electrotherapy, with an understanding of the physics involved. Analyse human movement and gait using Gaitlab software; demonstrate an understanding of EMG as a predictor for muscle activity.

**Assessment:** Class tests in April, June and August and tutorials throughout the course (49%); and a three-hour examination and practical in November (51%).

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**AHS2050H  CLINICAL PHYSIOTHERAPY I**

**HEQF credits:** 18

**Course conveners:** Ms H Talberg and Prof S Amosun.

**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. The course also incorporates Disability in Primary Health Care, a multidisciplinary module offered by the Primary Health Care Directorate.

**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 before the start of the second semester. Students whose performance in the nursing elective is deemed unsatisfactory have to repeat the nursing elective before progressing to the next year of study.
Disability in Primary Health Care: Disability in Primary Health Care is a four-week (160 hr) multidisciplinary module spread over the second and third years of study for undergraduate students in audiology, occupational therapy, physiotherapy and speech-language pathology. The module integrates vertically with the Becoming a Professional/Becoming a Health Professional multidisciplinary courses at first year level, and is presented by the Primary Health Care Directorate of the Faculty of Health Sciences. At the second year level, the module is presented into the first two weeks (80 hrs) in the first semester. The contents of the module are integrated in professional courses in the Divisions of Communication Sciences and Disorders AHS2045F Becoming a Communication Therapist, AHS2043W Occupational Therapy/Occupational Therapy II, and AHS2050H Clinical Physiotherapy I, focusing on health promotion, culture, psyche and illness; and equity, health and human rights. Disability theory and the theory of health promotion and community development are addressed. Students are assessed by means of one poster presentation and short written questions. The course is taught through lectures, practical sessions and tutorials.

Assessment: This course is assessed entirely through continuous assessment in the clinical area and in the Disability and Primary Health Care module. The student's performance in each clinical block is assessed at the end of the rotation. Students require an average of 50% or above to complete the course satisfactorily. No supplementary examinations are awarded.

AHS2052H  MOVEMENT SCIENCE II
HEQF credits: 38
Course conveners: Dr T Burgess and Ms R Parker.
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, paediatric orthopaedic conditions and amputations.
Neuromusculoskeletal: This includes 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, evidence-based practice and clinical reasoning. It is taught in two-hour lectures and one tutorial per week.
Assessment: The mark allocation is as follows:
April -theory 10%;
June tests – theory 19% and practical 10%;
September tests – theory and practical 10%;
November examination – theory 36% and practical 15%.

AHS2053H  APPLIED PHYSIOTHERAPY I
HEQF credits: 32
Course convener: Ms S Manie.
Co-conveners: Paediatric Neurology (Prof J Jelsma) ; Becoming a rehabilitation professional (Ms S Maart).
Course outline: This course covers the fields of paediatric neurology, cardiopulmonary rehabilitation, women’s health, electrotherapy and becoming a rehabilitation professional. This course is taught through lectures, practical sessions and tutorials.
Paediatric neurology: This component covers the foundation of neurological technique 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.
Cardiopulmonary rehabilitation: This component covers the theory, manual and technological techniques of the assessment and treatment of cardiopulmonary conditions. The emphasis is on primary health care and problem solving.
Becoming a rehabilitation professional: This component picks up on the issues addressed in PPH1001F Becoming a Health Professional in the First Year and prepares the student for
AHS3070H Becoming a Rehabilitation Professional I 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. It incorporates Disability in Primary Health Care, a multidisciplinary module offered by the Primary Health Care Directorate (see below).

**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.

**Women’s Health:** The physiotherapy management with regard to the changes that take place during pregnancy, birth and breastfeeding are covered. The preparation and execution of antenatal classes are also included.

**Disability in Primary Health Care:** Disability in Primary Health Care is a four-week (160-hour) multidisciplinary module spread over second and third years of study for undergraduate students in audiology, occupational therapy, physiotherapy and speech-language pathology in the School of Health and Rehabilitation Sciences. The module integrates vertically with the Becoming a Professional/Becoming a Health Professional multidisciplinary courses at first year level, and is presented by the Primary Health Care Directorate of the Faculty of Health Sciences. At the second year level, the module is presented in the first two weeks (80 hours) in the first semester. The contents of the module are integrated into professional courses in the Divisions of Communication Sciences and Disorders (AHS2045F Becoming a Communication Therapist), Occupational Therapy (AHS2043W Occupational Therapy 2), and Physiotherapy (AHS2053H Applied Physiotherapy 1), focusing on health promotion, culture, psyche and illness; and equity, health and human rights. Disability theory and the theory of health promotion and community development are addressed. The course is taught through lectures, practical sessions and tutorials.

**Geriatrics:** This component covers the process of ageing as well as the assessment and treatment techniques used by physiotherapists in the field of gerontology. There is a strong emphasis on the holistic management of the elderly embedded within the primary healthcare philosophy.

**Assessment:** Students are assessed on the Disability in Primary Health Care module by means of one poster presentation and short written questions in the June examination paper. The mark allocation is as follows: April tests/assignments - 13%; June tests – theory 15% and practical 10%; September tests/assignments - 10%; November examination – theory 42% and practical 10%.

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**AHS2112W CLINICAL SCIENCES I**

HEQF credits: 13

Course conveners: Dr G Draper, Ms H Buchanan, Ms R Parker.

Course outline: The course forms part of the second year of study towards the BSc degree programmes in occupational therapy and physiotherapy. The course covers the aetiology, clinical signs and symptoms, assessment and treatment of patients of all age groups suffering from conditions encountered by physiotherapy and occupational therapy students during their work. The lecture series covers a range of conditions in medicine, general surgery, orthopaedics, and paediatrics.

**Assessment:** June MCQ: 45%; November MCQ: 55%.

**Contact time:** Two lectures per week.

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**AHS3069W CLINICAL PHYSIOTHERAPY II**

HEQF credits: 62

Course convener: Ms H Talberg.

Course outline: This course provides practical exposure to the areas of cardiopulmonary, orthopaedic, musculoskeletal and geriatric care; as well as community physiotherapy settings. Students spend four mornings a week in various clinical areas, working under supervision with patients. This course is taught through practical sessions, group teaching and clinical practice.
Assessment: Students undergo a clinical examination at the end of each rotation. These examinations take the format of either a patient treatment or a patient assessment. In addition, the students’ performance during each of their clinical rotations is assessed through a performance evaluation form by their clinical educator and/or clinician, and a mark awarded. The final course mark is made up of five rotation marks. Each rotation mark is comprised of the examination mark (60%) and the performance evaluation (40%). Students need to obtain an average of 60% for the course mark to be exempt from further testing. Students who obtain an average of less than 50% for the course mark fail the course and have to repeat the full course the following year. Students who obtain a course mark of between 50 – 59% are required to undergo a further clinical examination in October. Should the student achieve a pass of 60% or more for this clinical examination, this mark will be incorporated into the course mark (equivalent to a combined block and examination mark) and the student will pass the course. Should a student obtain less than 60% for this additional examination, he/she will be required to repeat the course in the following year. There are no supplementary examinations.

AHS3070H BECOMING A REHABILITATION PROFESSIONAL I

HEQF credits: 22

Course convener: Ms S Maart.

Course outline: This course explores the concept of physiotherapists as health promoters within the South African context. The ethical component focuses on resource allocation in health. The course further aims to develop physiotherapists who are capable of counselling clients and who understand the impact of poverty, gender, and culture on health. This course is taught through lectures, tutorials and participation in a community-based project during a weekly two-hour lecture.

Disability in Primary Health Care: The second Disability and Primary Health Care module also forms part of this course and is a four-week (160-hour) multidisciplinary module spread over second and third years of study for undergraduate students in audiology, occupational therapy, physiotherapy and speech-language pathology in the School of Health and Rehabilitation Sciences. The module integrates vertically with the Becoming a Professional/Becoming a Health Professional multidisciplinary courses at first year level, and is presented by the Primary Health Care Directorate of the Faculty of Health Sciences. At the second year level, the module is presented in the first two weeks (80 hours) in the first semester. The contents of the module are integrated into professional courses in the Divisions of Communication Sciences and Disorders (AHS2045F Becoming a Communication Therapist), Occupational Therapy (AHS2043W Occupational Therapy 2), and Physiotherapy (AHS3070H Becoming a Rehabilitation Professional I), focusing on health promotion, culture, psyche and illness; and equity, health and human rights. Disability theory and the theory of health promotion and community development are addressed. The course is taught through lectures, practical sessions and tutorials.

Assessment: Students are assessed on the Disability in Primary Health Care module by means of one poster presentation and short written questions. Year mark: Assignments and project (including those on Disability and Primary Health Care) 50% June test and November examination – 50%.

AHS3076H MOVEMENT SCIENCE III

HEQF credits: 24

Course conveners: Ms R Parker and Dr T Burgess.

Course outline: This course covers the fields of orthopaedics and neuromusculoskeletal conditions. Orthopaedics: This component focuses on cold orthopaedics, specifically rheumatological conditions, joint replacements and non-traumatic spinal conditions. Peripheral nerve injuries, and hand injuries are also included. It covers the relevant orthopaedic management and the appropriate physiotherapy interventions.

Neuromusculoskeletal: This component focuses on the assessment and management of NMS disorders, emphasising clinical reasoning skills and the use of evidence-based practice within a holistic approach. 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 II
HEQF credits: 22
Course conveners: Ms G Ferguson (neurology) and Ms S Manie (cardiopulmonary rehabilitation and general rehabilitation).
Course outline: This course covers the fields of adult neurology and cardiopulmonary and general 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 within the South African context.
Cardiopulmonary rehabilitation: This component aims to equip the student with the knowledge and skills pertaining to the physiotherapy management of a variety of cardiopulmonary conditions which include cardiothoracic surgery and common pulmonary conditions. The emphasis is on primary health care and clinical reasoning. This course is taught through lectures, practical sessions and tutorials.
General rehabilitation: In this section students are exposed to the holistic, long-term management of patients who have sustained burn injury. The content is taught using case-studies relevant to the South African context. Also included under this component is women’s health. This module places emphasis on the physiotherapy management of stress incontinence, mastectomy and pelvic floor dysfunction.
Assessment: The mark allocation is as follows: April test/assignments - 15%; June test – theory 20%, practical 10%; September test/assignments - 10%; November examination - 45%. All tests and examinations use an integrated case-study approach.

AHS3078H  RESEARCH METHODS AND BIOSTATISTICS I
HEQF credits: 10
Course convener: Prof J Jelsma.
Course outline: The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy and physiotherapy. Students receive lectures which cover the theory of qualitative and quantitative research, the ethics of research, epidemiology and basic biostatistics. Students learn how to analyse research articles critically and to develop a research proposal. This course is taught through lectures, tutorials and on-line assignments.
Assessment: The mark allocation is as follows:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
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<tbody>
<tr>
<td>Research methodology continuous assessment (April)</td>
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<tr>
<td>Research Methodology paper (July)</td>
</tr>
<tr>
<td>Epidemiology paper (July)</td>
</tr>
<tr>
<td>Research protocol for fourth year (September)</td>
</tr>
<tr>
<td>Biostatistics (October)</td>
</tr>
<tr>
<td>Examination: - critical appraisal</td>
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</tbody>
</table>

No student may proceed to the examination without attending lectures on ethics or completing an on-line ethics course. 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.
AHS3109W  CLINICAL SCIENCES II
HEQF credits: 10
Course conveners: Ms R Parker and Ms N Naidoo.

Course outline: The course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients of all age groups suffering from conditions encountered by physiotherapy students during their work. The lecture series has been designed to integrate information about pathology, microbiology and the clinical management of a range of conditions to help students’ co-ordinate knowledge of conditions across the previously demarcated areas of medicine, general surgery, orthopaedics, paediatrics and obstetrics and gynaecology.

Contact time: Two lectures per week.
Assessment: The mark allocation is as follows: June: clinical science general 25%, June: Microbiology – 15%, November: general clinical science (no microbiology) 55%.

AHS4065W  CLINICAL PHYSIOTHERAPY III
HEQF credits: 98
Course convenor: Ms S Maart.

Course Outline: This course addresses the practical application of cardiopulmonary, orthopaedic, neurological, musculoskeletal and other tertiary level skills. Students spend approximately 30 hours per week in clinical areas, working under supervision with patients. In addition there is a three-week elective period in June, where students may work at any health care facility recognised by the divisional board. This course is taught entirely through clinical practice and group teaching sessions.

Assessment: Students have one clinical examination at the end of each of their clinical blocks during the year, and two clinical examinations at the end of their final rotation. These examinations take the format of either a patient treatment or a patient assessment. In addition, the students’ performance during each of their clinical rotations is assessed through a performance evaluation form by their clinical educator and/or clinician, and a mark is awarded. Should multi-professional practice (MPP) occur on a given clinical rotation, student participation is assessed by a variety of methods, including portfolios, case and project presentations. This mark is then incorporated into the students’ performance mark. Each clinical block mark is then made up by the clinical examination (60%) and a performance evaluation (40%). The final course mark is made up of all the student’s rotation marks, plus the additional clinical examination mark completed at the end of the final clinical rotation. Students need to obtain an average of 60% for the course mark and a satisfactory report from their clinical elective to be exempt from further testing. Students who obtain less than 50% for the course mark fail the course and have to repeat the full course the following year. Students who obtain a course mark of between 50 – 59% are required to undergo a further clinical examination in October. Should a student achieve a pass of 60% or more for this clinical examination, this mark is 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 60% for this additional examination, he/she will be required to do a further six months of clinical work in the following year and then undergo the same system of examination. There are no supplementary examinations.

AHS4066H  BECOMING A REHABILITATION PROFESSIONAL II
HEQF credits: 4
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 work place, legal requirements and regulations of the professional board.

Assessment: Year mark: Tests/assignments - 49%; November examination - 51%. Should a student obtain between 45%-49% in the final mark, he/she may be eligible for a supplementary exam in January or may be given the option of an immediate oral or written supplementary exam.
HS4071H  APPLIED PHYSIOTHERAPY III  
**HEQF credits:** 20  
**Course convener:** Ms S Maart.  
**Course outline:** This course consists of a variety of workshops/teaching sessions on specialist/advanced topics within physiotherapy and South African health care. The course also comprises modules on sports physiotherapy, adult and paediatric ICU management, adult neurology and pharmacology. This course is taught through lectures, practical sessions and tutorials.  
**Assessment:** Year mark: Class tests and assignments - 49%; November examination: - 51%. Should students obtain between 45%-49% in the final mark, he/she may be eligible for a supplementary exam in January or may be given the option of an immediate oral or written exam.

AHS4072H  RESEARCH METHODS AND BIOSTATISTICS II  
**HEQF credits:** 10  
**Course convener:** Prof J Jelsma.  
**Course outline:** Students, working in groups, prepare a 3,500 word literature review and will conduct a research project that will be documented as a scientific article of no more than 3,500 words.  
**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 according to the following formula:  
\[
\text{Assessor’s mark of project} = a  
\text{Mark allocated to student by the group} = b\%  
\text{Final mark} = \frac{(a+a*b\%)}{2}
\]
POSTGRADUATE DIPLOMA IN ADDICTIONS CARE

[Diploma code: MG024. Plan code: MG024PRY10.]

The key objective of the Diploma is the professional development of addictions counsellors, many of whom are often qualified by experience but have little or no academic training or theoretical basis with which to understand and facilitate behavioural change. The qualification aims to produce graduates that have a thorough knowledge of addictions and theories of behaviour change, who are able to work as addictions professionals in substance abuse treatment settings and who are able to effect behavioural change in their clients through their provision of evidence-based behavioural interventions for alcohol and drug dependence.

The Provincial Government of the Western Cape has earmarked at least ten bursaries for deserving students from disadvantaged backgrounds in an effort to improve equity and diversity in the addictions workforce.

Programme convener: Dr B Myers (Department of Psychiatry and Mental Health).

Admission requirements

FGA1 (a) An approved Bachelors degree in health sciences or in the humanities (social work or psychology); or
(b) approved prior learning.

Duration and structure of diploma programme

FGA2 The programme is offered over one year of full-time or two years of part-time study and includes two placements of six to eight weeks each at an approved addictions treatment facility. This provides practical experience of working in treatment facilities as well as practical experience of conducting assessments and providing evidence-based treatment models.

Curriculum

FGA3.1 Key outcomes:
The graduate will have:
- Knowledge of alcohol and drug epidemiology in SA
- Ability to conduct comprehensive assessments
- Theoretical understanding of addiction (brain disease)
- Special expertise in provision of evidence-based behavioural interventions for alcohol and drug dependence
- Knowledge of how to effectively manage addictive disorders among special populations
- Skills in and knowledge of how to monitor treatment service quality and client outcomes.

FGA3.2 There are seven obligatory courses and a choice of either of two electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
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<tbody>
<tr>
<td>PRY4007S</td>
<td>Working with the Addicted Family</td>
<td>15</td>
</tr>
<tr>
<td>PRY4008W</td>
<td>Evidence-based Treatment Approaches</td>
<td>15</td>
</tr>
<tr>
<td>PRY4009F</td>
<td>Screening and Assessment of Addictive Disorders</td>
<td>15</td>
</tr>
<tr>
<td>PRY4010S</td>
<td>Case Management and Service Monitoring</td>
<td>15</td>
</tr>
<tr>
<td>PRY4011F</td>
<td>Managing Co-occurring Mental Disorders</td>
<td>15</td>
</tr>
</tbody>
</table>
Examination

FGA4 Assessment takes the form of oral presentations and written assignments on coursework throughout the course, and assessment by supervisors (identified by the Department and working at treatment facilities at which students are placed) who will submit progress reports on students’ formal handling of case studies.

Distinction

FGA5 The Diploma may be awarded with distinction (75% - 100%, for all courses).

Courses for Postgraduate Diploma in Addictions Care:

**PRY4007S WORKING WITH THE ADDICTED FAMILY**

HEQF credits: 15  
Course convener: Dr B Myers.  
Course outline: This course provides students with insight into the impact that addictive disorders have on the structure and functioning of the family and the important role that the family plays in the treatment of addictive disorders. Students learn appropriate ways to educate the family about how to respond effectively to addiction, and how to provide appropriate family support.  
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

**PRY4008W EVIDENCE-BASED TREATMENT APPROACHES**

HEQF credits: 15  
Course convener: Dr B Myers.  
Course outline: This course provides students with an understanding of evidence-based treatment for addictive disorders. Students are exposed to evidence-based principles of treatment and learn about the theoretical foundation, core concepts and principal techniques of several evidence-based psychosocial treatment models including (but not limited to) motivational enhancement therapy and cognitive behavioural treatment approaches. This course has a large practical component that will allow students to apply the theoretical knowledge they have gained in real world treatment settings.  
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

**PRY4009F SCREENING AND ASSESSMENT OF ADDICTIVE DISORDERS**

HEQF credits: 15  
Course convener: Dr B Myers.  
Course outline: This course equips students to screen for problematic alcohol and drug use and conduct comprehensive assessments of the nature, extent and severity of alcohol and other drug-related problems. Students learn about issues that need to be considered when assessing problem drug use among women and adolescents. Students are also exposed to the clinical consequences and effects of various drugs of abuse. The implications that assessment findings have for patient placement and treatment planning are also outlined.  
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).
PRY4010S  CASE MANAGEMENT AND SERVICE MONITORING
HEQF credits: 15
Course convener: Dr B Myers.
Course outline: This course provides students with insight into the process of treatment and recovery from addictive disorders and ways in which patient progress towards recovery can be facilitated through proper case management and monitored effectively and efficiently. Students are introduced to specific case management techniques. Harm reduction approaches to managing addictive disorders are introduced as a specific form of case management. It also teaches students ways in which addictions services can be monitored so that the quality (and impact) of services can be assessed and improvements made where needed.
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

PRY4011F  MANAGING CO-OCCURRING MENTAL DISORDERS
HEQF credits: 15
Course convener: Dr B Myers.
Course outline: This course enables students to identify other mental disorders that frequently co-occur alongside addictive disorders as well as infectious diseases that co-occur alongside addictions. Students learn about shared risk factors for these disorders and about co-occurring mental disorders and infectious diseases in vulnerable population groups. Students also learn about common approaches to managing these disorders in addiction treatment and evidence of their effectiveness.
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

PRY4012S  ETHICS AND PROFESSIONAL DEVELOPMENT
HEQF credits: 15
Course convener: Dr B Myers.
Course outline: This course provides students with an overview of key ethics principles when intervening in alcohol and drug use disorders and the application of these principles to common ethical dilemmas that arise when attempting to prevent or manage illegal behaviours. Human rights concerns related to treatment of addictive disorders and the impact human rights abuses have on patient outcomes are also examined, both in South Africa and in other countries. Students are also introduced to other key issues relating to professional addiction workforce development.
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

PRY4013F  UNDERSTANDING ADDICTIVE DISORDERS
HEQF credits: 15
Course convener: Dr B Myers.
Course outline: This course provides students with an overview of alcohol and drug use both globally and in South Africa and the broad range of addictive disorders associated with alcohol and drug use. Students learn about the etiology of these disorders as well as risks associated with these disorders. Students are also introduced to the range of interventions used to prevent initiation to alcohol and drug use, reverse the negative consequences of use, and/or limit the harmful effects of alcohol and drugs where use continues.
Assessment: Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

PRY4014S  PSYCHOPHARMACOLOGY AND ADDICTIONS
HEQF credits: 15
Course convener: Dr B Myers.
Course outline: This elective course provides students with an overview of the role that pharmacology can play in the management of addictive disorders, in combination with behavioural
interventions. Students are exposed to ways to manage withdrawal and prevent relapse using medicines. Evidence for the effectiveness of these medicines, particularly in the treatment of alcohol, nicotine and opiate dependence, are presented.

**Assessment:** Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

**PRY4015S MANAGING CHILDREN AND ADOLESCENTS WITH ADDICTIVE DISORDERS**

**HEQF credits:** 15

**Course convener:** Dr M Myers.

**Course outline:** This elective course provides students with an overview of risk and protective factors for adolescent substance misuse and effective ways of intervening with adolescents. Students are exposed to low-threshold; evidence-based interventions for adolescents who misuse substances as well as ways to diagnose and effectively treat substance dependence among adolescents.

**Assessment:** Oral presentations (10%); written assignments (20%); practical assignments (20%) and final examinations (50%).

---

**POSTGRADUATE DIPLOMA IN COMMUNITY EYE HEALTH**

[Diploma code: MG019. Plan code: MG019CHM03.]

**Programme convener:** Prof C Cook (Division of Ophthalmology, Department of Surgery).

**Admission requirement**

FGB1 An approved undergraduate degree or equivalent qualification from this University or from another university recognised by the Senate for the purpose.

**Duration of diploma programme**

FGB2 The programme is offered over 11 months (an initial 10-week period on campus, 32 weeks off campus, and a final two-week period on campus).

**Curriculum**

FGB3 The curriculum consists of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM4000F</td>
<td>Community Eye Health for Vision 2020</td>
<td>20</td>
</tr>
<tr>
<td>CHM4001F</td>
<td>Health Promotion and Human Resource Development for Vision 2020</td>
<td>10</td>
</tr>
<tr>
<td>CHM4002F</td>
<td>Management for Vision 2020</td>
<td>20</td>
</tr>
<tr>
<td>CHM4003W</td>
<td>Implementation of Vision 2020</td>
<td>70</td>
</tr>
</tbody>
</table>

*Total HEQF credits: 120*

**Examination**

FGB4 Students are assessed continually through tests and assignments. Students are required to obtain at least 50% in each of the tests and assignments.

**Distinction**

FGB5 The Diploma may be awarded with distinction (75% - 100%, for all courses).

**Courses for Postgraduate Diploma in Community Eye Health:**

**CHM4000F COMMUNITY EYE HEALTH FOR VISION 2020**

**HEQF credits:** 20

**Course conveners:** Prof C Cook and Dr K Lecuona.
**Course outline**: This course takes place on campus. It consists of four modules: *Introduction to Vision 2020*, which provides an overview of the principles of blindness prevention and of the Vision 2020 programme; *Cataract*, which provides an overview of the principles of the control of cataract blindness; *Childhood blindness, refractive error, low vision*; and *Other blinding eye diseases*, which provides an overview of the principles of the control of blindness due to trachoma, glaucoma, and diabetic retinopathy.

**Assessment**: Written tests.

---

**CHM4001F  HEALTH PROMOTION AND HUMAN RESOURCE DEVELOPMENT FOR VISION 2020**

**HEQF credits**: 10

**Course conveners**: Ms J Keikelame and Prof C Cook.

**Course outline**: This course takes place on campus and consists of the following modules: *Health promotion for Vision 2020*, and *Human resource development and health education for Vision 2020*.

**Assessment**: Written tests.

---

**CHM4002F  MANAGEMENT FOR VISION 2020**

**HEQF credits**: 20

**Course convener**: Mr D Minnies.

**Course outline**: This course is offered on campus. It consists of the following modules: *Management 1* (advocacy and strategic leadership); *Management 2* (project management); *Management 3* (programme development and implementation); and *Management 4* (programme administration and management).

**Assessment**: Written tests.

---

**CHM4003W  IMPLEMENTATION OF VISION 2020**

**HEQF credits**: 70

**Course conveners**: Prof D Cook and Dr K Lecuona.

**Course outline**: This course is a distance course. It consists of the following modules: *Programme implementation*, in which students are required to implement a district Vision 2020 programme in their health district; and which provides opportunity for students to apply the theory learnt in the first three modules. The next modules, *Programme administration and management 1*, *Programme administration and management 2*; and *Programme monitoring*, require students to implement a district Vision 2020 programme in their health district and provide opportunity for students to apply the theory learnt in the first three modules. The final module, *Report back and debriefing on programme implementation*, provides an opportunity for students to report back on and share experiences about implementing and managing their programmes, and to plan their programmes for the next period.

**Assessment**: Assignments.

---

**POSTGRADUATE DIPLOMA IN DISABILITY STUDIES**

*Diploma code: MG016. Plan code: MG016AHS06.*

The programme will be of benefit to both disabled and non-disabled managers in national, provincial and local governance structures; disability activists; service providers in NGOs, civil society, public and private sectors, including health professionals, social workers, teachers, human resource managers, policy makers and staff of higher education institutions across different faculties. It is likely that student intake will occur only every second year. In some cases, applicants may be allowed to register as occasional students, and use credits thus earned towards the Diploma or MPhil. In all such cases, applicants will still be required to meet the entrance requirements outlined below.
Programme conveners: Assoc Prof T Lorenzo and Mr M Toni.

Admission requirements
FGC1.1 An applicant may be considered for admission to this Diploma on the basis of
(a) having obtained an approved degree or the equivalent from this University or another
institution approved by the Senate for the purpose; or
(b) approved prior experience and training. Applicants who wish to be considered on the
basis of RPL (Recognition of Prior Learning) will be required to submit a personal
portfolio reflecting, amongst others, their experience in the field of disability and/or
development; any relevant work experience; past attendance of relevant courses, for
which they may have obtained certificates or diplomas; and evidence of critical
thinking skills in writing and reading.
(c) evidence that they have attained a satisfactory level of computer literacy.
FGC1.2 An applicant is also required to submit a letter of support from his/her employer, granting
the applicant study leave for the weeks requiring block attendance, and undertaking to
provide support to enable the applicant to complete assigned tasks and assignments
within the work context.

Structure and duration of programme
FGC2 (a) The programme comprises four taught courses over a period of one year. There are
four teaching blocks per year – two two-week blocks in the first semester and one
one-week block in the second semester, to enable students from different provinces
to attend. Two courses are taught in each block. Students are required to be on
campus to participate full-time in all teaching blocks. Participation in seminars and
group projects is compulsory and will be monitored.
(b) All coursework must be completed in a minimum of one year and a maximum of two
years.

Credit/exemption
FBC3 Students with a first degree who have a pass mark of 60% for an approved research
methods course may apply for credit for and exemption from AHS4091W Developing
Critical Research Literacy.

Programme outline
FGC4 The prescribed courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4089F</td>
<td>Introduction to Disability as Diversity</td>
<td>20</td>
</tr>
<tr>
<td>AHS4090S</td>
<td>Critical Priorities in Disability, Diversity and Development</td>
<td>25</td>
</tr>
<tr>
<td>AHS4091W</td>
<td>Developing Critical Research Literacy</td>
<td>45</td>
</tr>
<tr>
<td>AHS4092S</td>
<td>Community-Based Development and Project Management</td>
<td>30</td>
</tr>
</tbody>
</table>

Total HEQF credits: 120

Assessment and eligibility to apply for MPhil in Disability Studies
FGC5.1 Each course has specified formative assessment activities that make up 50% of the total
mark for the year. An integrated, summative assessment consisting of a written paper and
an oral presentation or a group presentation is done at the end of each semester and
constitutes an exam mark which is weighted 50% of the mark for each course. Students
need to pass each course with a minimum of 50% or above in order to graduate with the
Diploma. Students who fail a course may be permitted to repeat the course at the
programme convener’s discretion.

FGC5.2 Students who wish to apply for admission to the MPhil in Disability Studies must obtain
60% for all courses and an overall mark of 60% in this or an equivalent postgraduate
diploma, unless exempted from this requirement by the Selection Committee.
Distinction
FGC6
To be awarded the degree with distinction, an overall average of 75% must be obtained with not less than 70% for each component.

Courses for Postgraduate Diploma in Disability Studies:

AHS4089F INTRODUCTION TO DISABILITY AS DIVERSITY
HEQF credits: 20
Course conveners: Ms N Mayat and Mrs R Poppleston.
Course outline: The course presents the shifts in seeing disability as a human rights issue by providing a historical overview of the theories, models and definitions of disability, with particular focus on the individual, social and psycho-analytical models of disability. Students are introduced to issues of power and privilege. Theories on identities, sharing and resistance to oppression are explored. Marginalisation and exclusion related to (for example) class, gender, race, sexualities, and their intersections with disability are considered.
Assessment: Assessment consists of peer presentations and written assignments, as well as an integrated oral exam presentation.

AHS4090S CRITICAL PRIORITIES IN DISABILITY, DIVERSITY AND DEVELOPMENT
HEQF credits: 25
Course convener: Assoc Prof T Lorenzo.
Course outline: The course provides the space for critical interrogation of theoretical frameworks as enabling tools for transformation: human rights; ethics of care; sustainable livelihoods, vulnerability and agency. Students have an opportunity to explore theories of social mobilisation and principles of collaboration to build partnerships across sectors that will contribute to social, economic and political development. The role of international and national disability movements as social-political movements is considered. Students gain the skills for social mobilisation and advocacy to design campaigns.
Assessment: Assessment consists of peer presentations, written assignments and the design of a campaign, as well as an integrated oral exam presentation.

AHS4091W DEVELOPING CRITICAL RESEARCH LITERACY
HEQF credits: 45
Course conveners: Assoc Prof T Lorenzo and Dr M Pillay.
Course outline: Students are introduced to critical research paradigms. Conceptual tools for problem definition and research design are presented. Frameworks for implementation include information management; development of research tools; analytical skills development; and research project management. Principles of emancipatory disability research are critiqued.
Assessment: Assessment is through action learning and specific and research tasks.

AHS4092S COMMUNITY-BASED DEVELOPMENT AND PROJECT MANAGEMENT
HEQF credits: 30
Course convener: Assoc Prof T Lorenzo.
Course outline: The focus is on action learning in understanding approaches to monitoring policy implementation and service delivery at the relevant government level. Monitoring skills are fostered through opportunities for students to practise participatory approaches to measure outcomes. Students are introduced to international policies such as the United Nations Convention on the Rights of Persons with Disability, and community-based rehabilitation and measurement tools such
as the International Classification of Functioning (WHO, 2001). Students are required to complete a development portfolio.

**Assessment:** The course is assessed through identified action learning activities that culminate in a collaborative project report and oral examination.

**POSTGRADUATE DIPLOMA IN FAMILY MEDICINE**

[Diploma code: MG015. Plan code: MG015PPH09.]

[Note: This diploma does not fulfil the criteria for registration as a family physician.]

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

**Admission requirements**

<table>
<thead>
<tr>
<th>FGD1</th>
<th>To be eligible for consideration an applicant shall</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>be a graduate of medicine of this University or another university recognised by the Senate for this purpose;</td>
</tr>
<tr>
<td>(b)</td>
<td>be registered by the Health Professions Council of South Africa as a medical doctor;</td>
</tr>
<tr>
<td>(c)</td>
<td>successfully have undergone a formal interview process and submitted the names and contact details of at least two contactable referees, one of whom should be his/her current or most recent employer;</td>
</tr>
<tr>
<td>(d)</td>
<td>be practising in an approved setting for the duration of his/her registration for the Diploma.</td>
</tr>
</tbody>
</table>

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

**Duration of diploma programme**

| FGD2 | A student shall be required to be registered for a minimum of two years of part-time but on-site study. |

**Curriculum**

<table>
<thead>
<tr>
<th>FGD3</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1:</td>
<td></td>
</tr>
<tr>
<td>PPH4004F</td>
<td>Principles of Family Medicine</td>
</tr>
<tr>
<td>PPH4005S</td>
<td>Evidence-based Medicine</td>
</tr>
<tr>
<td>PPH4007S</td>
<td>Ethics</td>
</tr>
<tr>
<td>PPH4011S</td>
<td>Clinical Medicine B</td>
</tr>
<tr>
<td>Year 2:</td>
<td></td>
</tr>
<tr>
<td>PPH4006S</td>
<td>Clinical Medicine A</td>
</tr>
<tr>
<td>PPH4028F</td>
<td>Child and Family Health</td>
</tr>
<tr>
<td>PPH4029H</td>
<td>Prevention and Promotion and Chronic Illness</td>
</tr>
<tr>
<td>PPH4051S</td>
<td>Overall assessment</td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 121

[Note: Year 1 is not a prerequisite for Year 2. These two year offerings are offered alternately. The combination of courses a student registers for in the first or second year therefore depends on which combination is offered in that year. The integrated assessment will always take place at the end of the second year.]

**Assessment**

| FGD4 | (a) The year mark for each course is made up of marks obtained for assignments on |
modules and/or examinations on completion of individual modules.

(b) All individual courses must be passed with 50% before a student may be admitted to the final, integrated examination.

(c) The final integrated 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 with a sub minimum of 48% (written, OSCE a written examination, observed role-played consultations and oral) in order to pass the examination as a whole.

Distinction
FGD5 The Diploma may be awarded with distinction (an average of 75% - 100%, with not less than 70% for a course).

Courses for Postgraduate Diploma In Family Medicine:

PPH4004F PRINCIPLES OF FAMILY MEDICINE
HEQF credits: 16
Course conveners: Dr B Schweitzer and Dr M Navsa.
Course outline: This course includes philosophical aspects of family medicine and primary care and teaches important consultation skills, such as the application of a biopsychosocial approach and promotive and preventive care. It also includes training in consultation techniques such as basic counselling skills, brief motivational interviewing and basics of adult education. 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 FGD4.

PPH4005S EVIDENCE-BASED MEDICINE
HEQF credits: 13
Course convener: Mr 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 laboratory.
Assessment: See FGD4.

PPH4006S CLINICAL MEDICINE A
HEQF credits: 21
Course convener: Dr B Schweitzer.
Course outline: Aspects of clinical medicine, including ENT, ophthalmology, orthopaedics, and minor and minor surgical procedures, are learned by means of seminars and practical sessions. Since not all aspects of clinical medicine can be covered in contact time, students need to address their own learning needs identified in their daily clinical practice. Attendance at specific specialist clinics can be arranged.
Assessment: See FGD4.

PPH4007S ETHICS
HEQF credits: 12
Course conveners: Dr M Navsa (part-time) and Dr B Schweitzer.
Course outline: The ethics course covers universal ethical theories and principles such as beneficence, non-maleficence, justice and autonomy; utilitarianism. 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 FGD4.

PPH4011S CLINICAL MEDICINE B
HEQF credits: 18
Course convener: Dr B Schweitzer.
Course outline: Aspects of clinical medicine including women’s health, mental health, HIV, TB, STI and pharmacology 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 address their own learning needs identified in their daily clinical practice. Attendance at specific specialist clinics can be arranged.

Assessment: See FGD4.

PPH4028F CHILD AND FAMILY HEALTH
HEQF credits: 20
Course conveners: Dr B Schweitzer and Dr M Navsa.
Course outline: The course 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 FGD4.

PPH4029H PREVENTION, PROMOTION AND CHRONIC ILLNESS
HEQF credits: 21
Course conveners: Dr B Schweitzer and Dr M Navsa.
Course outline: This course focuses on the management of patients with chronic conditions including cardiovascular, respiratory and musculoskeletal conditions. 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 FGD4.

PPH4051S OVERALL ASSESSMENT
HEQF credits: 0
Course outline: Not applicable. (This course code exists for the sole purpose of recording an overall mark.)

Assessment: Students must pass all courses and the integrated overall assessment in order to pass the Diploma. See FGD4 regarding the format of this assessment.

POSTGRADUATE DIPLOMA IN HEALTH ECONOMICS
[Diploma code: MG01. Plan code: MG017ECO07.]

Programme convener: Dr S Cleary (Department/School of Public Health and Family Medicine).

Admission requirements
FGE1 The Diploma is designed for graduates in social or health sciences. The minimum entry requirements are:
(a) An approved undergraduate degree in economics, or in health science or the social
sciences, or an approved equivalent
(b) Fluency in English, both written and spoken
(c) Evidence of good quantitative skills
(d) An interest in public health and in economics.

Duration of programme
FGE2 The Diploma is offered over 24 months on a part-time basis. Students may not be registered beyond four years.

Curriculum
FGE3

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH4018F Health Economics 1</td>
<td>15</td>
</tr>
<tr>
<td>PPH4020F/S Microeconomics for the Health Sector</td>
<td>15</td>
</tr>
<tr>
<td>PPH4019F Economic Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>PPH4021S Priority Setting, Resource Allocation and Equity</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2:</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH4022F Health Economics II</td>
<td>15</td>
</tr>
<tr>
<td>PPH4023F Economics of Health Systems</td>
<td>15</td>
</tr>
<tr>
<td>PPH4024S Health Economics III</td>
<td>15</td>
</tr>
<tr>
<td>PPH4025S Current Developments in Health Economics</td>
<td>15</td>
</tr>
<tr>
<td>PPH4051S Overall assessment</td>
<td>0</td>
</tr>
</tbody>
</table>

Total HEQF credits: 120

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.]

FGE4 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 convener will consider deviations on a case-by-case basis.
(d) Students are required to attend the contact blocks in order to qualify to write the overall assessments.

Assessment
FGE5 Assessment takes the form of continuous assessment; there is no final examination. Students are assessed on the basis of written assignments throughout the programme. There is one or two assignments per course, each of which must be passed in order to pass the diploma. 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% is awarded. Each course must be passed with at least 50%. In addition to this, each student needs to attend two contact weeks (one each year if completing the diploma over a two-year period, or a minimum of two if completing the diploma over a three- or four-year period) and each of these includes an assessment component for participation in class activities. A final programme mark is calculated as an average across these ten components (eight modules and two contact weeks). Students need a minimum of 50% on this final programme mark to pass the diploma.
**Distinction**

FGE6  The Diploma may be awarded with distinction (an average of 75% - 100%, with not less than 70% for a course).

**Courses for Postgraduate Diploma in Health Economics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>HEQF Credits</th>
<th>Course Convener</th>
<th>Course Outline</th>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH4018F</td>
<td>HEALTH ECONOMICS 1</td>
<td>15</td>
<td>Ms M Orgill.</td>
<td>The course aims to give students an introduction to the scope and content of the sub-discipline of health economics; to 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 economics 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.</td>
<td>Two assignments, each counting 10% towards the final course mark.</td>
<td></td>
</tr>
<tr>
<td>PPH4019F</td>
<td>ECONOMIC EVALUATION</td>
<td>15</td>
<td>Dr S Cleary.</td>
<td>The course provides 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.</td>
<td>Two assignments, each counting towards 10% of the final course mark.</td>
<td></td>
</tr>
<tr>
<td>PPH4020F/S</td>
<td>MICROECONOMICS FOR THE HEALTH SECTOR</td>
<td>15</td>
<td>Dr A Honda.</td>
<td>The course aims to provide students with an overview of the programme and of economics and health economics. It allows students to familiarise themselves and be at ease with basic microeconomic concepts and their uses, helps them to understand some of the misconceptions of economics, helps them grasp the mode of thought underlying economics, and helps 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.</td>
<td>Two assignments, each counting 10% towards the final course mark.</td>
<td></td>
</tr>
<tr>
<td>PPH4021S</td>
<td>PRIORITY SETTING, RESOURCE ALLOCATION AND EQUITY</td>
<td>15</td>
<td>Dr O Alaba.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 counting 10% towards the final course mark.

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**PPH4022F  HEALTH ECONOMICS II**

**HEQF credits:** 15

**Course convener:** Dr E Sinanovic.

**Course outline:** The course aims to build on Health Economics I, 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 counting 10% towards the final course mark.

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**PPH4023F  ECONOMICS OF HEALTH SYSTEMS**

**HEQF credits:** 15

**Course convener:** Ms V Govender.

**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 counting 10% towards the final course mark.

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**PPH4024S  HEALTH ECONOMICS III**

**HEQF credits:** 15

**Course convener:** Mr J Ataguba.

**Course outline:** The course aims to extend the breadth and depth of student’s knowledge of health economics obtained in Health Economics I and Health Economics II. 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 counting 10% towards the final course mark.

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**PPH4025S  CURRENT DEVELOPMENTS IN HEALTH ECONOMICS**

**HEQF credits:** 15

**Course convener:** Ms V Govender.

**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 counting 10% towards the final course mark.

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**PPH4051S  OVERALL ASSESSMENT**

**HEQF credits:** 0

**Course convener:** Ms V Govender.

**Course outline:** N/a. (This code exists for the sole purpose of recording an overall assessment mark.)

**Assessment:** Marks for each of the eight courses in the Diploma, weighted at 10% each, plus marks for two contact weeks, weighted at 20%. Students must pass each course, the contact week assignments and the weighted overall assessment in order to pass the Diploma.
POSTGRADUATE DIPLOMA IN HEALTHCARE TECHNOLOGY MANAGEMENT
[Diploma code: MG0110. Plan code: MG010HUB10.]

This Diploma aims to build capacity and broaden technology-related competencies in support of quality health care delivery that is affordable, equitable and sustainable. The Diploma is designed to meet the needs of health care practitioners in the assessment, innovation and management (AIM) of health care infrastructure and technology (HIT). Health system planners, health technology policy makers, health economists, health service- and hospital managers as well as clinical- and hospital engineering practitioners, medical physicists, radiographers, clinical technologists, nurses, medical informaticists and healthcare technology/medical device innovators would all benefit and could use the Diploma as a platform for a new direction in their careers.

Programme convener: Mr M Poluta (Dept of Human Biology).

Admission requirements
FGF1  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. To this end, a formal Recognition of Prior Learning (RPL) process has been introduced, requiring successful completion of the National Benchmark Tests and the submission of a portfolio of evidence in support of the application for admission (details available on request).
(c) is fluent in written and spoken English and is computer-literate.
[Note: Experience in the health care sector will be a strong recommendation.]

Duration of programme
FGF2  The Diploma is offered on a part-time basis, with a number of on-site teaching blocks complemented by self-directed learning. Maximum registration: three years.

Curriculum
FGF3  (a) Coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB4027H</td>
<td>Healthcare Technology Assessment</td>
<td>13</td>
</tr>
<tr>
<td>HUB4028H</td>
<td>Healthcare Technology Planning and Acquisition</td>
<td>13</td>
</tr>
<tr>
<td>HUB4030H</td>
<td>Project Management</td>
<td>13</td>
</tr>
<tr>
<td>HUB4033H</td>
<td>Clinical Engineering Practice</td>
<td>13</td>
</tr>
<tr>
<td>HUB4036H</td>
<td>Healthcare Orientation</td>
<td>13</td>
</tr>
<tr>
<td>HUB4044H</td>
<td>Health Informatics and Management Information Systems</td>
<td>13</td>
</tr>
<tr>
<td>HUB4056H</td>
<td>Medical Devices &amp; Instrumentation Overview</td>
<td>13</td>
</tr>
<tr>
<td>HUB4066H</td>
<td>Medical Device Innovation &amp; Entrepreneurship</td>
<td>13</td>
</tr>
<tr>
<td>HUB4067H</td>
<td>Infection Control for Health Facilities</td>
<td>13</td>
</tr>
<tr>
<td>HUB4068H</td>
<td>Asset Management of Healthcare Technology &amp; Infrastructure</td>
<td>13</td>
</tr>
<tr>
<td>HUB4069H</td>
<td>Health Facility Design, Planning &amp; Assessment</td>
<td>13</td>
</tr>
<tr>
<td>HUB4070H</td>
<td>Hospital Engineering Practice</td>
<td>13</td>
</tr>
</tbody>
</table>

(b) Project:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB4032H</td>
<td>Project in Healthcare Technology Management</td>
<td>16</td>
</tr>
</tbody>
</table>

Total HEQF credits: \((8 \times 13) + 16\) = 120

Progression rule
FGF4  Candidates must pass at least four courses in their first year of study, should they elect to complete the Diploma over two or more years.
Assessment
FGF5.1 Candidates are assessed on the basis of class tests, written examinations and assignments and must pass each course and the project in order to graduate.

FGF5.2 A candidate is required to obtain at least 50% in each of the coursework and project components.

Distinction
FGF6 The Diploma may be awarded with distinction (an average of 75% - 100%, with not less than 70% for a course).

Courses for Postgraduate Diploma in Healthcare Technology Management:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
<th>Course Convener</th>
<th>Course Outline</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB4027H</td>
<td>HEALTHCARE TECHNOLOGY ASSESSMENT</td>
<td>13</td>
<td>Mr M Poluta.</td>
<td>This course provides an introduction to formal concepts and methodologies used in support of health care technology screening and adoption as part of cost-effective healthcare delivery. Topics include: macro- and micro assessment; assessment criteria, methods and processes; health status, health outcomes and impact analysis; cost-effectiveness analysis (CEA) methods and thresholds; priority setting for technology adoption; linking HTA to clinical and institutional practice; public health policy decisions on health care technology innovations; special needs and challenges of resource-scarce settings; limitations associated with HTA studies and evidence; concepts in assessment of diagnostic technologies; impact of HTA on innovation; programme costs in the economic evaluation of health care technologies; case studies.</td>
<td>Assignment (30%), class test (10%), written examination (60%).</td>
</tr>
<tr>
<td>HUB4028H</td>
<td>HEALTHCARE TECHNOLOGY PLANNING AND ACQUISITION</td>
<td>13</td>
<td>Mr M Poluta.</td>
<td>This course addresses the issues that health care providers and organisations face in optimising the planning and acquisition of healthcare technologies, in alignment with strategic and operational needs. Topics include: technology life-cycles; technology innovation and application cycles; technology transfer; strategic planning; health care technology policy frameworks; health service packages; essential equipment lists; cost of ownership; technology evaluation and options appraisal; tendering and procurement process; donations guidelines; standardisation; information resources.</td>
<td>Assignment (30%), class test (10%), written examination (60%).</td>
</tr>
<tr>
<td>HUB4030H</td>
<td>PROJECT MANAGEMENT</td>
<td>13</td>
<td>Mr M Poluta.</td>
<td>This course underlines the importance of the project management approach in the health care delivery environment. Topics include stakeholder and feasibility analysis, project/scope definition, activity scheduling (network diagrams, critical path analysis, Gantt charts), resource planning, procurement scheduling, cost estimation/budgeting, project control, risk management, quality management, project teams, project leadership, conflict management, project accounts, project evaluation and reporting.</td>
<td>Assignment (30%), class test (10%), written examination (60%).</td>
</tr>
</tbody>
</table>
**HUB4032H  PROJECT IN HEALTH CARE TECHNOLOGY MANAGEMENT**

**HEQF credits:** 16  
**Course convener:** Mr M Poluta.  
**Course outline:** The applied research project aims to consolidate the candidate’s understanding of the course material through application in a target environment. Topic and brief to be determined in consultation with the programme convener.  
**Assessment:** Assessment of interim report and mini-dissertation (with oral examination if necessary).

**HUB4033H  CLINICAL ENGINEERING PRACTICE**

**HEQF credits:** 13  
**Course convener:** Mr M Poluta.  
**Course outline:** This course covers the essentials of good-practice medical device management and maintenance as part of cost-effective and sustainable healthcare delivery. Topics include history and development of clinical engineering; CE practitioner profiles and related professional development, including certification and registration; organisation of technical services; planning and resourcing of clinical engineering services and departments; service outsourcing and associated management; CE service performance and cost indicators; risk management; safety (with a focus on electrical safety); regulation of medical devices; standards; quality assurance and accreditation.  
**Assessment:** Assignment (30%), class test (10%), written examination (60%).

**HUB4036H  HEALTH CARE ORIENTATION**

**HEQF credits:** 13  
**Course convener:** Dr D A Boonzaier.  
**Prerequisite:** Approved courses in basic anatomy and physiology.  
**Course outline:** This course provides a health care context to HTM practitioners, and includes an overview of functional anatomy, physiology and pathophysiology. The basics of medical terminology and medical bio-chemistry are covered, as are clinical specialties and related procedures. Special topics include design for disability and rehabilitation technologies. Site visits to hospital departments and community institutions form an integral part of the course.  
**Assessment:** Class test and oral examination.

**HUB4044H  HEALTH INFORMATICS AND MANAGEMENT INFORMATION SYSTEMS**

**HEQF credits:** 13  
**Course convener:** Mr M Poluta.  
**Course outline:** This course serves as an introduction to the use of information in health care. Topics include health informatics – definitions and scope; classification of disease; patient records (paper-based and electronic); hospital information systems; e-health; telemedicine; expert systems; role of information in decision-making; decision-support tools and management information systems.  
**Assessment:** Assignment (30%), class test (10%), written examination (60%).

**HUB4065H  MEDICAL DEVICES AND INSTRUMENTATION OVERVIEW**

**HEQF credits:** 13  
**Course convener:** Mr M Poluta.  
**Course outline:** This course provides an introduction to the universe of medical devices. Topics include: medical device nomenclature and classification; design factors and generic models for medical instrumentation; generalised specifications; functional requirements and operational characteristics of commonly encountered diagnostic, monitoring and therapeutic medical devices.  
**Assessment:** Assignment (30%), class test (10%), written examination (60%).
HUB4066H  MEDICAL DEVICE INNOVATION AND ENTREPRENEURSHIP
HEQF credits: 13
Course conveners: Mr M Poluta.
Course outline: This course provides a foundation course for those interested in developing medical devices and associated technologies. Topics include: innovation models, risks, costs and rewards; product development and new product management; product failure; introduction to medical devices and their classification and nomenclature; healthcare needs assessment; new medical devices and healthcare delivery - industry, government, hospital and user perspectives; medical device innovation, including funding and IP issues and design guidance for manufacturers; medical device regulation; essential principles of safety and performance of medical devices; Council Directive 93/42/EC on Medical Devices; ISO9001 and ISO13485; FDA’s 510(k) review procedure for medical devices; product liability and non-conformance; development of medical device regulation in South Africa; reliability and the product development process; biotechnology innovation; engineering entrepreneurship.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4067H  INFECTION CONTROL FOR HEALTH FACILITIES
[Note: The title and content of this course may change. Students are advised to contact the programme convener for more information.]
HEQF credits: 13
Course convener: Dr S Parsons.
Course outline: This course focuses on issues common to the control of human airborne infections such as tuberculosis (including drug resistant strains), pandemic influenza, SARS, etc. and includes: overview of occupational health and safety management; hazards in the hospital environment; principles of infection control; airborne infections: understanding the hazard; controls and risk management tools; air distribution designs for surgical and patient rooms, incl. design of isolation rooms and beds, TB-specific interventions, including a risk assessment method and management tool for TB exposure in health facilities.
Assessment: Assignments (30%), class test (10%), written examination (60%).

HUB4068H  ASSET MANAGEMENT OF HEALTH CARE TECHNOLOGY AND INFRASTRUCTURE
HEQF credits: 13
Course convener: Mr M Poluta.
Course outline: Asset management is the ‘process of guiding the acquisition, use, safeguarding and disposal of assets to make the most of their service delivery potential and manage the related risks and costs over their entire life-cycle’ (SA National Treasury). Health care providers and organisations require a systematic and coordinated set of activities and practices to optimally manage their physical assets – including medical devices, information systems and buildings – for effective health service delivery.
Course content includes: the strategic imperative- stewardship and ownership issues; needs based planning and procurement; life-cycle costing and cost of ownership; strategic, operational and replacement planning; integrated resource management; maintenance and user support as part of asset management; asset classification and nomenclature systems; asset management of information systems; performance, risk and expenditure-related indicators and related indicators; and audits and assessment methodologies.
Assessment: Assignments (30%), class test (10%), written examination (60%).

HUB4069H  HEALTH FACILITY DESIGN, PLANNING AND ASSESSMENT
HEQF credits: 13
Course convener: Dr S Parsons.
Course outline: The aim of the course is to provide relevant skills to ensure a quality estate by developing expertise in strategic healthcare service and estate planning, with a focus on sound business approaches to health service delivery, sustainable estate development, project briefing tools, project leadership, evidence-based inclusive design and the healing environment. The course covers assessment methodologies for the performance of a health facility over its life-cycle for the purpose of achieving its strategic purpose. Complementary topics include: current and future trends in hospital design; operational and replacement planning of health facilities; legislative requirements impacting on health facilities as state assets; alignment of the infrastructure delivery cycle with the budget cycle; overview of health facilities status quo in South Africa; facility post-occupancy assessment and maintenance; project implementation guidelines; health facility audits; case studies.

Assessment: Assignments (30%), class test (10%), written examination (60%).

HUB4070H  HOSPITAL ENGINEERING PRACTICE

HEQF credits: 13

Course convener: Dr S Parsons.

Course outline: The course covers the engineering and technical areas associated with the operation of health facilities. Topics typically include: occupational safety legislation and its implications for health facilities; legal compliance and general engineering strategies; air flow- and quality guidelines and standards; air conditioning and air distribution systems; steam generation and distribution; hot water reticulation; water storage and distribution; best practice for medical gas installations - design and operation; electrical reticulation and installations for modern hospitals; operations management and related information systems and indicators; case studies.

Assessment: Assignments (30%), class test (10%), written examination (60%).

POSTGRADUATE DIPLOMA IN HEALTH MANAGEMENT

[Diploma code: MG009. Plan code: MG009PPH04.]

Programme convener: Prof L Gilson (School of Public Health and Family Medicine).

Admission requirement

FGG1 An approved undergraduate degree or equivalent qualification from this University or another university recognised by the Senate for the purpose.

[Note: This programme is offered primarily to senior managers within the South African public health system, with only a limited number of places for other candidates.]

Duration of programme

FGG2 This programme is offered on a part-time basis (three eight/nine day, and one three/four day blocks in the first 12 months, and an additional four months to complete the project).

Curriculum outline

FGG3 The following courses are offered:

<table>
<thead>
<tr>
<th>Part 1:</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH7078W  Managing Health Policy Implementation</td>
<td>30</td>
</tr>
<tr>
<td>GSB4105W  Public Health Management Practice</td>
<td>36</td>
</tr>
<tr>
<td>PPH7079W  Managing Health Systems Development</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSB4108W  Public Health Technical Report</td>
</tr>
</tbody>
</table>

Total HEQF credits: 132

Examination

FGG4 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.

Students are required to complete all assignments for each course before proceeding to
Distinction
FGG5 The Diploma may be awarded with distinction (75% - 100% for all courses).

Courses for Postgraduate Diploma in Health Management:

PPH7078W MANAGING HEALTH POLICY IMPLEMENTATION
HEQF credits: 30
Course convener: Prof L Gilson.
Course outline: This course equips participants with skills and analytical approaches relevant in managing the process and politics of health policy implementation. It introduces participants to the understanding that health policy is a key influencing agent in any health system and, a way of influencing its component parts towards common goals and giving direction to daily work; and that it is constructed through actors’ practices, and influenced by their interests and values. It considers the nature and importance of contextual influences over every experience of policy implementation. It examines the complexity of policy success and failure, recognising the often unintended consequences of policy change. It examines the various influences over implementation problems and gaps, and different ways approaching the task of managing implementation. It considers the ethical dimensions of health policy implementation. On completion of this course, participants will have demonstrated their own power to influence policy processes by working with the actors, relationships and processes involved in policy implementation.
Assessment: Group-work presentation: 10%; portfolio of work: 10%; assignment 1:30%; assignment 2: 50%.

GSB4105W PUBLIC HEALTH MANAGEMENT PRACTICE
HEQF credits: 36
Course convener: Dr S Mazaza.
Course outline: This course explores recent development in the field of management practice and knowledge management with a particular focus on systems thinking. It introduces systems thinking, action learning, and adult learning theories, and integrates these into the concepts of organisational learning and knowledge management. On completion of this course, students will have demonstrated their ability to integrate systems thinking and learning into their health management practice and knowledge. In addition, the course deepens participants’ understanding of how to lead and manage health policy implementation, using systematic management approaches and tools to think about how they can exercise their own power to support implementation. It highlights the value in understanding that policy implementation involves change throughout the health system – from the macro system level through to individuals’ daily activities. Their personal role and influence over policy implementation is made explicit, together with the value of reflective management practice as an element of ethical health management.
Assessment: Group-work presentation (15%); portfolio of relevant project work (35%); a position paper (50%).

PPH7079W MANAGING HEALTH SYSTEMS DEVELOPMENT
HEQF credits: 30.
Course convener: Prof L Gilson.
Course outline: This course introduces participants to approaches and methods for health system improvement to support policy implementation and public value creation. The scope and key aspects of health systems are discussed using frameworks drawn from health policy and systems thinking and health and human rights thinking. The role of priority setting and monitoring and evaluation in supporting health system improvements are introduced using health economics and health system principles, as well as new approaches to strategy and process management. The course also provides
opportunities for participants to integrate the management insights and practice elements developed in earlier courses with those of focus in this course, in thinking about how to lead and ménage cycles of continuous improvements in their own practice and in their workplaces. On completion of this course, students will have demonstrated their ability to set priorities for their own work and workplaces and establish management processes and learning cycles that support the implementation of priority actions.

Assessment:  
Group-work presentation: 10%; portfolio of work: 10%; assignment 1: 30%; assignment 2: 50%.

GSB4108W  PUBLIC HEALTH TECHNICAL REPORT

HEQF credits: 36

Course convener: Dr S Mazaza.

Course outline: The final course supports students in conducting an action–based investigation that focuses on activating management, policy implementation and health system improvement for public value. The report tests their ability to apply the analytical and integrating skills and knowledge gained on the programme to a particular and substantial health policy implementation or 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: Submission of a project report (75%); portfolio of work (25%).

POSTGRADUATE DIPLOMA IN MATERNAL AND CHILD HEALTH

[Diploma code: MG018.  Plan code: MG018PED02.]

Programme conveners: Assoc Prof M Hendricks and Ms J Shea (Child Health Unit, Department /School of Child and Adolescent Health).

Admission requirements

FGH1  The Diploma is designed for health professionals working in the field of maternal and child health. The minimum entry requirements are as follows:
(a) An approved undergraduate degree in the health sciences
(b) At least two years’ work experience in maternal and child health services
(c) Fluency in English, both written and spoken
(d) Computer-access and Internet connectivity.
Preference is given to health professionals resident in Southern Africa and who are pursuing a career in MCH management

Duration of programme

FGH2  The diploma is offered over 24 months on a part-time basis. Students may not be registered beyond four years.

Curriculum

PED4000W Postgraduate Diploma in Maternal and Child Health Year 1  60
• Introduction to maternal and child health
• Health and development
• Epidemiology and research methods
• The psychosocial context of maternal and child health
• Organisation and management
• Maternal and child health management

PED4001W Postgraduate Diploma in Maternal and Child Health Year 2

• Applied maternal and child health
• Maternal mental health
• Information, Education and Communication

Total HEQF credits: 120

Minimum requirements for re-registration
[Note: These rules must be read in conjunction with the general rules in the front section of this handbook.]

FGH4 A student who fails to meet the following minimum requirements may be refused permission to renew registration for the diploma:
(a) In each year of study, completion of all courses for which students are registered.
(b) In the final year of study, completion of all the requirements for the diploma.
(c) Completion of all the requirements for the diploma within four years.
(d) Completion of first year courses before registration for second year courses. The programme conveners will consider curriculum changes on an individual basis.

Assessment

FGH5 Students have to pass all the coursework components in order to qualify for the diploma. Assessment includes the following:

Coursework assessment:
(a) Unit submissions: A series of reflective learning exercises and questions within each course provides opportunities for learners to establish dialogue with tutors and other learners about the course content.
(b) Graded course assignments: Each course assignment is an opportunity for learners to synthesise learning objectives and concepts covered in the course modules in response to a health issue within their health care district. Course assignments are weighted and contribute to the overall assessment.
(c) Integrated (consolidation) assignments: Two reports on the epidemiological assessment and relevant interventions of the candidate's health care district. Pass mark: 60%.

Examinations:
(d) Mid-term written examination: The purpose of this examination is to gauge progress, understanding and application of the concepts of the programme and specifically to identify at-risk learners. It includes one written three-hour paper in response to a case study covering the entire syllabus and collectively demonstrating a reasonable balance between the different modules. Overall pass mark: 50%.
(e) Final written examination at the end of two years: One written three-hour paper in response to a case study covering the entire syllabus and collectively demonstrating a reasonable balance between the different modules. Overall pass mark: 50%.

Distinction

FGH6 The Postgraduate Diploma may be awarded with distinction (75% - 100%).

POSTGRADUATE DIPLOMA IN NURSING
[Diploma code: MG012. See individual streams for plan codes.]

Programme convener: Ms NA Fouché (School of Health & Rehabilitation Sciences).

Admission requirements

FGI 1.1 (a) A senior certificate with matriculation exemption or an equivalent university entrance qualification; and
(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.

FGI 1.2 Applicants wishing to apply for the Advanced Midwifery and Neonatal Care streams are also required to submit proof of registration with the South African Nursing Council as a midwife.

Duration of programme
FGI 2 A student must be registered for the Postgraduate Diploma for at least one year of full-time study or two years of part-time study. The maximum registration period is three years. Retrospective registration is not allowed.

Curriculum
FGI 3.1 All students are required to complete the following core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4048H</td>
<td>Research Methods</td>
<td>20</td>
</tr>
<tr>
<td>AHS4081H</td>
<td>Professional Development Studies A</td>
<td>15</td>
</tr>
<tr>
<td>AHS4082S</td>
<td>Professional Development Studies B</td>
<td>15</td>
</tr>
</tbody>
</table>

FGI 3.2 All students are required to complete the additional prescribed modules for a chosen stream. [Note: Certain streams and courses are offered in alternate years only; this is dependent on student numbers and needs. Please consult the Division.]

The streams are:

FGI 3.2.1 Advanced Midwifery and Neonatal Care [Plan code: MG012AHS01.]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4030H</td>
<td>Health Assessment of the Pregnant Woman and Neonate A</td>
<td>10</td>
</tr>
<tr>
<td>AHS4031S</td>
<td>Health Assessment of the Pregnant Woman and Neonate B</td>
<td>10</td>
</tr>
<tr>
<td>AHS4032H</td>
<td>Advanced Midwifery</td>
<td>20</td>
</tr>
<tr>
<td>AHS4033H</td>
<td>Advanced Midwifery Clinical Practice</td>
<td>25</td>
</tr>
<tr>
<td>AHS4059S</td>
<td>Promoting Safe Motherhood</td>
<td>10</td>
</tr>
<tr>
<td>AHS4074S</td>
<td>Maternal, Child &amp; Women's Health</td>
<td>10</td>
</tr>
</tbody>
</table>

Total HEQF credits (including core courses): 135

FGI 3.2.2 Child Nursing [Plan code: MG012AHS03.]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4040H</td>
<td>Nursing the Ill Child</td>
<td>20</td>
</tr>
<tr>
<td>AHS4041H</td>
<td>Child Nursing Clinical Practice</td>
<td>25</td>
</tr>
<tr>
<td>AHS4058F</td>
<td>Communicating Health to Children</td>
<td>10</td>
</tr>
<tr>
<td>AHS4074S</td>
<td>Maternal, Child and Women's Health</td>
<td>10</td>
</tr>
<tr>
<td>AHS4075S</td>
<td>Assessment of the Child A</td>
<td>10</td>
</tr>
<tr>
<td>AHS4076S</td>
<td>Assessment of the Child B</td>
<td>10</td>
</tr>
</tbody>
</table>

Total HEQF credits (including core courses): 135

FGI 3.2.3 Critical Care Nursing (Child) [Plan code: MG012AHS04.]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4054S</td>
<td>Impact of the Critical Care Environment</td>
<td>10</td>
</tr>
<tr>
<td>AHS4058F</td>
<td>Communicating Health to Children</td>
<td>10</td>
</tr>
<tr>
<td>AHS4061H</td>
<td>Critical Care Child Nursing Practice</td>
<td>20</td>
</tr>
<tr>
<td>AHS4063H</td>
<td>Nursing the Critically Ill Child</td>
<td>20</td>
</tr>
<tr>
<td>AHS4075S</td>
<td>Assessment of the Child A</td>
<td>10</td>
</tr>
<tr>
<td>AHS4076S</td>
<td>Assessment of the Child B</td>
<td>10</td>
</tr>
</tbody>
</table>

Total HEQF credits (including core courses): 130

FGI 3.2.4 Critical Care Nursing (General) [Plan code: MG012AHS05.]
### Rules and Curricula for Postgraduate Programmes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4034F</td>
<td>Health Assessment of the Critically Ill Adult</td>
<td>10</td>
</tr>
<tr>
<td>AHS4036H</td>
<td>Nursing the Critically Ill Adult</td>
<td>20</td>
</tr>
<tr>
<td>AHS4054S</td>
<td>Impact of the Critical Care Environment</td>
<td>10</td>
</tr>
<tr>
<td>AHS4064H</td>
<td>Critical Care Nursing Practice</td>
<td>25</td>
</tr>
<tr>
<td>AHS4078S</td>
<td>Counselling Skills</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total HEQF credits (including core courses):** 135

#### FGI 3.2.5 Critical Care Nursing (Neonate) (pending SANC approval).

[Plan code: MG012AHS18.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4112W</td>
<td>Neonatal Critical Care Nursing Practice</td>
<td>20</td>
</tr>
<tr>
<td>AHS4109W</td>
<td>Neonatal Critical Care Nursing</td>
<td>10</td>
</tr>
<tr>
<td>AHS4110S</td>
<td>Communication with Mother-Infant Dyad</td>
<td>10</td>
</tr>
<tr>
<td>AHS4111W</td>
<td>Assessment of Neonate in Critical Care</td>
<td>10</td>
</tr>
<tr>
<td>AHS4054S</td>
<td>Impact of Critical Care Environment</td>
<td>10</td>
</tr>
<tr>
<td>AHS4075S</td>
<td>Assessment of the Child A</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total HEQF credits (including core courses):** 120

#### FGI 3.2.6 Dermatology Nursing (pending SANC approval).

[Plan code: MG012AHS17.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4078S</td>
<td>Counselling Skills</td>
<td>10</td>
</tr>
<tr>
<td>AHS4103F</td>
<td>Science &amp; Language of Dermatology</td>
<td>10</td>
</tr>
<tr>
<td>AHS4104S</td>
<td>Common Skin Conditions</td>
<td>10</td>
</tr>
<tr>
<td>AHS4105S</td>
<td>Age-Related Skin Problems</td>
<td>10</td>
</tr>
<tr>
<td>AHS4106S</td>
<td>Emergency and Tertiary Dermatology</td>
<td>10</td>
</tr>
<tr>
<td>AHS4107S</td>
<td>Environmental Dermatology</td>
<td>10</td>
</tr>
<tr>
<td>AHS4108F</td>
<td>Dermatology Nursing Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total HEQF credits (including core courses):** 130

#### FGI 3.2.7 Nursing Management

[Plan code: MG012AHS14.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4083F</td>
<td>Nursing Management Portfolio Development</td>
<td>25</td>
</tr>
<tr>
<td>AHS4049H</td>
<td>Fundamentals of Nursing Management</td>
<td>20</td>
</tr>
<tr>
<td>AHS4060S</td>
<td>Financial Management in the Health Services</td>
<td>15</td>
</tr>
<tr>
<td>AHS4070H</td>
<td>Health Care and Nursing Management</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total HEQF credits (including core courses):** 130

#### FGI 3.2.8 Nephrology Nursing

[Plan code: MG012AHS11.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4093F</td>
<td>Biosciences in Nephrology Nursing</td>
<td>10</td>
</tr>
<tr>
<td>AHS4094F</td>
<td>Nephrology Nursing in Primary Care Settings</td>
<td>10</td>
</tr>
<tr>
<td>AHS4095S</td>
<td>Nephrology Nursing in Secondary and Tertiary Settings</td>
<td>20</td>
</tr>
<tr>
<td>AHS4096W</td>
<td>Nephrology Nursing Practice</td>
<td>20</td>
</tr>
<tr>
<td>AHS4078S</td>
<td>Counselling Skills</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total HEQF credits (including core courses):** 120

#### FGI 3.2.9 Neuroscience Nursing (pending SANC approval).

[Plan code: MG012AHS12.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4097F</td>
<td>Biosciences in Neuroscience Nursing</td>
<td>10</td>
</tr>
<tr>
<td>AHS4098W</td>
<td>Neuroscience Nursing</td>
<td>25</td>
</tr>
<tr>
<td>AHS4099S</td>
<td>Neuro-rehabilitation Nursing</td>
<td>5</td>
</tr>
<tr>
<td>AHS4100W</td>
<td>Practice-based Learning in Neuroscience Nursing</td>
<td>20</td>
</tr>
<tr>
<td>AHS4078S</td>
<td>Counselling Skills</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total HEQF credits (including core courses):** 120
FGI 3.2.10 Nursing Education
[Plan code: MG012AHS013.]
(a) AHS4084S Principles of Mentorship 10
(b) AHS4085S Evaluating Teaching and Learning 10
(c) AHS4102W Curriculum Design in Nursing Education 30
(d) AHS4101S Nursing Clinical Didactics 15
(e) A one-semester course in Adult Education offered in the Faculty of Humanities to be approved by the programme convener 15

Total HEQF credits (including core courses): 130

FGI 3.2.11 Ophthalmic Nursing
[Plan code: MG012AHS15.]
(a) AHS4050F Biosciences in Ophthalmic Nursing 10
(b) AHS4051H Nursing in Primary Care Settings 30
(c) AHS4052S Ophthalmic Nursing in Secondary Tertiary Care Settings 10
(d) AHS4053H Practice-based Learning 25
(e) AHS4078S Counselling Skills 10

Total HEQF credits (including core courses): 135

Clinical teaching and experience

FGI 4
(a) Students who have clinical requirements related to their chosen stream will undergo clinical experience in cooperation with authorities at clinical facilities recognised by the South African Nursing Council as learning institutions for this purpose.

(b) 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.

(c) International students are required to meet the clinical requirements specified before completion of the Diploma. They will not be registered with the South African Nursing Council.

DP (Duly Performed) requirements

FGI 5
Contact time for courses varies. Students must meet the following DP requirements in order to be eligible for entry to the final, integrated, summative evaluation of the course:

(a) Two-thirds of contact time

(b) All of the time on task activities, assignments and clinical learning activities prescribed per module or course

(c) A minimum of 50% of hours of clinical learning activities to be completed prior to the summative clinical examination in October of the year of examination.

Minimum requirements for re-registration
[Note: These rules must be read in conjunction with the general rules in the front section of this Handbook.]

FGI 6
Except by permission of the Senate, a student may be refused permission to renew his/her registration for the Postgraduate Diploma

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

(b) if he/she fails the same course during more than one examination cycle (a cycle being an examination and, if awarded, a re-evaluation).

(c) if he/she fails to complete all course requirements of the programme within three years of study.
Assessment

FGI 7.1  The examination consists of such written papers and/or oral and clinical examinations as may be required. Unless otherwise indicated, formative assessment contributes 40% and the summative assessment contributes 60% to the final mark of the course.

FGI 7.2  In order to be considered for a supplementary examination, a student must achieve at least 40% for fundamental courses and at least 45% for all other courses. If the student is not eligible for a supplementary examination, the student may (subject to other rules in this section) re-register for the course 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 course 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.

FGI 7.3  Students are required to achieve an aggregate of 50% in the final mark for theoretical courses and 50% in the final mark for clinical courses to pass these courses.

Distinction

FGI 8  The Postgraduate Diploma may be awarded with distinction (an average of 75% - 100%, with not less than 70% for a course).

Courses for the Postgraduate Diploma in Nursing:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
<th>Course Convener</th>
<th>Co-requisite</th>
<th>Course Outline</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4030H</td>
<td>HEALTH ASSESSMENT OF THE PREGNANT WOMAN AND NEONATE A</td>
<td>10</td>
<td>Assoc Prof S E Clow.</td>
<td>AHS4033S</td>
<td>Using a whole person approach, this course includes the full health assessment of the pregnant woman, foetus and neonate as well as of the whole family. It includes foundations of genetics, inheritance patterns and the common genetic anomalies of the South African population.</td>
<td>Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.</td>
</tr>
<tr>
<td>AHS4031S</td>
<td>HEALTH ASSESSMENT OF THE PREGNANT WOMAN AND NEONATE B</td>
<td>10</td>
<td>Assoc Prof S E Clow.</td>
<td>AHS4030W</td>
<td>This course introduces the student to advanced skills in assessment and diagnosis for the advanced midwifery practitioner. This runs concurrently with AHS4030H Health Assessment of the Pregnant Woman and Neonate A, so that maximum application of theory and practice is facilitated.</td>
<td>Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.</td>
</tr>
<tr>
<td>AHS4032H</td>
<td>ADVANCED MIDWIFERY</td>
<td>20</td>
<td>Assoc Prof S E Clow.</td>
<td>AHS4033H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Course outline:** This half course examines the philosophical 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 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4033H  ADVANCED MIDWIFERY CLINICAL PRACTICE**

**HEQF credits:** 25

**Course convener:** Assoc Prof S E Clow.

**Co-requisite:** AHS4032H.

**Course outline:** This 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% towards the final mark. The summative assessment contributes 50% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4034F  HEALTH ASSESSMENT OF THE CRITICALLY ILL ADULT**

**HEQF credits:** 10

**Course convener:** Ms N A Fouché.

**Co-requisite:** AHS4087S.

**Course outline:** This course 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 depend on the current condition of the patient and the urgency of the situation, but usually include 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4036H  NURSING THE CRITICALLY ILL ADULT**

**HEQF credits:** 20

**Course convener:** Ms NA Fouché.

**Co-requisites:** AHS4034F and AHS4087S.

**Course outline:** This course focuses on evidence-based care of 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 settings. Diagnostic procedures and medical intervention are covered at an applied level. Constructive cooperation with
other members of the health team is part of the process of equipping the critical care nurse.

**Assessment:** Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4040H  ** NURSING THE ILL CHILD  
**HEQF credits:** 20  
**Course convener:** Assoc Prof M Coetzee.  
**Course outline:** The aim of this course is to equip the critical care nurse. Assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4041H  ** CHILD NURSING CLINICAL PRACTICE  
**HEQF credits:** 25  
**Course convener:** Assoc Prof M Coetzee.  
**Co-requisite:** AHS4040H.  
**Course outline:** The aim of this course is to equip the critical care nurse. Assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4048H  ** RESEARCH METHODS  
**HEQF credits:** 20  
**Course convener:** Assoc Prof D Khalil.  
**Course outline:** This course aims to enable students to understand and apply the research process and its relationship to nursing. Critical thinking and problem-solving skills are facilitated. Students identify and access resources essential to the research process and address concerns within their specialist areas of practice. Assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4049H  ** FUNDAMENTALS OF NURSING MANAGEMENT  
**HEQF credits:** 20  
**Course convener:** Assoc Prof S E Duma.  
**Course outline:** This 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:** These are offered to assist students to compile the health service legal framework file required by nurse managers.

**Assessment:** Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4050F**  
**BIOSCIENCES IN OPHTHALMIC NURSING**

**HEQF credits:** 10

**Course convener:** Ms U Kyriacos.

**Course outline:** This course 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.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4051H**  
**OPHTHALMIC NURSING IN PRIMARY CARE SETTINGS**

**HEQF credits:** 30

**Course convener:** Ms U Kyriacos.

**Course outline:** This course 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.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4052S**  
**OPHTHALMIC NURSING IN SECONDARY AND TERTIARY CARE SETTINGS**

**HEQF credits:** 10

**Course convener:** Ms U Kyriacos.

**Course outline:** This course is aimed at the acquisition of knowledge (terms, concepts, and 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.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4053H**  
**PRACTICE-BASED LEARNING**

**HEQF credits:** 25

**Course convener:** Ms U Kyriacos.

**Course outline:** This 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 250 supervised hours at various health delivery services throughout the year.
Assessment: Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4054S  IMPACT OF THE CRITICAL CARE ENVIRONMENT**
**HEQF credits:** 10
**Course convener:** Ms N A Fouché.
**Course outline:** This course 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4058F  COMMUNICATING HEALTH TO CHILDREN**
**HEQF credits:** 10
**Course convener:** Assoc Prof M Coetzee.
**Course outline:** The aim of this course is to offer the student the tools to communicate ethically and skilfully 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4059S  PROMOTING SAFE MOTHERHOOD**
**HEQF credits:** 10
**Course convener:** Assoc Prof S E Clow.
**Course outline:** Using available national and international data, key issues affecting maternal and perinatal morbidity and mortality are identified and appropriate midwifery responses are developed. This includes issues related to reproductive health.
Assessment: Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4060S  FINANCIAL MANAGEMENT IN THE HEALTH SERVICES**
**HEQF credits:** 15
**Course convener:** Assoc Prof S E Duma.
**Course outline:** This course 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4061H CRITICAL CARE CHILD NURSING PRACTICE
HEQF credits: 20
Course convener: Ms H Barlow.
Co-requisite: AHS4063H.
Course outline: This course runs concurrently with AHS4063H Nursing the Critically Ill Child. It 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 children.

Assessment: Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4063H NURSING THE CRITICALLY ILL CHILD
HEQF credits: 20
Course convener: Ms H Barlow.
Co-requisite: AHS4061H.
Course outline: The aim of this 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 course 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% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4064H CRITICAL CARE NURSING PRACTICE
HEQF credits: 25
Course convener: Ms N A Fouché.
Co-requisite: AHS4036H.
Course outline: This 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.

Assessment: Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4070H HEALTH CARE AND NURSING SERVICE MANAGEMENT
HEQF credits: 20
Course convener: Assoc Prof 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 learner’s choice. Seminar presentation will be based on the intervention in respect of an identified health service management problem.

Assessment: Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4074S  MATERNAL, CHILD AND WOMEN'S HEALTH
HEQF credits: 10
Course convener: Assoc Prof S E Clow.
Course outline: This course 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 South Africa.
Assessment: Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4075S  ASSESSMENT OF THE CHILD A
HEQF credits: 10
Course convener: Ms I Hendry.
Co-requisite: AHS4076S.
Course outline: The aim of this course is to challenge the student to skilfully assess a child who may require nursing care. This runs concurrently with AHS4076S Assessment of the Child B. The course also aims to achieve competency in basic health and developmental assessment of the child and adolescent. It 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4076S  ASSESSMENT OF THE CHILD B
HEQF credits: 10
Course convener: Ms I Hendry.
Co-requisite: AHS4075S.
Course outline: The aim of this course 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 course. 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 AHS4075S Assessment of the Child A so
that maximum application of theory to practice is facilitated. This course includes a clinical practice component.

**Fieldwork:** Various health care and related services for children.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark and the pass mark is 50%. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4078S**  COUNSELLING SKILLS  
**HEQF credits:** 10  
**Course convener:** Dr P M Mayers.

**Course outline:** This course offers a practical and theoretical framework to enable the health care professional to develop further his/her range of counselling skills. It 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 course and of on-site clinical assessments.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4081H**  PROFESSIONAL DEVELOPMENT STUDIES A  
**HEQF credits:** 15  
**Course convener:** Ms B Duckitt.

**Course outline:** This course 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, the course 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 contemporary policies including Batho Pele principles and services management. It provides opportunities for students to reflect on primary health care in Southern Africa with special reference to the South African PHC initiatives. It also expands on the pivotal role of nurses in the implementation of health promotion, health education, community empowerment, community development and PHC services management. The course 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4082S**  PROFESSIONAL DEVELOPMENT STUDIES B  
**HEQF credits:** 15  
**Course convener:** Dr P Mayers.

**Course outline:** This course 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 course 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 course and field visits are followed by an exercise interrogating issues of human rights.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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### AHS4083F NURSING MANAGEMENT PORTFOLIO DEVELOPMENT

**HEQF credits:** 25  
**Course convener:** Assoc Prof S E Duma.

**Course outline:** The student is assisted in developing 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 contributes 100% towards the final mark.

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### AHS4084S PRINCIPLES OF MENTORSHIP

**HEQF credits:** 10  
**Course conveners:** Assoc Prof S E Duma and Dr P Mayers.

**Course outline:** The aim of this course is to adequately prepare professional nurses and midwives for a role as mentor, to ensure that learners are competent at the end of their programme of education that prepares them to register for licensing purposes with the South African Nursing Council. The course covers an overview of the mentoring role and process. Principles of teaching and learning in a clinical setting are applied in practice. Opportunities are provided for students to evaluate their own performance in facilitating student learning, supervising practice and assessing the student’s level of attainment related to the student outcomes of the programme.

**Fieldwork:** Clinical nursing settings.

**Assessment:** This course has both a theoretical and clinical component. Both components must be passed to pass the course. Formative assessment of both components contributes 40% towards the final mark. The summative assessment of both components contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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### AHS4085S EVALUATING TEACHING AND LEARNING

**HEQF credits:** 10  
**Course convener:** Ms U Kyriacos.

**Co-requisite:** AHS4086H.

**Course outline:** This is a practical course that enables students to apply didactic principles, the principles of teaching and learning in general, and adult education in particular to teaching within a classroom setting. It requires reflective journaling and critique of each lesson after the event. This includes the appropriateness of educational theory applicable to the specific lesson plan.

**Fieldwork:** Teaching practice at various nursing education institutions.
Assessment: Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4087S TECHNOLOGY IN CRITICAL CARE NURSING PRACTICE
HEQF credits: 10
Course convener: Ms N Fouché.
Content outline: This course is aimed at the acquisition of a broad knowledge base and technical skills related to technology that is used in critical care to assist in the care, assessment and planning of critically ill patients. The intention is the development of understanding of the mechanics, operation and trouble-shooting of a variety of equipment used in critical care, viz ventilatory support, cardiac assist devices, and invasive monitoring. The course also covers analysing and interpreting 12 lead ECGs, chest radiographs, airway assessment and intubation and elective cardioversion and defibrillation.
Fieldwork: This includes formal clinical tutorials in the various specialised units in an academic hospital setting.
Assessment: Formative assessment contributes 40% towards the course mark. The summative assessment contributes to 60% towards the final course mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4093F BIOSCIENCES IN NEPHROLOGY NURSING
HEQF credits: 10
Course conveners: Assoc Prof S E Duma and Prof C Swanepoel.
Course outline: This module enables students to explore and apply the links between the anatomy, physiology and pathophysiology in renal function and renal failure in nephrology nursing practice. This includes in-depth knowledge of anatomy and physiology of kidney and related organs, including metabolic and biochemical processes of relevant body systems to inform good clinical judgement in clinical practice and patient care.
Fieldwork: N/a
Assessment: Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. The summative assessment is externally moderated.

AHS4094F NEPHROLOGY NURSING IN PRIMARY CARE SETTINGS
HEQF credits: 10
Course conveners: Assoc Prof S E Duma and Ms Debra Ockhuis.
Course outline: This course addresses renal health promotion, renal illness prevention and rehabilitation of both adult and children renal patients and overall cultural sensitive renal health care of the community, including canvassing of organ donors.
Fieldwork: The course entails limited experiential clinical learning experience (or field work) in various primary renal health services and communities. This will be mostly student self directed, but guided by clinical learning outcomes.
Assessment: Formative assessment which contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. The summative assessment is externally moderated.

AHS4095S NEPHROLOGY NURSING IN SECONDARY AND TERTIARY SETTINGS
HEQF credits: 20
Course conveners: Assoc Prof S Duma and Ms D Ockhuis.
Course outline: This course prepares the student to be competent in specialist nephrology nursing
practice in the management and rehabilitation of client in renal failure and its complications using specific treatment modalities, including all types of dialysis for children and adults, renal replacement and pharmacotherapy. The course prepares the student for the integration of different theoretical frameworks and clinical practice in renal nursing for good professional and clinical judgment.

**Fieldwork:** This course entails limited experiential clinical learning experience (or field work) in various primary renal health services. This will be mostly student self directed, but guided by clinical learning outcomes.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. The summative assessment is externally moderated.

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**AHS4096W  NEPHROLOGY NURSING PRACTICE**

**HEQF credits:** 20

**Course conveners:** Assoc Prof S E Duma and Ms T Mack.

**Course outline:** This clinical-based module prepares the student to gain knowledge and clinical competency in various nephrology nursing skills including selection of the various options of renal replacement therapy to guide the client in choosing the best renal replacement modality that will offer him/her the highest quality of life and treatment tolerance within the physical and psychosocial limitations of clients health status. The student is prepared to lead the health team in the assessment, planning, implementation, management and evaluation of renal health care services at district, provincial and national level within the context of the national health policy and international guidelines.

Main clinical content includes the following: Initiating specific laboratory tests, renal transplantation and different types of dialysis, nutritional assessment in renal failure, choosing and preparing dialysis apparatus, initiating, maintaining and terminating dialysis, providing pharmacotherapy, managing complications, monitoring fluid and electrolyte maintenance, long-term client management, providing home-based management, donor selection, pre-transplant preparation, organ procurement, identifying and dealing with post kidney transplant complications, infection control, cultural sensitive care to renal patients and their families. Health service management skills are also included.

**Fieldwork:** This course entails extensive experiential clinical learning experience (or field work) in various renal units in both private and public health settings under the supervision of renal specialists. Fieldwork is spread throughout the year for the minimum of 28 weeks. The South African Nursing Council requires completion of all clinical or fieldwork for registration of this additional qualification. Fieldwork is conducted at a SANC-approved clinical facility under supervision of nephrology specialists.

**Assessment:** Formative assessments contribute 50% towards the final mark and summative assessment contributes 50% towards the final mark in the following manner:

- Case study presentations = 10%
- Organisational situational analysis and health service report = 20%
- Formative assignment = 20%
- Summative OSCE/ Clinical examination = 50%

The summative assessment is externally moderated.

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**AHS4097F  BIOSCIENCES IN NEUROSCIENCE NURSING**

**HEQF credits:** 10

**Course conveners:** Prof G Fieggen and Mrs U Kyriacos.

**Course outline:** This course explores the links between the biosciences and neuroscience 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, genetics and biomedical technology/instrumentation.

**Fieldwork:** Supervised anatomical dissections with specific objectives.
Assessment: Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4098W  NEUROSCIENCE NURSING  
HEQF credits: 25  
Course conveners: Mrs U Kyriacos and Ms N Fouché.  
Course outline: This course focuses on evidence-based care of the patient (adult or child/adolescent) with a neurological deficit. Students are enabled to establish a sound nursing approach, to acquire and practise skills and to develop creative responses to the needs of these patients 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/child and adolescents 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 settings. 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 neuroscience nurse practitioner.  
Fieldwork: Supervised practice at SA Nursing Council-accredited clinical sites.  
Assessment: Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4099S  NEURO-REHABILITATION NURSING  
HEQF credits: 5  
Course conveners: Mrs U Kyriacos and Ms N Fouché.  
Course outline: The content of this course will be comprehensive to include aspects of rehabilitation of the patient with a neurological deficit, such as medical treatment, physical treatment, functional assessment, retraining and resettlement, allowing the disabled person to achieve the greatest possible efficiency in his physical, emotional, social and economic functions.  
Fieldwork: Supervised practice at SA Nursing Council-accredited clinical sites.  
Assessment: Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4100W  PRACTICE BASED-LEARNING IN NEUROSCIENCE NURSING  
HEQF credits: 20  
Course conveners: Mrs U Kyriacos and Ms N Fouché.  
Course outline: The course runs concurrently with AHS4098W Neuroscience Nursing of the Adult/Child and Adolescent. This includes guided clinical learning experiences and the development of neuroscience nursing skills with the aim of developing clinical judgement and to equip the neuroscience nurse practitioner to practise independently in a variety of settings. Constructive co-operation with other members of the health team is part of the process of equipping the neuroscience nurse practitioner.  
Fieldwork: Supervised practice at SA Nursing Council-accredited clinical sites.  
Assessment: Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

AHS4101S  NURSING CLINICAL DIDACTICS  
HEQF credits: 15  
Course convener: Ms U Kyriacos.  
Course outline: The aim of this course 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% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4102W CURRICULUM DESIGN IN NURSING EDUCATION**

**HEQF credits:** 30

**Course convener:** Ms U Kyriacos.

**Prerequisites:** None.

**Course outline:** Published research in educational theory, with the emphasis on curriculum design and evaluation and on teaching and learning, underpins this course. The course gives students the opportunity to critique and evaluate a curriculum and to distinguish between product and process curriculum models. Principles of teaching and learning and strategies such as problem-based learning are interrogated for coherence with curriculum design. The course provides a theoretical foundation for the management of classroom teaching found in the course AHS4085S Evaluating Teaching and Learning.

**Fieldwork:** None.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

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**AHS4103F SCIENCE & LANGUAGE OF DERMATOLOGY**

**HEQF credits:** 10

**Course convener:** Assoc Prof G Todd.

**Course outline:** This course aims to equip the student with knowledge and understanding of skin anatomy and physiology in order to make appropriate diagnosis in skin conditions. It equips the student with basic skin care principles and pharmacology as applied to skin treatment in order to be able to promote skin health. It entails lectures, tutorials and case presentations.

**Assessment:** Formative assessment contributes 40% towards the final mark. Summative assessment contributes 60% towards the final mark and is externally examined.

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**AHS4104S COMMON SKIN CONDITIONS**

**HEQF credits:** 10

**Course convener:** Sr P Kelly.

**Course outline:** This course aims to prepare the student with knowledge and understanding for her role in the diagnosis and management of the skin conditions in an ambulatory patient as well as wound care management. It will also enable the student to be able to provide treatment and prevention of common skin disorders in an ambulatory patient.

**Assessment:** Formative assessment contributes 40% towards the final mark. Summative assessment contributes 60% towards the final mark and is externally examined.

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**AHS4105S AGE-RELATED SKIN PROBLEMS**

**HEQF credits:** 10

**Course convener:** Dr S Jessop.

**Course outline:** This course aims to equip the student with knowledge and understanding of age-related skin problems in order to make appropriate diagnosis and provide age-related management of these conditions. It also equips the student with knowledge and understanding of the interaction between the skin, culture and psychological needs and problems in patients of different age groups and different cultures in order to make appropriate diagnosis and provide age-related management of
these conditions. It prepares the student with knowledge and understanding to enable the recognition and appropriate management (and referral) of age-related psychological and cultural problems needs of patients.

**Assessment:** Formative assessment contributes 40% towards the final mark. Summative assessment contributes 60% towards the final mark and is externally examined.

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**AHS4106S  EMERGENCY AND TERTIARY DERMATOLOGY**

**HEQF credits:** 10

**Course convener:** Dr S Jessop.

**Course outline:** This course aims to prepare the student for her role and responsibilities in the recognition of serious and life-threatening skin disorders requiring urgent referral to specialist level of care. It enables the student to provide appropriate nursing care of patients with life-threatening skin disorders, including interim care of patients awaiting transfer to higher level of care-homeostasis. The referral systems and procedures in cases of emergency and life-threatening skin conditions is emphasised.

**Assessment:** Formative assessment contributes 40% towards the final mark. Summative assessment contributes 60% towards the final mark and is externally examined.

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**AHS4107S  ENVIRONMENTAL DERMATOLOGY**

**HEQF credits:** 10

**Course convener:** Assoc Prof G Todd.

**Course outline:** This course aims to equip the student with the knowledge and understanding of public health principles necessary in the promotion of healthy skin and prevention of skin conditions in the individual, the family and the community and diagnosis of common skin problems in a community clinic setting and the work-place. It also enables the student to understand the interaction between the skin and local factors in the community setting and the work-place. The legal and human rights relating to occupational dermatoses and the legal and human rights issues of people with other skin disorders in the work-place are explored.

**Assessment:** Formative assessment contributes 40% towards the final mark. Summative assessment contributes 60% towards the final mark and is externally examined.

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**AHS4108F  DERMATOLOGY NURSING PRACTICA**

**HEQF credits:** 20

**Course convener:** Sr P Kelly.

**Course outline:** This course aims to equip the student with skills and competencies in the assessment, planning and rendering of primary, secondary and tertiary nursing care to patients of different ages in different health care settings and the work place. It also equips the student with skills and competencies in the application of different pharmacological preparations and treatment modalities in patients of different ages in different health care settings and work-places, including provision of relevant health education and referral to other health care team members.

**Assessment:** Formative assessment contributes 40% towards the final mark. Summative assessment contributes 60% towards the final mark and is externally examined.

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**AHS4109W  NEONATAL CRITICAL CARE NURSING**

**HEQF credits:** 10

**Course convener:** Assoc Prof M Coetzee.

**Course outline:** This course focuses on evidence-based critical care nursing of neonates. Students are enabled to establish a sound knowledge base and nursing approach, to acquire and practise skills and to develop creative responses to the needs of critically ill and fragile neonates, their mothers and the family/significant others. In keeping with a whole person-based approach, this includes specific neurodevelopmentally appropriate care. The course focuses on care in the context of the mother/infant dyad supported by an adequate knowledge base of antenatal and peri-natal aspects of birth and adaptation. Managing and co-ordinating complex care needs of the critical unstable infants from primary and secondary to critical care settings in an inter-disciplinary milieu is included, as
well as an experience of families and community resources in returning home. Practical application is expected as students plan, initiate and manage care in clinical settings. Diagnostic procedures and medical interventions are covered at an applied level. Constructive co-operation with other members of the health care team is part of the process of equipping the nurse specialist caring for neonates in critical care settings.

**Assessment:** Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4110S COMMUNICATION WITH MOTHER-INFANT DYAD**

**HEQF credits:** 10

**Course convener:** Assoc Prof M Coetzee.

**Course outline:** This course explores the emerging science-base in neurodevelopment, infant mental health and communication sciences and links these to the practice of neonatal nursing in the context of the primary relationship of the mother and infant. The intention is the development of clear understanding of patterns of interaction between the mother and infant as well as between the nurse and mother-infant dyad. This is aimed at the progressive development of professional and skilful practice intentioned to establish engaged attachment, supportive of neonatal development and prevention of harm in the critical care environment.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4111W ASSESSMENT OF NEONATE IN CRITICAL CARE**

**HEQF credits:** 10

**Course convener:** Assoc Prof M Coetzee.

**Course outline:** Contents includes: full clinical assessment and handling of ill and fragile neonates requiring critical care; gestational scoring of the neonate; embryology and neurological development, including genetic abnormalities and congenital conditions; assessment of physiological parameters of neonates of different gestational ages and how these change in acute and critical illness; assessment of systems, including circulatory, respiratory, gastrointestinal and immunity in the critically ill or fragile neonate.

**Assessment:** Formative assessment contributes 40% towards the final mark. The summative assessment contributes 60% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.

**AHS4112W NEONATAL CRITICAL CARE NURSING PRACTICE**

**HEQF credits:** 20

**Course convener:** Assoc Prof M Coetzee.

**Course outline:** This course focuses on the practice of evidence-based critical care of neonates. Students are enabled to link sound nursing approaches with the development of skilful practice to individual (particular) neonates. It focuses on care in the context of the mother/infant dyad supported by an adequate knowledge base of antenatal and peri-natal aspects of birth and adaptation. Practical application and learning are facilitated as students initiate and manage care in their practice settings. Diagnostic procedures and medical intervention are augmented at an applied level. Development of clinical acumen and judgement is facilitated through a variety of teaching and learning activities. Practice improvement skills and strategies are developed to enable the neonatal nurse specialist to fulfil a leadership role in this field. Constructive co-operation with other members of the health care team is part of the process of equipping the nurse specialist caring for neonates in critical care settings.

**Assessment:** Formative assessment contributes 50% towards the final mark. The summative assessment contributes 50% towards the final mark. Details of the formative assessment are given to the student at the beginning of the course. The summative assessment is externally moderated.
POSTGRADUATE DIPLOMA IN OCCUPATIONAL HEALTH
[Diploma code: MB007. Plan code: MG007PPH06.]

Programme convener: Prof MJ Jeebhay (Department/ School of Public Health & Family Medicine).

Admission requirement
FGJ1 A degree in medicine of this University or another university recognised by the Senate for the purpose.

Duration and attendance of the programme
FGJ2.1 Every student must be registered for the programme for at least two years (part-time). Retrospective registration is not allowed.

FGJ2.2 A registered candidate is required to attend the programme for four one-week blocks (the last block being the examination) over the two-year period.

Curriculum
FGJ3 PPH7008W: HEQF credits: 120
The programme includes occupational health risk assessment and management; occupational and disability medicine; and occupational health services management. Relevant legislation, ethics and standards pertaining to these three focus areas will be covered. The practical activities include work-place visits, audiometry and spirometry, and clinical case studies.

Examination
FGJ4.1 The examination comprises three written papers, covering occupational health risk assessment and management; occupational and disability medicine; and occupational health services management; and an oral examination for selected candidates. Examinations are “closed book” and count for 50% of the total mark, with the remaining 50% allocated to formative assessment during the programme by way of submission of three portfolio reports (work-place assessment, clinical case, occupational health service evaluation) demonstrating competence in a practical setting. Students must pass each of the three marks sections with 50% or more to graduate.

FGJ4.2 There are no supplementary examinations, but students may be permitted to take the examination in a subsequent session.

FGFJ.3 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
FGJ5 The Diploma may be awarded with distinction, i.e. like an overall average of more than 75% with a subminimum of 70% on each of the formative assessment and examination components.

POSTGRADUATE DIPLOMA IN PAEDIATRIC RADIOLOGY
[Diploma code: MG020. Plan code: MG020RAY01.]

Programme convener: Dr N Wiesenthaler (Paediatric Radiology, Department of Radiation Medicine).
Admission requirements

FGK1  
(a) A degree in medicine of this University or another university recognised by the Senate for the purpose  
(b) Successful completion of four years of specialist training in an accredited general radiology training programme  
(c) Registration with the Health Professions Council of South Africa as a diagnostic radiologist  
(d) Demonstrated fluency in English  
(e) Basic computer literacy.

Duration of programme

FGK2  
Every student must be registered for the programme for one year of (full-time) study. Retrospective registration is not allowed.

Objective and structure of programme

FGK3  
RAY4006W:  
The programme is designed to complement and expand basic specialist training in diagnostic radiology. It aims to provide a detailed knowledge and in-depth experience of paediatric imaging in the context of Africa’s unique disease burden, and to empower a radiologist to conduct optimal paediatric imaging in either a general radiology service or a dedicated paediatric service. The content has been specifically designed in modular format to provide broad knowledge of paediatric imaging, appropriate for the general radiologist in our local context. Content is thus defined by the local burden of disease and the spectrum of currently available imaging modalities. Students undergo one-on-one clinical supervision. There are weekly hour-long, structured tutorials, based on reading assignments, complemented by 30 hours per week of supervised clinical service delivery. There are five weekly, hour-long multi-disciplinary clinical meetings for detailed case presentation and discussion, covering the disciplines of paediatric neuro-radiology, oncology, uro-radiology, general surgery and thoracic imaging, and monthly, hour-long paediatric orthopaedics multidisciplinary meetings.

Assessment

FGK4.1  
Formative assessment:  
(a) A Duly Performed certificate reflecting clinical service delivery, with targets clearly defined (40% of total year mark)  
(b) Weekly clinical (oral) case presentations and assessments at the end of each of the six modules (12% of total year mark)  
(d) Written clinical case reports (12% of total year mark).  
Summative assessment:  
(e) A one-hour, short-answer spot-film test at the end of each of the six clinical modules (15% of the total mark). If a student fails to achieve a minimum pass mark of 50%, he/she may be granted an opportunity to repeat the module test.  
(f) A final, two-hour written examination on current paediatric practice, paediatric radiological pathology and related journal articles (21% towards the final mark). If a candidate fails to achieve a minimum pass mark of 50%, he/she may be granted an opportunity to repeat the examination.

Distinction

FGK5  The Diploma may be awarded with distinction (75% - 100%).
POSTGRADUATE DIPLOMA IN PALLIATIVE MEDICINE
[Diploma code; MG011. Plan code: MG011MDN19.]

Programme convener: Dr L Gwyther (Department/ School of Public Health and Family Medicine).

Admission requirements
FGL1 A bachelor’s degree appropriate to the field of palliative care, obtained at this University or another university recognised by the Senate for the purpose.

Duration of programme
FGL2 Every student must be registered for the Diploma for at least one year (part-time). Retrospective registration is not allowed.

[Note: The Faculty also offers an MPhil in Palliative Medicine by coursework and dissertation. The Diploma or an approved equivalent is an entrance requirement for admission to the MPhil in Palliative Medicine.]

Curriculum
FGL3 The programme consists of coursework presented in lecture and workshop format with web-based learning activities to support the learning. The following courses are offered:

- One core course PPH4032H Principles of Palliative Care, to be completed by all students; and
- A choice of either of two elective courses, depending on the student’s background: PPH4030S Clinical Palliative Care or PPH4031S Paediatric Palliative Care.

Total HEQF credits: 120

Assessment
FGL4 Students are required successfully to complete eight written assignments on coursework, a portfolio project, a written examination and a communication skills assessment. Details are as follows:

Formative assessment: Eight written assignments (40% weighting) and case-based personal learning portfolio (20% weighting).

Summative assessment: A written examination (20% weighting) and a communication skills assessment (20% weighting).

A pass mark of 50% is required in each assessment component. The external examiner has the authority to allocate final marks.

Distinction
FGL5 The Diploma may be awarded with distinction (75%-100%).

Courses for Postgraduate Diploma in Palliative Medicine:

PPH4030S CLINICAL PALLIATIVE CARE
HEQF credits: 60
Course convener: Dr L Gwyther.
Course outline: The aim of this course is to equip experienced clinicians with the knowledge and skills for practical management of patients with non-curable and terminal illness, including advanced cancer, HIV/AIDS and end-stage disease, including organ failure and progressive neurological disorders. It focuses on disease management and symptom control. These topics are
explored through interactive workshops and focused readings, supported by web-based learning, and students are encouraged to apply their learning in the context of their own work setting.

**Assessment:** Formative assessment contributes 60% of the final mark with four written assignments (40%) and a portfolio of learning (20%). Summative assessment includes a written examination, which is moderated by an external examiner. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate final marks.

**PPH4031S  PAEDIATRIC PALLIATIVE CARE**

**HEQF credits:** 60

**Course convener:** Dr L Gwyther.

**Course outline:** The aim of this course is to equip palliative care professionals with the knowledge and skills for practical management of children with life-limiting conditions. It focuses on clinical, psychosocial and spiritual supportive care in the context of the family. These topics are explored through interactive workshops and focused readings, supported by web-based learning, and students are encouraged to apply their learning in the context of their own work setting.

**Assessment:** Formative assessment contributes 60% of the final mark, with four written assignments (40%) and a portfolio of learning (20%). Summative assessment includes a written examination, which is moderated by an external examiner. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate final marks.

**PPH4032H  PRINCIPLES OF PALLIATIVE CARE**

**HEQF credits:** 60

**Course convener:** Dr L Gwyther.

**Course outline:** The aim of this course is to introduce students to the principles and ethics of palliative care. The course covers concepts that support patient-centred holistic care in the family context, including communication skills, clinical, psychosocial and spiritual supportive care, human rights and ethics of end-of-life care. These concepts are introduced through interactive workshops and focused readings supported by web-based learning and students are encouraged to apply their learning in the context of their own work setting.

**Assessment:** Formative assessment contributes 60% of the final mark, with four written assignments (40%) and a portfolio of learning (20%). Summative assessment includes a written examination and communication skills assessment. The examination is moderated by an external examiner. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate final marks.

**POSTGRADUATE DIPLOMA IN PESTICIDE RISK MANAGEMENT**

[Diploma code: MG021. Plan code: MG021PPH05.]

This programme is aimed at pesticide regulators, inspectors (health, labour, customs and environment), disposal and waste management managers in Africa and other developing countries, but will also be suited for a range of researchers, academics, NGO staff and pesticide laboratory staff who are working in the field of pesticide management. The course is structured around the International Code of Conduct on the Distribution and Use of Pesticides (the Code) published by FAO¹ and WHO². The Code offers a holistic and comprehensive guideline for managing all aspects related to pesticides.

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¹ Food and Agriculture Organisation of the United Nations
² World Health Organisation
Programme convener: Dr. H-A. Rother (School of Public Health and Family Medicine).

Admission requirements
FGM1  (a) An approved undergraduate degree in agriculture, health, toxicology, chemistry, social science or other relevant field from this University or from another university recognized by the Senate for this purpose
(b) At least two years’ work/research experience in any relevant pesticide, pest or pesticide management field
(c) Fluency in English, both written and spoken
(d) Reliable and continuous computer connectivity
(e) Computer literacy
(f) Proven ability to write technical reports and assessments
(g) Numeracy
(h) Completion of a chemistry foundation course.

Duration of programme
FGM2  The programme is offered as a two-year part-time flexible learning programme with a substantial distance learning component using internet based educational technology. Students are required to be on campus for two weeks at the beginning of the programme and for two weeks at the end of the programme during which the final exam will be written. They will be required to be in weekly electronic contact. Students may not be registered beyond three years.

Curriculum outline
FGM3  All students shall register for the following core courses: HEQF credits
(a) PPH4033F/S  Pesticide Risk Management  20
PPH4034F/S  Health and Safety Management  20
PPH4035F/S  Management of Environmental Risk  20
PPH4036F/S  Control of Use of Pesticides  20

And shall choose another three (3) elective courses from the modules below:
(b) PPH4037F/S  Laboratory Quality Assurance  20
PPH4038F/S  Pesticide Storage and Transport  20
PPH4039F/S  Obsolete Pesticide Stocks Management  20
PPH4040F/S  Containers and Contaminated Site Management  20
PPH4041F/S  Chemical Conventions  20
PPH4042F/S  Public Health and Pesticides  20

Total HEQF credits: 140

DP requirement
FGM4  Attendance of on-campus blocks and a pass of at least 45% for all formative assessments.

Minimum requirements for progression and re-registration
FGM5  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 pass, with a minimum of 50%, at least half of 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) Students may be allowed to repeat a course they have failed, once, at the convener’s discretion.
(c) The student must be able to complete all requirements for the diploma within three years.
(d) Students shall complete the core courses before progressing to the elective courses. The programme convener will consider deviations on a case-by-case basis.

Assessment

FGM6  Formative assessments count 50% and summative assessments 50% of the final course mark. The pass mark for each course is 50%. Candidates are assessed continuously through their active participation (this will be monitored), assignments and examination. As subminima, a candidate is required to obtain an overall mark of 45% in semester work assessments, at least 45% in the examination, and at least 33% for participation.

Distinction

FGM7  The Diploma may be awarded with distinction to candidates who average 75% or above on all coursework, tests and examinations, with a 70% sub-minimum on each component.

Courses for Postgraduate Diploma in Pesticide Risk Management:

PPH4033F/S  PESTICIDE RISK MANAGEMENT
HEQF credits: 20
Course convener: Dr H-A Rother.
Course outline: Five (one week each) modules introduce students to the code of conduct, a life cycle analysis approach, pesticide policy and politics, a legal framework for pesticides, international conventions, and how to regulate vulnerable populations and complex use environments. After the theoretical lectures and practical work students have their first of a series of management courses with this one focusing on basic principles. They are introduced to the basic principles of pesticide management and design a life cycle management strategy for a particular pesticide. As regulators are expected to evaluate the hazards and risks of a pesticide based on technical data produced by the pesticide industry, students in this course are introduced to evaluating a pesticide dossier. A central management process is being able to regulate pesticides through a life-cycle approach (from the beginning until the end of a product’s life).
Assessment: See rule FGM6.

PPH4034F/S  HEALTH AND SAFETY MANAGEMENT
HEQF credits: 20
Course convener: Dr MA Dalvie.
Course outline: The course provides students with the technical knowledge base and skills to regulate and manage the health effects associated with exposures to pesticides. In order to have this understanding students receive training in the basic chemistry of pesticides and how to interpret the WHO hazard classification system. An introduction to pesticide toxicology and the principles of risk assessment provides the technical skills and knowledge base to evaluate quantitative human risk assessment data in pesticide dossiers. The health consequences of pesticide exposures is covered through an understanding of genotoxicity, immunotoxicity (vital for countries with high immune deficient populations), and reproductive effects. The course also covers interpreting strength of association in epidemiological studies and critically appraising the pesticide health literature. Students learn how to assess human risk assessment data submitted as part of a pesticide dossier.
Assessment: See rule FGM6.

PPH4035F/S  MANAGEMENT OF ENVIRONMENTAL RISK
HEQF credits: 20
Course convener: Mr M Davis.
Course outline: The course covers the principles and theories of environmental impact and risk assessment (equivalence), basic environmental chemistry and environmental toxicology and comparative risk assessment. The course focuses on student’s ability to understand the
environmental data in pesticide dossiers and how to critically evaluate the environmental effects of a pesticide. Course material also covers ecotoxicology, phytotoxicology, aquatic toxicology, environmental toxicology and comparative risk.

**Assessment:** See rule FGM6.

**PPH4036F/S CONTROL OF USE OF PESTICIDES**

**HEQF credits:** 20

**Course conveners:** Dr. H-A Rother.

**Course outline:** The course provides students with the complex and diverse background knowledge required to prevent pesticide exposures (protecting human health and the environment) through various control mechanisms. The course covers methods for life cycle analysis, managing exposures, how to conduct a social impact assessment, risk communication, enforcement, assessing a new pesticide application for registration and risk reduction strategies. To reduce increased ineffective use of pesticides, students are introduced to the principles of pest resistance management and integrated pest management, along with other control measures (e.g. training to use protective equipment, substitution policy, alternatives).

**Assessment:** See rule FGM6.

**PPH4037F/S LABORATORY QUALITY ASSURANCE**

**HEQF credits:** 20

**Course conveners:** Dr. H-A Rother.

**Course outline:** The course leads the student through the procedure for assessing the suitability of a pesticide for use under local conditions. The course introduces and explores the concept of chemical equivalence to allow students to better understand the comparative analysis of pesticides which may be used for similar purposes. This foundation allows students to then examine analytical requirements (formulation and residue) and capacity to assist in determining if pesticides can be considered as equivalent. The course leads the student through the various assessment criteria and methods needed to be considered when determining if a pesticide is suitable for use under local environmental and technological conditions, as well as assessing laboratory capacity.

**Assessment:** See rule FGM6.

**PPH4038F/S PESTICIDE STORAGE AND TRANSPORT**

**HEQF credits:** 20

**Course conveners:** Dr K Helps (United Nations Food and Agricultural Organisation).

**Course outline:** The course provides the student with comprehensive systems for storing and transporting pesticides (and other hazardous chemicals) in compliance with international best practice methods. The course commences by setting the international setting for chemicals storage and proceeds to lead the student through the minimum requirements for design and management of pesticide stores. The course then provides the student with an automated system for stock management linked to a central register for pesticides which can be used nationally and guides the student through international transport regulations and provides systems for vehicle assessment, driver training and risk reduction through route planning and assessment. The student is introduced to the automated system for route selection between two points using the United Nations Food and Agricultural Organization (FAO) database system.

**Assessment:** See rule FGM6.

**PPH4039F/S OBSOLETE PESTICIDE STOCKS MANAGEMENT**

**HEQF credits:** 20

**Course conveners:** Dr K Helps (United Nations Food and Agricultural Organisation).

**Course outline:** This course provides students with systems needed to complete an inventory of usable and obsolete pesticides. The PSMS database system is taught providing the basis for local fieldwork on data collection and management. The student is required to use the inventory data to complete a series of environmental assessment exercises related to risk assessment, selection of
potential collection points and transport planning for obsolete stocks. The course then introduces the concept of environmental management planning and development of risk mitigation strategies. This includes the development of a safeguarding (i.e. repackaging, collection and storage) strategy and a disposal strategy for various waste materials commonly encountered during projects involving obsolete, banned and unwanted pesticides. The course ends by providing a series of systems which can be used to implement the strategies developed.

**Assessment:** See rule FGM6.

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**PPH4040F/S CONTAINERS AND CONTAMINATED SITE MANAGEMENT**

**HEQF credits:** 20

**Course convener:** Dr K Helps (United Nations Food and Agricultural Organisation).

**Course outline:** The course provides the student with systems for the scoping of project components related to contaminated site assessment and management of pesticide containers (legacy stockpiles and new wastes). The course then progresses to the development of operational plans for the implementation of container and contaminated site assessments leading to development of site specific environmental management plans and remediation strategies. With regard to container management, the course makes the distinction between the development and implementation of strategies for addressing existing stockpiles of contaminated materials and the need to develop sustainable container management programmes for the future. The student is required to demonstrate competence in the development of operational plans for a series of case-study contaminated sites plus develop container management strategies based on a series of hypothetical situations. The student is also required to look to maximise local treatment of all materials based on assessment of national capacities and application of international best practice / standards for treatment under local conditions.

**Assessment:** See rule FGM6.

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**PPH4041F/S CHEMICAL CONVENTIONS**

**HEQF credits:** 20

**Course convener:** Dr H A Rother.

**Course outline:** This course aims to provide students with an in-depth knowledge base of the various international chemical conventions and their relevance to managing the risks associated with pesticides. These include the Stockholm Convention, the Rotterdam Convention, the Strategic Approach to International Chemicals Management (SAICM) and Basel Convention. Developing and maintaining national chemical profiles is also covered.

**Assessment:** See rule FGM6.

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**PPH4042F/S PUBLIC HEALTH AND PESTICIDES**

**HEQF credits:** 20

**Course conveners:** Dr H-A Rother.

**Course outline:** The course provides the student with managing public health pest problems and effective control strategies (e.g. integrated vector management) through alternatives and cost-effective approaches. Students examine the World Health Organization mechanisms model for evaluating and testing pesticide to be used in public health, along with the WHO’s strategies, policies and guidelines for using pesticides in public health.

**Assessment:** See rule FGM6.

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**POSTGRADUATE DIPLOMA IN PUBLIC MENTAL HEALTH**

[Diploma code: MG023. Plan code: MG023PRY05.]

[Note: The programme will be offered only if there is a sufficient number of applicants who meet the entrance criteria.]
Programme convener: Associate Prof C Lund (Department of Psychiatry and Mental Health).

Admission requirements
FGN1 To be considered for admission to this programme, candidates should
(a) have an approved health care degree or diploma (e.g. occupational therapy, medicine, professional nursing, social work, psychology) or an approved postgraduate degree (e.g. in public health, anthropology or sociology) at HEQF level 7;
(b) have experience of working in a mental health, health care or development-related field;
(c) show evidence of adequate spoken and written English language and writing proficiency for postgraduate academic studies, and evidence of computer literacy in basic Microsoft Office (or equivalent) packages;
(d) preferably occupy a management or leadership role or show an interest in taking on such a role; and
(e) preferably be working in an appropriate workplace setting, such as a ministry of health, NGO or mental health service.

In addition to meeting the minimum requirements above, selection will be based on
• academic merit.
• potential to contribute to mental health development in under-served areas.
• evidence of an interest and/or involvement in lifelong learning activities (conferences, workshops, short-courses, etc).
• Evidence of a reflective viewpoint: the applicant should demonstrate an ability to offer an analysis of his/her strengths and limitations and how he/she intends to address these in the programme.
• any additional evidence the candidate offers in respect of the application, including a motivation. All candidates will be required to write a brief motivation accompanying their application indicating their reasons for applying for admission to the programme. In this letter the candidate should also indicate at which university (Stellenbosch or UCT) they would prefer to register. This is necessary as this programme is a joint offering of UCT and Stellenbosch University. The course convener cannot guarantee a placement at the university of the applicant’s choice, as positions on the programme are distributed equally between Stellenbosch and UCT.

Duration of programme
FGN2 A student must be registered for the diploma for at least two years of part-time study. The maximum registration period is four years. Retrospective registration is not allowed.

Curriculum
FGN3 All students are required to complete the following courses:
(a) PRY4003W Mental Health in Context
   This includes the following: Defining and measuring mental health; overview of models of mental health; social determinants of mental health; culture and mental health; the public mental health approach; burden of mental disorders; resources and funding for mental health services, with particular reference to Africa; introduction to mental health economics; historical context.
   HEQF credits 30

(b) PRY4004W Research Methodology for Public Mental Health.
   This includes the following: Introduction to quantitative research methods; introduction to statistics; introduction to epidemiology; introduction to qualitative research methods; programme evaluation.
   HEQF credits 30
### PRY4005W Mental Health Policy and Leadership

This includes the following: Conceptual introductions to mental health policy, planning and legislation; steps in developing mental health policies and plans; mental health service organisation and planning; mental health financing; human resources and training; information systems; quality improvement; leadership and management.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRY4005W</td>
<td>Mental Health Policy and Leadership</td>
<td>30</td>
</tr>
</tbody>
</table>

### PRY4006W Mental Health Interventions

This includes the following: Introduction to a framework for mental health interventions; intervention types; designing and developing interventions; monitoring and evaluation; fund raising and budgeting; economic evaluation; project management.

Total HEQF credits: **120**

### DP requirements

**FGN4**  
Contact time for courses varies. Students must meet the following DP requirements in order to be eligible for entry to the final, integrated, summative evaluation of the module or course:

- 75% of contact time
- All of the time on task activities, assignments prescribed per course. Requests for extensions to assignment deadlines may be considered for legitimate reasons such as illness, bereavement or other personal difficulties.

### Minimum requirements for re-registration

**FGN5**  
Except by permission of the Senate, a student may be refused permission to renew his/her registration for the Diploma

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

(b) if he/she fails the same course twice;

(c) if he/she fails to complete all course requirements of the programme within four years of study.

### Assessment

**FGN6**  
There is no final examination. Students are assessed on written assignments throughout the programme. If a student fails an assignment (mark of less than 50%) then he/she may submit a rewritten assignment, but a maximum mark of 50% will be awarded.

### Distinction

**FGN7**  
The Diploma may be awarded with distinction to candidates who average 75% or above for all coursework, tests and examinations, with a 70% sub-minimum on each component.

### BACHELOR OF SCIENCE IN MEDICINE: HONOURS (BSc (MED) (HONS))

[Degree code: MH001. See each stream for plan codes.]

### 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 in the subject he/she has selected.

**Honours programmes on offer**

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>(I) Programme</th>
<th>(II) Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Anatomy</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>Biological Anthropology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Exercise Science (Biokinetics)</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Human Genetics</td>
<td>Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>Infectious Diseases and Immunology</td>
<td>Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>Medical Biochemistry</td>
<td>Radiation Medicine (not offered in 2011)</td>
</tr>
<tr>
<td>Medical Physics</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Nutrition &amp; Dietetics</td>
<td>Medicine (not offered in 2011)</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Physiology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Radiobiology</td>
<td>Radiation Medicine</td>
</tr>
</tbody>
</table>

**Duration 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, and additional entrance criteria for, individual Honours programmes:**

**BSc (Med)(Hons) in Applied Anatomy**

*Plan code: MH001HUB16.*

**Programme convener:** Dr L J Friedling (Department of Human Biology).
Admission requirements

FHB1 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

FHB2 HUB4002W:  
| HEQF credits: | 120 |

The programme is aimed at introducing students to an academic or research career in Applied Anatomy / Biological Anthropology. It consists of two general modules, four programme modules and a research project. The academic year begins with an intensive, seven-week laboratory techniques course, which is a practical module aimed at teaching students basic information in the discipline along with statistics. Bioinformatics is required for students taking the molecular medicine streams. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing and comprehension. In addition, students need to attend four programme modules. Each programme module covers a specific field and generally runs over a three-week period. Students are assessed during each module and there is an examination at the end of the first semester. Three of the modules chosen should be within Applied Anatomy / Biological Anthropology and one module can be from any of the following honours programmes: Bio-informatics, Cell Biology, Human Genetics, Infectious Disease & Immunology, Medical Biochemistry and Physiology. The research project begins in April and ends in October. Students choose their research project from a variety of projects on offer by researchers within Applied Anatomy / Biological Anthropology. 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 report and sit a final comprehension examination.

Assessment

FHB3 Evaluation is based on performance in the research project, in coursework and in examinations. In order to pass the academic year, students must obtain an overall final course average of at least 50% with sub-minima of 50% on the research project and 45% on the combined programme interim module marks and final exam marks. The final mark is made up as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>% contribution to final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques - tests and examination</td>
<td>15%</td>
</tr>
<tr>
<td>Scientific Communication</td>
<td>10%</td>
</tr>
<tr>
<td>Programme Modules (tests/evaluations)</td>
<td>14%</td>
</tr>
<tr>
<td>Programme Modules (final examinations)</td>
<td>16%</td>
</tr>
<tr>
<td>Research Project</td>
<td>35%</td>
</tr>
<tr>
<td>Oral Presentation of Research Project</td>
<td>5%</td>
</tr>
<tr>
<td>Final Comprehension Examination</td>
<td>5%</td>
</tr>
</tbody>
</table>

BSc(Med)(Hons) in Bioinformatics

[Plan code: MH001LAB02.]

[Note: This is a postgraduate training programme for academic, research or service careers in the biochemical and biotechnology fields.]

Programme convener: Assoc Prof N Mulder (Computational Biology Group).

Admission requirements
FHC1  A BSc degree or an equivalent degree in computer science, biological sciences or in mathematics/statistics; or an MBChB degree with some computing experience.

Programme outline

FHC2  LAB4005W: HEQF credits: 120
The programme is aimed at introducing students to an academic or research career in Bioinformatics. It consists of two general modules, four programme modules and a research project. The academic year begins with an intensive, seven-week laboratory techniques course, which is a practical module aimed at teaching students basic information in the discipline along with statistics. Students with a computer science background do a biology laboratory techniques course, while those with a biology background learn programming and basic computational techniques. Bioinformatics is required for students taking the molecular medicine streams. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing and comprehension. In addition, students need to attend four programme modules. Each programme module covers a specific field and generally runs over a three-week period. Students are assessed during each module and there is an examination at the end of the first semester. Three of the modules chosen should be within Bioinformatics and one module can be from any of the following honours programmes: Applied Anatomy/ Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease & Immunology, Medical Biochemistry and Physiology. The research project begins in April and ends in October. Students choose their research project from a variety of projects on offer by researchers within the Bioinformatics group. 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 report and sit a final comprehension examination.

Assessment

FHC3  Evaluation is based on performance in the research project, in coursework and in examinations. In order to pass the academic year, students must obtain an overall final course average of at least 50% with sub-minima of 50% on the research project and 45% on the combined programme interim module marks and final exam marks.

The final mark is made up as follows:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
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<tbody>
<tr>
<td>Computer programming/biology</td>
<td>15%</td>
</tr>
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<td>Scientific communication</td>
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<tr>
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</tr>
<tr>
<td>Oral presentation of research project</td>
<td>5%</td>
</tr>
<tr>
<td>Programme modules final examinations</td>
<td>16%</td>
</tr>
<tr>
<td>Final comprehension examination</td>
<td>5%</td>
</tr>
</tbody>
</table>

BSc(Med)(Hons) in Biological Anthropology

[Plan code: MH001HUB03.]

Programme convener: Dr LR Friedling (Department of Human Biology).

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  HUB4001W:  **HEQF credits: 120**
The programme is aimed at introducing students to an academic or research career in biological anthropology. It consists of six modules and a research project. The academic year begins with an intensive, seven-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 four programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should from the anatomy stream and one module can be from any of the following honours programmes: Applied Anatomy/ Bioinformatics, Biological Anthropology, Cell Biology, Exercise Science, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. The research project begins in April and ends in October. Students choose their research project from a variety of projects on offer by researchers within Applied Anatomy / Biological Anthropology. 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 a final examination.

Assessment
FHD3  Evaluation is based on performance in the research project, in coursework and in examinations. In order to pass the academic year, students must obtain an overall final course average of at least 50% with sub-minima of 50% on the research project and 45% on the combined Programme interim module marks and final exam marks.
The final mark is made up as follows:

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<tr>
<td>Oral presentation of research project</td>
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<tr>
<td>Final comprehension examination</td>
</tr>
</tbody>
</table>

**BSc(Med)(Hons) in Cell Biology**
[Plan code: MH001HUB07.]

**Programme convener:** Dr E Van der Merwe (Department of Human Biology).

**Admission requirements**
FHE1  A BSc degree or equivalent degree in the biological sciences, preferably with biochemistry, genetics or molecular and cell biology as a major subject; or an MBChB degree; or an approved degree in the heath and rehabilitation sciences.

**Programme outline**
FHE2  HUB4000W:  **HEQF credits: 120**
The programme is aimed at introducing students to an academic or research career in Cell Biology. It consists of two general modules, four programme modules and a research project. The academic year begins with an intensive, seven-week laboratory techniques course, which is a practical module aimed at teaching students basic information in the discipline along with statistics. Bioinformatics is required for students taking the infectious diseases, immunology and molecular medicine streams. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing and comprehension. In addition,
students need to attend four programme modules. Each programme module covers a specific field and generally runs over a three-week period. Students are assessed during each module and there is an examination at the end of the first semester. Three of the modules chosen should be within Cell Biology and one module can be from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Bioinformatics, Human Genetics, Infectious Diseases & Immunology, Medical Biochemistry, or Physiology. The research project begins in April and ends in October. Students choose their research project from a variety of projects on offer by researchers within the Cell Biology Division. 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 and present a research project report and sit a final comprehension examination.

**Assessment**

*FHE3* Evaluation is based on performance in the research project, in coursework and in examinations. In order to pass the academic year, students must obtain an overall final course average of at least 50% with sub-minima of 50% on the research project and 45% on the combined programme interim module marks and final exam marks. The final mark is made up as follows:

<table>
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<tbody>
<tr>
<td>Laboratory techniques – tests and exam</td>
</tr>
<tr>
<td>Scientific communication</td>
</tr>
<tr>
<td>Programme modules (tests/evaluations)</td>
</tr>
<tr>
<td>Programme Modules (final examinations)</td>
</tr>
<tr>
<td>Research project</td>
</tr>
<tr>
<td>Oral presentation of research project</td>
</tr>
<tr>
<td>Final comprehension Examination</td>
</tr>
</tbody>
</table>

**BSc (Med)(Hons) in Exercise Science**

*Plan code: MH001HUB08.*

**Programme convener:** Prof M Lambert (Sports Science Institute, Department of Human Biology).

**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 approved equivalent degree. Other prerequisites include:

- Undergraduate degree to include one senior full course in physiology or biochemistry
- An above-average academic record
- Evidence of interest in and/or experience of the scientific aspects of sport.

**Programme outline**

*FHF2* HEQF credits: 120

The programme is aimed at introducing students to an academic or research career in exercise science. It consists of modules and a research project. The academic year begins with a 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 and data analysis. In addition, students attend four programme modules. Each module covers a specific field in exercise science. 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. This programme is administered at the Sports Science Institute and is separate from the biomedical sciences honours programmes.

**Assessment**

FHF3 Evaluation is based on performance in research projects, in coursework and in examinations. The final mark is made up as follows:

<table>
<thead>
<tr>
<th>% contribution to final mark:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques</td>
</tr>
<tr>
<td>Scientific communication</td>
</tr>
<tr>
<td>Programme modules (tests/evaluations)</td>
</tr>
<tr>
<td>Research project</td>
</tr>
<tr>
<td>Oral presentation of research project</td>
</tr>
<tr>
<td>Programme modules final examinations</td>
</tr>
<tr>
<td>Research Paper comprehension</td>
</tr>
</tbody>
</table>

**BSc(Med)(Hons) in Exercise Science (Biokinetics)**

[Plan code: MH001HUB09.]

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 in registered biokinetics practice before students can register with the Health Professions Council of South Africa as a Biokineticist.

**Programme convener:** Dr Tracy Kolbe-Alexander (Sports Science Institute, Department of Human Biology).

**Admission requirements**

FHG1 An appropriate undergraduate degree (e.g. BSc/BCom) specialising in Human Movement Science or Sports 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 HUB4043W: HEQF credits: 120

The programme consists of lectures, practicals thematic seminars and tutorials arranged into several different modules. The content covered includes: muscle physiology and biochemistry; anatomy and biomechanics; physiological aspects of human performance; intermediary metabolism and endocrinology; respiratory and cardiovascular systems; neurophysiology; orthopaedic injuries and conditions; chronic diseases and disabilities; health promotion and research methodology. The clinical portion of the Biokinetics modules also includes clinical rotations and ward rounds in the various programmes run from the Sports Science Institute of South Africa and the private Biokinetics practice at Vincent Pillotti Hospital, Pinelands. In addition, each student is required to complete a research project.
Assessment
FHG3 This includes two written theory papers, an oral examination, class tests, and assignments during and at the completion of each module. Students are also expected to complete practical competency examinations at two different times during the year, in addition to the final Biokinetics elective examination. The final mark is made up as follows:

% contribution for final mark:

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biokinetics module (including tests, evaluations, clinical exams, rotations)</td>
<td>15%</td>
</tr>
<tr>
<td>Additional modules (tests/evaluations)</td>
<td>25%</td>
</tr>
<tr>
<td>Research project</td>
<td>33%</td>
</tr>
<tr>
<td>Oral presentation of project</td>
<td>2%</td>
</tr>
<tr>
<td>Final examination 1 and 2 (written)</td>
<td>18%</td>
</tr>
<tr>
<td>Final examination (oral)</td>
<td>7%</td>
</tr>
</tbody>
</table>

**BSc(Med)(Hons) in Human Genetics**

[Plan code: MH001LAB12.]

The programme is aimed at introducing students to an academic or research career in human genetics (particularly as it relates to human diseases) and forensic genetics (particularly as it relates to the use of DNA in solving crimes). The Human Genetics honours programme is designed to articulate with other honours programmes in the Faculty, particularly those in Cell Biology (HUB4000W), Medical Biochemistry (LAB4003W) and Applied Anatomy (HUB4002W), and students will be able to select optional topics from these and other Faculty programmes.

Programme convener: Dr C Dandara (Department Clinical Lab Sciences).

Admission requirements
FHH1 A BSc degree or an equivalent degree with a major in any of the biological sciences; or an MBChB degree. Special entry premised on prior learning and experience can be considered under special circumstances.

Programme outline
FHH2 LAB4001W: HEQF credits: 120

The programme consists of two general modules, four programme modules and a research project. The academic year begins with an intensive seven-week laboratory course, which is a practical module aimed at reaching students basic information in the discipline along with statistics. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing and comprehension. In addition, students need to attend four programme modules. Each programme module covers a specific field and generally runs over a three-week period. Students are assessed during each module and there is an examination at the end of the first semester. Three (3) of the modules are compulsory. The fourth module for the BSc (Med) (Hons) in Human Genetics can be chosen from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Bioinformatics, Cell Biology, Human Genetics, Infectious Disease Immunology, Medical Biochemistry and Physiology. The research project begins in April and ends in October. Students choose their research projects from a variety of projects on offer by researchers within the division of Human Genetics, during that period; students become integrated into research groups and participate in weekly research discussions, seminars and journal clubs. Towards the end of the year students are required to write and present a research project report and sit a final examination.
Assessment

Evaluation is based on performance in research projects, in coursework and in examinations. In order to pass the academic year, students must obtain an overall final course average of at least 50% with sub-minima of 50% on the research project and 45% on the combined programme interim module marks and final exam mark. The final mark is made up as follows:

<table>
<thead>
<tr>
<th>% contribution to final mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Laboratory techniques - tests and examination</td>
</tr>
<tr>
<td>10%</td>
<td>Scientific communication</td>
</tr>
<tr>
<td>14%</td>
<td>Programme Modules (interim tests/evaluations)</td>
</tr>
<tr>
<td>16%</td>
<td>Programme Modules (final examinations)</td>
</tr>
<tr>
<td>35%</td>
<td>Research project (or case reports)</td>
</tr>
<tr>
<td>5%</td>
<td>Oral presentation of Research project</td>
</tr>
<tr>
<td>5%</td>
<td>Final examination Comprehension (research paper)</td>
</tr>
</tbody>
</table>

BSc(Med)(Hons) in Infectious Diseases and Immunology

[Plan code: MH001MDN20.]

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 convener: Prof C Williamson (Department Clinical Lab Sciences).

Admission requirements

A BSc or equivalent degree, with majors in chemical, biological, cellular or molecular sciences, or an MBChB degree.

Programme outline

This programme consists of a laboratory techniques course, modules and a research project. The academic year begins with an intensive laboratory techniques course, which is a practical module aimed at teaching students basic and advanced molecular, immunological and biochemical techniques. Students also attend a scientific communication module that trains them in scientific writing, and a course in bioinformatics and in statistics. In addition, students need to attend four modules that cover different specialist fields and generally run over a three-week period. Students can select at least three modules from the Infectious Diseases & Immunology programme covering a range of topics, such as HIV and emerging viral diseases, immunology, antibiotic resistance, and vaccinology. They also have the option to select a module from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Medical Biochemistry Bioinformatics, Exercise Science and Physiology. 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

Evaluation is based on performance in the research project, in coursework and in examinations. The final mark is made up of as follows:

<table>
<thead>
<tr>
<th>% contribution to final mark:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques (test and exam)</td>
</tr>
<tr>
<td>Scientific communication</td>
</tr>
<tr>
<td>Programme modules (tests/evaluations)</td>
</tr>
<tr>
<td>Programme modules (final examinations)</td>
</tr>
<tr>
<td>Research project</td>
</tr>
<tr>
<td>Oral presentation of research project</td>
</tr>
<tr>
<td>Final comprehension examination</td>
</tr>
</tbody>
</table>

BSc (Med)(Hons) in Medical Biochemistry

[Plan code: MH001LAB14.]  
Programme convener: Assoc Prof A Katz (Department Clinical Lab Sciences).

Admission requirements

BSc or equivalent degree with a major in any of the biological, life, biochemical or molecular sciences, or chemistry, or an MBChB degree.

Programme outline

The programme is aimed at introducing students to an academic or research career in medical biochemistry and molecular medicine/biology in broad terms. It aims to prepare students for relevant Masters and PhD programmes and career directions in professional scientific research and service careers in biomedical and biotechnology fields. The programme consists of two general modules, four programme modules and a research project. The academic year begins with an intensive, seven-week laboratory techniques course, which is a practical module aimed at teaching students basic and more advanced molecular and biochemical techniques, applied bioinformatics, as well as applied statistics. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing and comprehension. In addition, students need to attend four programme modules. Each module covers a specific field and generally runs over a three-week period. Students are assessed during each module and there is an examination at the end of the first semester. Three modules should be in the Medical Biochemistry programme module list and one more module from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Bioinformatics, Cell Biology, Exercise Science, Human Genetics, Infectious Diseases & Immunology, and Physiology. The research project begins in April and ends in October. Students choose their project from a variety of projects on offer by researchers within the Division of Medical Biochemistry and other associated researchers and laboratories (such as the IIDMM, ICGEB, EMU and CPGR). 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 and present a research project report and sit a final examination.

Assessment

Evaluation is based on performance in the research project, in coursework and in examinations. In order to pass the academic year students must obtain an overall final average of at least 50% with sub minima of 50% on the research project and 45% the combined programme interim module marks and final exam marks.
The final mark is made up as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques – tests and exam</td>
<td>15%</td>
</tr>
<tr>
<td>Scientific Communication</td>
<td>10%</td>
</tr>
<tr>
<td>Programme Modules (tests/evaluations)</td>
<td>14%</td>
</tr>
<tr>
<td>Programme Modules (final examinations)</td>
<td>16%</td>
</tr>
<tr>
<td>Research Project</td>
<td>35%</td>
</tr>
<tr>
<td>Oral Presentation of Research Project</td>
<td>5%</td>
</tr>
<tr>
<td>Final Comprehension Examination</td>
<td>5%</td>
</tr>
</tbody>
</table>

**BSc (Med)(Hons) in Medical Physics**

*Plan code: MH001RAY02.*

*[Note: This programme is in abeyance.]*

**Programme convener:** Assoc Prof E R Hering (Department Radiation Medicine).

**Admission requirements**

FHK1 A BSc degree with a major in Physics.

**Programme outline**

FHK2 RAY4005W:  
HEQF credits: 120  
The programme comprises two to five lectures per week for two years and a series of practical sessions covering the coursework. In addition to the course work the students will have to complete a research project. The research project begins in April of the second year and ends in October of the same year. During that period students become integrated into the current research and development programs in the Division and participate in weekly discussions meetings and seminars. Towards the end of the year, students are required to write a research project.

**Assessment**

FHK3 Students are required to complete the following:  
% contribution to final mark

<table>
<thead>
<tr>
<th>Subject</th>
<th>% contribution to final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Physics of Diagnostic Radiology</td>
<td>10%</td>
</tr>
<tr>
<td>The Physics of Nuclear Medicine</td>
<td>10%</td>
</tr>
<tr>
<td>The Physics of Radiotherapy</td>
<td>10%</td>
</tr>
<tr>
<td>The Physics of Radiation Protection</td>
<td>10%</td>
</tr>
<tr>
<td>Nuclear Physics</td>
<td>10%</td>
</tr>
<tr>
<td>Laser Physics</td>
<td>5%</td>
</tr>
<tr>
<td>Solid State Physics</td>
<td>10%</td>
</tr>
<tr>
<td>Medical Instrumentation and Electronics</td>
<td>5%</td>
</tr>
<tr>
<td>Research Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

The written examination comprises eight one-hour papers over two years.

**BSc (Med)(Hons) in Nutrition and Dietetics**

*Plan code: MH001HUB12.*

On successful completion of the programme, South African students complete a compulsory community service year, after which they register as dietitians with the Health Professions Council of South Africa.  
Postgraduate students in natural and other health sciences may register for individual nutrition theory courses marked with an asterisk and listed in the programme structure and outline below.
Programme conveners: Assoc Prof M Senekal (Department of Human Biology).

Admission requirements
FHL1 An approved undergraduate degree, preferably a BSc majoring in physiology or biochemistry or mammalian zoology or biological/molecular sciences, and also including at least second year human physiology. Biochemistry and microbiology at second year level are a strong recommendation, as are subjects such as statistics, psychology, and Afrikaans and Xhosa (with the focus in these languages on being able to converse in the language rather than on grammatical competence).

[Note: Applicants should note that only a limited number of student places (12-16) is available and that selection is highly competitive.]

Programme structure and outline:
The programme is designed to train students as entry-level dietitians. The programme includes core knowledge and skills aimed at meeting the outcome criteria set by the Professional Board for Dietetics. At the same time the programme trains students in advanced (honours degree level) critical thinking, reasoning, application and research skills.

First year:
FHL2.1 The first year of the programme involves mainly coursework, although exposure to clinical practice starts in the first month and continues throughout the year. The following courses are offered in the first year:

(a) Normal Nutrition courses (each running for three consecutive weeks)
   - HUB4046F Normal Nutrition I 10
   - HUB4047F Normal Nutrition II 10
   - HUB4048F Normal Nutrition III 10

(b) Community Nutrition courses
   - HUB4049H Community Nutrition I 10
   - HUB4050H Community Nutrition II 10
   - HUB4051H Community Nutrition III 10

(c) Clinical Nutrition courses
   - HUB4052S Clinical Nutrition I 10
   - HUB4053S Clinical Nutrition II 10
   - HUB4054S Clinical Nutrition III 10

(d) Food Science (weekly for duration of first semester)
   - HUB4057H Food Science 15

(e) Food Service Management (weekly for the duration of the academic year)
   - HUB4056W Food Service Management 30

(f) Dietetics Practice (weekly for the duration of the academic year)
   - HUB4055W Dietetics Practice 30

(g) Research Theory (weekly for the duration of the academic year)
   - HUB4059H Research Theory 15

(h) Nutrition Rights (integrated into the second half of the first year)
   - HUB4058F Nutrition Rights 5

[Note: Teaching methods employed focus on problem-based learning and include lectures, tutorials, group work, work-based learning, field visits and structured self-directed learning.]

FHL2.2 As part of the Research Theory course, each student develops a research protocol that is submitted for ethics approval. All students, irrespective of whether they completed microbiology as part of their undergraduate programme, are expected to attend a microbiology mini-course presented by the Division. Those who are not proficient in Afrikaans and Xhosa may be expected to complete prescribed courses to address these gaps in their
Second year:
FHL2.3 The following courses are offered on a rotational basis in groups of three to four:

- HUB4060F Internship Preparation 10
- HUB4061W Community Internship 35
- HUB4062W Clinical Internship 45
- HUB4063W Food Service Management Internship 30
- HUB4064W The Research Project planned in the first year is also executed, involving the following: An in-depth literature review; data collection (fieldwork), capture and analysis; write-up in the form of a research paper and presentation at a scientific meeting internal to UCT.

Total HEQF credits: 335

[Note: Students are responsible for their own transport to internship placements (± 50 km radii from the medical campus.)]

*Nutrition related courses that are open to postgraduate students in natural and other health sciences on application to the Head of Division and provided they comply with prerequisites:

- HUB4046F Normal Nutrition 1: Dietary standards, energy and macronutrients (carbohydrates and fats)
- HUB4047F Normal Nutrition 2: Macronutrients (protein), alcohol, micronutrients (vitamins)
- HUB4048F Normal Nutrition 3: Micronutrients (minerals); nutritional status assessment; dietary supplementation, nutritional genomics organic, functional and genetically modified foods
- HUF4049H Community Nutrition 1: Life-cycle nutrition and introduction to community nutrition
- HUB4050H Community Nutrition 2: Patterns of nutrition-related health and disease
- HUB4051H Community Nutrition 3: Nutrition programming and policy
- HUB4052S Clinical Nutrition 1: Consequences and clinical and nutritional management of chronic diseases of lifestyle
- HUB4053S Clinical Nutrition 2: Clinical and nutritional management of digestive diseases and food allergies.
- HUB4054S Clinical Nutrition 3: Clinical and nutritional management of metabolically stressed patients.

[Note: Completion of one or more of these modules by postgraduate students in natural and other health sciences would not make them eligible to practise in the field of nutrition and dietetics.]

DP requirement
FHL3 A student is required to obtain a minimum year mark of 50% in all first and second year courses to qualify for the examinations. Additional DP requirements are specified for each course (see course outlines).

Assessment and progression rules
FHL4.1 Formative and summative assessment of the first year modules take place throughout and at the conclusion of each course/group of related courses. Formative assessment could include in-course tests; assessment of tutorial participation, group work, seminar presentations and practical assignments, practical tests and portfolios. Summative assessment in Normal Nutrition (June examination), Community Nutrition (November examination), Clinical Nutrition (November examination), Food Service Management (November examination) and Food Science (June examination) involve integrated
examinations moderated by external examiners. Summative assessments for Dietetics Practice involve a practical examination (November examination).

FHL4.2 Except by the permission of the programme convener, students are required to pass all first year modules to continue with the second year.

FHL4.3 Formative assessment of the three second year internship courses, Community Nutrition, Clinical Nutrition and Food Service Management, takes place for the duration of each placement and involves assessment of patient management and counseling, educational talks, educational materials, case studies, management and food service skills, participation in ward, portfolio (Food Service Management only) as well as general competency. Summative assessment of the three internship courses involves an integrated examination moderated by an external examiner for each of the three mentioned courses, as well as an oral portfolio examination in clinical and community nutrition, all at the end of the second year.

FHL4.4 The Research Project mark comprises a mark for the protocol literature review, execution of the research, as well as the write-up and presentation of the results.

FHL4.5 Students are required to pass all components of the programme in order to qualify for graduation.

FHL4.6 For postgraduate students in natural and other health sciences who register for one or more of the nutrition courses; a written assessment (in course test) on the specific course will constitute the final assessment mark.

FHL4.7 Students who do not meet the DP requirement of a year mark of 50% in a course may be reassessed to achieve a 50% year mark to gain access to the examination in the course (or pass the course in the case of Nutrition Rights and Research Methods). Students who fail a course (final mark less than 50%), but who achieved between 45 and 49% for the examination, may be reassessed before the final mark is submitted to the Faculty Examinations Committee for approval.

Courses for BSc (Med)(Hons) In Nutrition & Dietetics:

**FIRST YEAR:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB4046F</td>
<td>NORMAL NUTRITION I</td>
<td>10</td>
</tr>
<tr>
<td>(Dietary standards; energy and macronutrients (carbohydrates and fats)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUB4047F</td>
<td>NORMAL NUTRITION II</td>
<td>10</td>
</tr>
<tr>
<td>(Macronutrients (proteins), alcohol, micronutrients (vitamins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUB4048F</td>
<td>NORMAL NUTRITION III</td>
<td>10</td>
</tr>
<tr>
<td>(Micronutrients (minerals); nutritional status assessment, dietary supplementation and nutritional genomics organic, functional and genetically modified foods)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course convener: Ms J Harbron.
Objective: To study the fundamentals of normal nutrition.
Course outline: The three courses in normal nutrition cover dietary standards and guides; energy; the chemical/physical structure, digestion, absorption, metabolism, physiology and functions of nutrients; dietary recommendations for and food sources of nutrients; effect of over- / under-consumption of individual/combinations of nutrients; nutrient interactions; the role of biologically active compounds of nutritional importance, e.g. phytochemicals in health; methods available for the evaluation of the nutritional status of individuals (dietary assessment, anthropometrics, biochemical and clinical evaluations); dietary supplementation, functional, organic and genetically modified foods as well as an introduction to nutrition genomics.

Contact time: Each course runs for three consecutive weeks, thus nine weeks in total for the three normal nutrition courses. Learning experiences include lectures, tutorials, seminars, group work and self-study.

Additional DP requirements: Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group work, and complete the necessary assignments/ tests by specified due dates.

Assessment: For all students, including dietetic students and those students taking individual courses only, the assessment of each of the three normal nutrition courses involves a written test. In addition, for dietetics students, a year mark for normal nutrition that covers all three courses is computed as follows: average of the three written course assessments (75%), seminar presentation (15%) and portfolio (10%). The year mark contributes 60% and the summative examination, which covers all three courses, 40% to the final mark in normal nutrition.

HUB4049H COMMUNITY NUTRITION I
(Introduction to community nutrition, including nutrition in the life-cycle)
HEQF credits: 10

HUB4050H COMMUNITY NUTRITION II
(Patterns of nutrition related health and disease)
HEQF credits: 10

HUB4051H COMMUNITY NUTRITION III
(Nutrition programming and policy)
HEQF credits: 10

Course convener: Ms S Booley.

Objective: To study the fundamentals of community nutrition.

Course outline: The three courses in community nutrition cover particular nutritional needs and health problems associated with different stages of the life-cycle, basic principles and history of public health and public health nutrition, the social determinants of health and disease, nutrition related health indicators, the Millennium Development Goals, impact of development on health, principles and objectives of primary health care (PHC), the role of nutrition in health and in PHC, the role of the dietician at primary health care level, eating habits of different groups in South Africa and factors affecting it, food and agricultural policies and the influence thereof on nutrition in developing countries, health and disease patterns (under nutrition, non-communicable diseases and communicable diseases) in South Africa; community-based diagnosis; effect of nutrition transition and urbanisation on health and nutritional status, cycle of programme planning, community-based nutrition/ health promotion programmes, health policies and programmes in South Africa, nutrition advocacy, education and training and principles of health promotion.

Contact time: Each course runs for three consecutive weeks, thus nine weeks in total for the three community nutrition courses. Learning experiences include lectures, tutorials, seminars, group work, self-study and field visits.

Additional DP requirements: Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group work, and complete the necessary assignments/ tests by specified due dates.
Assessment: For all students, including dietetic students and those students taking individual courses only, the assessment of each of the three community nutrition courses involves a written test. In addition, for dietetics students, a year mark for community nutrition that covers all three courses is computed as follows: average of the three written course assessments (75%), seminar presentation (15%) and portfolio (10%). The year mark contributes 60% and the summative examination, which covers all three courses, 40% to the final mark in community nutrition.

HUB4052S  CLINICAL NUTRITION I
(Consequences and clinical and nutritional management of chronic diseases of life-style)
HEQF credits: 10

HUB4053S  CLINICAL NUTRITION II
(Clinical and nutritional management of digestive diseases and allergies)
HEQF credits: 10

HUB4054S  CLINICAL NUTRITION III
(Clinical and nutritional management of metabolically stressed patients)
HEQF credits: 10

Course convener: Dr L Hill.
Objective: To study the fundamentals of clinical nutrition.
Course outline: The three courses in clinical nutrition cover the complications of and integrated treatment approaches to chronic diseases of lifestyle, diseases and disorders of the gastrointestinal organs, as well as metabolically stressed patient with relation to the following: signs and symptoms, clinical and biochemical features, individual nutritional and dietary requirements, factors affecting nutritional requirements, medical and/or surgical management and the impact of the condition and associated treatment on nutritional status.
Contact time: Each course runs for three consecutive weeks, thus nine weeks in total for the three clinical nutrition courses. Learning experiences include lectures, tutorials, seminars, group work, self-study and case-studies.
Additional DP requirements: Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group sessions, and complete the necessary assignments/ tests by specified due dates.
Assessment: For all students, including dietetic students and those students taking individual courses only, the assessment of each of the three clinical nutrition courses involves a written test. In addition, for dietetics students, a year mark for clinical nutrition that covers all three courses is computed as follows: average of the three written course assessments (75%), seminar presentation (15%) and portfolio (10%). The year mark contributes 60% and the summative examination, which covers all three courses, 40% to the final mark in clinical nutrition.

HUB4055W  DIETETICS PRACTICE
HEQF credits: 30
Course convener: Ms J Harbron.
Objective: Exposure to practice and skills training related to normal, community and clinical nutrition.
Course outline: This course involves the development of skills in applying dietary standards and the FBDG (Food-based Dietary Guidelines) in nutritional assessment, formulation of nutritional recommendations, as well as nutrition education; discerning between scientific nutrition information and nutrition disinformation; in recommending dietary supplements; nutritional status assessment in different groups (dietary assessment, anthropometry, clinical and biochemical evaluations); growth monitoring of pre-school children; compilation of a community profile as part of the community diagnosis process, and the identification of appropriate intervention strategies, using a community participatory approach; development of appropriate nutrition education materials, applying relevant exchange systems/ recommendations in dietary calculations and planning for specified conditions,
including paper case studies; writing of clinical notes as well as the development of insight in clinical and community nutrition practice through observation in outpatient clinics as well as during field visits, and finally, manipulation of foods, recipe adaptation and preparation for medical nutrition therapy in the clinical management of disease.

**Contact time:** The course runs weekly for the duration of the academic year. Learning experiences include tutorials, skills training, field visits, group-work and self-study.

**Additional DP requirements:** Students are expected to attend and participate in all contact sessions, including tutorials, skills training sessions, field trips and group-work, and complete the necessary assignments/tests by specified due dates.

**Assessment:** Formative assessment including assessment of skills training, assignments and practical tests covering normal nutrition, community nutrition, clinical nutrition and food science related topics/skills (65% of final mark) and a summative practical examination covering all four focus areas (35% of final mark). Students are expected to pass all four focus areas covered in Dietetics Practice.

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**HUB4056W  FOOD SERVICE MANAGEMENT**

**HEQF credits:** 30

**Course convener:** Ms L Fuller.

**Objective:** To study all aspects of food service management and the application thereof in practice.

**Course outline:** This course covers planning, management and evaluation of the different types of food service and delivery systems; criteria for identification of the most suitable system for a particular situation, the physical facility, equipment and design of a kitchen; menu planning for different types of institutions, as well as therapeutic adaptation of these menus; recipe standardisation; food procurement, storage and production planning; food safety and the introduction of HACCP (Hazard Analysis Critical Control Points) into a food service establishment; leadership styles and management; assessment of quality management; productivity and marketing in the food service industry; human resource management, industrial relations and financial controls within a food service establishment; and practical exposure to large scale cooking.

**Contact time:** The course runs weekly for the duration of the academic year. Learning experiences include lectures, tutorials, skills training, field visits, group-work and self-study.

**Additional DP requirements:** Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group sessions, and complete the necessary assignments/tests by specified due dates.

**Assessment:** Includes formative assessment (tests, assignments and presentation: 60% of the final mark combined with the summative assessment (examination: 40% of the final mark).

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**HUB4057H  FOOD SCIENCE**

**HEQF credits:** 15

**Course convener:** Ms D Curling.

**Objective:** The study of food composition and quality, food preparation and processing techniques, as well as food product and recipe development for normal and specialised diets, with a focus on optimal retention of nutritional value.

**Course outline:** This course includes theoretical and practical perspectives on food characteristics and quality (including palatability, digestibility, versatility and nutritional value); basic cookery methods; effect of preparation and cooking techniques on nutritional content and shelf-life of the end product; food selection, with consideration of cost, nutritional contribution as well as food habits and customs within different cultures and religions.

**Contact time:** The course runs weekly for the duration of the first semester (theory and practice sessions). Learning experiences involve lectures, skills training, group-work and self-study.

**Additional DP requirements:** Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group sessions, and complete the necessary assignments/tests by specified due dates.
Assessment: Includes formative assessment (theory and practical tests; 60% of final mark) combined with the summative assessments (theory examination; 40% of final mark).

HUB4058F NUTRITION RIGHTS
HEQF credits: 5
Course convener: Ms B Najaar.
Objective: To provide the minimum core content relating to nutrition rights for dietetic practitioners as prescribed by the Health Professional Council of South Africa.
Course outline: This course covers necessary knowledge of and insight into relevant nutrition rights-related concepts to ensure that graduates (future dietetic professionals) know the nutrition-related rights of their clients (rights holders) as well their own rights and responsibilities as duty bearers within the human rights framework. The primary focus thus is on nutrition rights and on ensuring that nutrition policies and programmes are developed and implemented within a human rights framework.
Contact time: The course runs for two weeks. Learning experiences include lectures, tutorials, group-work self-study and field visits.
Additional DP requirements: Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group sessions, and complete the necessary assignments/tests by specified due dates.
Assessment: Includes formative assessment of individual and group assignments (50% of final mark) and the course test (50% of the final mark).

HUB4059H RESEARCH THEORY
HEQF credits: 15
Course convener: Assoc Prof M Senekal.
Objective: To study the fundamentals of research theory and apply this knowledge in the development of a research proposal for execution as part of the Research Project HUB4064W.
Course outline: This course covers an introduction to the research process; evidence-based nutrition practice, research ethics, research methods (qualitative and quantitative research design, experimental design, epidemiology and observational design); reliability and validity issues; dietary assessment in research; development of questionnaires; measurement scales and scores; dependent and independent variables; defining exposures and relevant outcomes; issues of bias and confounding; electronic data searches; biostatistics; as well as a critical appraisal of research, scientific writing and writing of a research proposal.
Contact time: The course runs weekly for the duration of the academic year. The learning experiences include lectures, skills training, group work and self-study.
Additional DP requirements: Students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group sessions, and complete the necessary assignments/tests by specified due dates.
Assessment: Involves assignments and a portfolio (50% of final mark) and course tests (50% of final mark).

SECOND YEAR

HUB4060F INTERNSHIP PREPARATION
HEQF credits: 10
Course convener: Dr L Hill.
Objective: To ensure readiness for internship placement.
Course outline: This course firstly consolidates first year practice experience and then focuses on applied psychology for dietetics (life-cycle stages and human behaviour); being a health professional; the practice of dietary counselling; coping with suffering, dying and death, as well as the implementation of management principles.
Contact time: The course runs for the first two weeks of the academic year. Learning experiences include lectures, tutorials, group-work and self-study.

DP requirements: To qualify for a DP certificate and be credited with this course students are expected to attend and participate in all contact sessions, including lectures, tutorials, seminars and group sessions, and complete the necessary assignments by specified due dates.

Assessment: Involves formative assessment that does not count towards a year or final mark.

HUB4061W COMMUNITY INTERNSHIP
HEQF credits: 35
Course convener: Ms S Booley.
Objective: To prepare the student for community nutrition practice as a graduate dietician through supervised practical training as a dietetic intern in community settings.

Course outline: Students will participate in service delivery to gain practice experience in the compilation of a community profile, the prevention and treatment of chronic diseases of lifestyle; breast-feeding promotion and support; antenatal nutrition, infant and young child nutrition; adolescent nutrition; under-nutrition management and government programmes in this regard; the prevention and management of obesity in children; nutritional management of HIV/AIDS (adults and children); the prevention-of-mother-to-child transmission of HIV/AIDS and government programme in this regard; school health (Health Promotion Schools Initiative); nutrition promotion, education and training; advocacy for nutrition issues; application of the intervention planning cycle; sport nutrition; eating disorders as well as community nutrition outreach at schools, crèches, NGOs etc.

Contact time: This course runs over nine weeks (Monday to Friday) (including a week for sport nutrition and eating disorders) and includes work-based learning (mainly), tutorials and group-work.

Additional DP requirements: Students are expected to complete all work-based activities, attend tutorials, group sessions, and complete the necessary assignments/tests by specified due dates.

Assessment: Includes formative assessment of specified activities and general competency (65%) and summative examinations (written examination and oral portfolio examination) (35%).

HUB4062W CLINICAL INTERNSHIP
HEQF credits: 45
Course convener: Dr L Hill.
Objective: To prepare the student for clinical practice as a graduate dietician through supervised practical training as a dietetic intern in clinical settings.

Course outline: Students will participate in service delivery at various clinical sites to gain practice experience in the medical nutritional management of the following: General surgery, gastrointestinal surgery, critical care, vascular and cardiac surgery and trauma; oncology (palliative and radical treatment of cancer), renal disease (conservative management of chronic renal failure, renal replacement therapies, transplantation), paediatrics (general paediatrics, paediatric surgery, trauma and gastrointestinal disease), non-communicable diseases (tertiary care of diabetes mellitus, cardiovascular disease, hypertension and complications thereof.) Consolidation of all areas (general surgery, medicine, chronic diseases of lifestyle, HIV/AIDS, general paediatrics), as well as eating disorders.

Contact time: This course runs for 17 weeks (Monday to Friday) and includes work-based learning (mainly), teaching ward rounds, tutorials and group-work.

Additional DP requirements: Students are expected to complete all work-based activities, attend tutorials, group sessions, and complete the necessary assignments/tests by specified due dates.

Assessment: Includes formative assessment of specified activities and general competency (65%) and summative (written and oral) portfolio examinations (35%).

HUB4063W FOOD SERVICE MANAGEMENT INTERNSHIP
HEQF credits: 30
Course convener: Ms L Fuller.
**Objective:** To prepare the student for food service management practice as a graduate dietician through supervised practical training as a dietetic intern in food service settings.

**Course outline:** Students will participate in service delivery to gain practice experience in menu planning (general and adaptations for therapeutic diets); food procurement and production procedures; introduction of new menu items and assessment of effectiveness thereof; implementation of hygiene and food safety standards and systems e.g. HACCP (Hazard Analysis Critical Control Points); optimising the flow of food in a kitchen, kitchen design and equipment; human resource management, industrial relations and training of staff in a kitchen environment; control and optimal use of financial resources; management of operational procedures; implementation of internal and external policy in management; development of a business plan; optimising nutrition service delivery; as well as food service delivery in non-government organisations.

**Contact time:** This course runs for six weeks (Monday to Friday): four weeks in a food service institution and two weeks with a Non-Governmental Organization (NGO) and includes work-based learning, mainly tutorials and group work.

**Additional DP requirements:** Students are expected to complete all work-based activities, attend tutorials, group sessions, and complete the necessary assignments/tests by specified due dates.

**Assessment:** Includes formative assessment of specified activities, portfolio and general competency (65%) and a summative examination (written examination) (35%).

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**HUB4064W RESEARCH PROJECT**  
**HEQF credits:** 30  
**Course convener:** Assoc Prof M Senekal.

**Objective:** To develop honours-level competence in the execution, write-up and presentation of research.

**Course outline:** This course involves the critical appraisal of research papers in weekly journal clubs; the completion of comprehensive literature reviews on the student’s research topic, finalisation of the research protocol and ethics approval if appropriate. Execution of the research that involves the following: Data collection, capture and analysis; compilation of a research report and presentation of the research at a symposium.

**Contact time:** This course runs for the duration of the academic year.

**DP requirements:** To qualify for a DP certificate, a student must execute, write up and present a research project and complete a literature review on the topic.

**Assessment:** Includes formative assessments (research protocol, literature review, research process and research presentation) (65% of final mark) and summative assessment, involving the examination of the research write-up (35% of final mark).

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**BSc (Med)(Hons) in Pharmacology**  
**[Plan code: MH001MDN15.]**  
**[Note: This programme will not be offered in 2011.]**

**Programme convener:** Mr G Gabriels (Department of Medicine).

**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** MDN4004W:  
**HEQF credits:** 120  
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 as follows:

% contribution to final mark:

- Theory: 45%
- Laboratory component: 10%
- Research project: 45%

BSc (Med)(Hons) in Physiology
[Plan code: MH001HUB13.]

Programme convener: Prof V Russell (Department of Human Biology).

Admission requirements

FHN1 A BSc degree or an equivalent degree in the biological sciences, preferably with physiology as a major subject; or an MBChB degree; or an approved degree in the health and rehabilitation sciences.

Programme outline

FHC2 HUB4040W: HEQF credits: 120

The programme is aimed at introducing students to an academic or research career in Physiology. It consists of two general modules, four programme modules and a research project. The academic year begins with an intensive, seven-week laboratory techniques course, which is a practical module aimed at teaching students basic information in the discipline along with statistics. Bioinformatics is required for students taking the molecular medicine streams. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing and comprehension. In addition, students need to attend four programme modules. Each programme module covers a specific field and generally runs over a three-week period. Students are assessed during each module and there is an examination at the end of the first semester. Three of the modules chosen should be in Physiology and one module can be from any of the following honours programmes: Applied Anatomy/ Biological Anthropology, Bioinformatics, Cell Biology, Human Genetics, Infectious Disease & Immunology, and Medical Biochemistry. The research project begins in April and ends in October. Students choose their research project from a variety of projects on offer by researchers within Physiology. 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 report and sit a final comprehension examination.

Assessment

FHC3 Evaluation is based on performance in the research project, in coursework and in examinations. In order to pass the academic year, students must obtain an overall final course average of at least 50% with sub-minima of 50% on the research project and 45% on the combined programme interim module marks and final exam marks.

The final mark is made up as follows:

% contribution to total mark

- Computer programming/biology: 15%
- Scientific communication: 10%
- Programme modules (tests/evaluations): 14%
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Research project 35%
Oral presentation of research project 05%
Programme modules final examinations 16%
Final comprehension examination 5%

BSc (Med)(Hons) in Radiobiology
[Plan code: MH001RAY05.]

Programme conveners: Dr A Hendrikse and Dr A Hunter (Department of Radiation Medicine).

Admission requirements
FHO1 A BSc degree with senior courses in biochemistry or physiology or zoology. The course RAY2001W Radiobiology is a prerequisite.

Programme outline
FHO2 RAY4000W: HEQF credits: 120
The programme consists of lectures/seminars (five per week), arranged into modules covering the following:
Introduction to advanced 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 conveners, and present a literature survey of a topic relating to the programme.

Assessment
FHO3 % contribution to total mark
Two written theory papers 50%
Assessment of the research project and literature survey 30%
Class tests at completion of each module 20%

MASTER OF MEDICINE (MMed)
[Degree code: MM01. For plan codes, see respective programmes below.]

Notes:
• This programme trains medical doctors to become specialists in one of a range of disciplines.
• Rules FMA1 to FMA6 are generic to all MMed programmes. The outlines of individual MMed programmes are given after this general section.
• Please also see General Rules for Master’s Degree Studies on page 23 of this handbook.
• Qualified specialists wishing to undergo subspecialty training must apply for the MPhil degree for subspeciality training – see page 254 of this handbook.
• Foreign-qualified doctors hold limited registration with the HPCSA, which must be renewed annually via the Faculty Office. Foreign-qualified doctors may not be able to complete all the training and examination requirements during the time that they are allowed to undergo training, and may therefore not obtain a qualification at the end of their training. They must establish clearly from the Division and Department concerned what they may expect during, and as an outcome of, their training.

Minimum generic admission requirements
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 this University or a 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 (or an HPCSA-approved equivalent) and is registered with the Health Professions Council of South Africa as a medical practitioner; and

(c) has been appointed against an HPCSA-approved training number.

FMA1.2 Some disciplines have additional admission requirements, such as completion of the Primary and/or Intermediate College of Medicine examinations or additional clinical experience. (See outlines of programmes below.) Applicants who do not meet the additional admission requirements are considered at the discretion of the head of the discipline concerned.

FMA1.3 All candidates must be appointed against HPCSA-approved training numbers in an approved teaching hospital department or in a satellite department of a hospital which is not a teaching hospital but is recognised by the HPCSA for specialist training purposes.

Specialities offered
FMA2 Training is offered in the following branches of medical practice:
- Anaesthesia; Cardiothoracic Surgery;
- Clinical Pharmacology; Dermatology; Emergency Medicine;
- Family Medicine; Medical Genetics;
- Neurology; Neurosurgery; Nuclear Medicine;
- Obstetrics & Gynaecology; Occupational Medicine; Ophthalmology;
- Orthopaedic Surgery; Otorhinolaryngology; Paediatric Surgery; Paediatrics; in a range of Pathology disciplines (Anatomical, Chemical, Clinical, Forensic, Haematological, Microbiological and Virological); Plastic & Reconstructive Surgery; Psychiatry; Public Health Medicine; Radiation Oncology; Radiology; Surgery; and Urology.

Registration
FM3.1 All specialist trainees must register with the university as MMed students at the start of each year by completing the relevant forms for submission to the Faculty Office; and must register annually, via the Faculty Office, with the Health Professions Council of South Africa. Retrospective registration is not allowed. This means that students who failed to register annually by the due date will not have their training time for that year recognised by the HPCSA.

FM3.2 On successful completion of training, the head of discipline and the Dean are required to confirm in writing that all the training requirements have been met. Registrars are not eligible to apply for registration with the Health Professions Council as specialists without such written confirmation.

Duration of training
FMA4.1 Training takes place over a minimum period of four years, full-time. In some cases a registrar may be allowed additional time to complete the dissertation. (See training time stipulated under each discipline below.)

FMA4.2 Recognition of training time as a registrar in a satellite department may be granted for a maximum period of one year.

Examination
FMA5.1 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 may be required by the specific discipline. The examination in Part 3 consists of a dissertation.

[Note: Part 3 MMed candidates must each have a supervisor. Guidelines for candidates
FMA5.2. A candidate may not be permitted to undergo the examination for Part 2 unless he/she has successfully completed Part 1 and such approved experience as may be prescribed for the speciality concerned. This may include successful completion of a logbook of clinical procedures. Only candidates who have successfully completed Parts 1, 2 and 3 are awarded the MMed degree.

FMA5.3 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. (Candidates are generally required to complete examinations of the Colleges of Medicine of South Africa.) 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.

**Dissertation**

FMA6.1 The Part 3 candidate should submit his/her dissertation within the period of training. An extension of this period may be allowed, and a candidate permitted to submit his/her dissertation within two years of completing his/her registrar training, but the candidate may no longer hold a registrar post or HPCSA training number. In some disciplines, registrars may be required to complete their dissertations prior to writing the final Part 2 examinations.

FMA6.2 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.

FMA6.3 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.

FMA6.4 The dates for receipt of the dissertation by the Faculty Office is 15 March for the June graduation and 15 August for the December graduation.

FMA6.5 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, and must usually be between 16000 and 20000 words in length (excluding appendices). The candidate shall declare the extent to which it represents his/her own work, both in concept and execution.

FMA6.6 The Part 3 dissertation may be awarded with distinction (75% - 100%).

[Note: Requirements for registration as a specialist in South Africa (this applies to those who start specialist training on or after 1 January 2011): The HPCSA requires all specialist trainees to complete a programme of research study. This must
- be relevant to the speciality;
- be undertaken under the supervision of the person appointed by the Senate; and in terms of an approved research protocol; and lead to a dissertation that is a minimum of 60 HEQF credits; demonstrates appropriate theoretical knowledge; and reports the research results according to acceptable scientific norms. The specialist trainee must report progress on the research to his/her supervisor on a regular basis.
- Some Colleges of Medicine require submission of the dissertation before the Part 2 College examination may be written. Please contact the relevant MMed programme convener for more information.]

Outlines of, and additional entrance criteria for, individual MMed
programmes:

**MMed In Anaesthesia**

[Plan code: MM001AAE01.]

**Programme convener:** Prof M James (Department of Anaesthesia).

**Additional admission requirement**

FMA7.1 Applicants must have six months of anaesthetic experience plus an approved qualification (DA or FCA Part 1).

**Programme outline**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) AAE7003W</td>
<td><strong>MMed Anaesthesia Part 1</strong></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Basic sciences relevant to anaesthesia: Applied physiology, applied pharmacology, physics, and principles of clinical measurement and clinical chemistry as they relate to clinical anaesthesia</td>
<td></td>
</tr>
<tr>
<td>(b) AAE7004W</td>
<td><strong>MMed Anaesthesia Part 2</strong></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>(c) AAE7002W</td>
<td><strong>MMed Anaesthesia Part 3</strong></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

**Duration of training**

FMA7.3 Four years for clinical training plus one year for research and completion of the dissertation.

**MMed In Cardiothoracic Surgery**

[Plan code: MM001CHM01.]

**Programme convener:** Prof P Zilla (Department of Surgery).

**Additional admission requirement**

FMA8.1 Applicants must have completed the Primary examination of the College of Medicine of South Africa. The Intermediate examination is a recommendation.

**Programme outline**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) CHM7004W</td>
<td><strong>MMed Surgical Disciplines Part 1</strong></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.</td>
<td></td>
</tr>
<tr>
<td>(b) CHM7010W</td>
<td><strong>MMed Surgical Disciplines Part 2A</strong></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>The principles of surgery in general, including basic principles as applicable to all branches.</td>
<td></td>
</tr>
<tr>
<td>(c) CHM7019W</td>
<td><strong>MMed Cardio-thoracic Surgery Part 2B</strong></td>
<td>30</td>
</tr>
<tr>
<td>(d) CHM7020W</td>
<td><strong>MMed Cardio-thoracic Surgery Part 3</strong></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Minor Dissertation.</td>
<td></td>
</tr>
</tbody>
</table>
Total HEQF credits: 180

Duration of training
FMA8.3 Five to six years for clinical training, including research and completion of the dissertation.

MMed in Clinical Pharmacology

Plan code: MM001MDN03.

Clinical Pharmacology is a speciality recognised by the Health Professions Council of South Africa, but has not yet been gazetted by the Department of Health. The Colleges of Medicine of South Africa (CMSA) have established a College of Clinical Pharmacology. Parts 1 and 2 examinations of the FCCP will fulfil the requirements of the MMed Parts 1 and 2.

Programme conveners: Prof G Maartens and Prof Blockman. (Department of Medicine).

Additional admission requirement
FMA9.1 (a) Applicants complete a 4 year (full-time) post-graduate MMed in Clinical Pharmacology. These entrants must have MBChB as well as two years’ clinical experience after their internship.
(b) All applicants short-listed will be interviewed and will require confidential referee reports.

FMA9.2 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 the healthcare professions.

Programme outline and examinations

HEQF credits
FMA9.3 (a) MDN7034W MMed Clinical Pharmacology Part 1.
Registrars will be required to complete relevant modules. Coursework will be assessed by an externally reviewed written assessment selective, based primarily on in-course assignments, with closed-book examinations of external modules and modules not suited to assignments.

(b) MDN7035W MMed Clinical Pharmacology Part 2.
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 MMed Clinical Pharmacology Part 3.
A minor dissertation in a field relevant to clinical pharmacology. 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 Medical journal.

Total HEQF credits: 180

Duration of training
FMA9.3 Four years, including research and completion of the dissertation.
**MMed in Dermatology**  
*Plan code: MM001MDN04.*

**Programme conveners:** Assoc Prof G Todd and Dr S Jessop.

**Additional admission requirement**  
FMA10.1 Applicants should have at least two years of supervised medical practice (which may include the internship and community service), plus a further minimum of one year of medical practice or medical research in a field related to dermatology.

**Programme outline and examinations**  

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA10.2</th>
<th>MDN7026W MMed Dermatology Part 1</th>
</tr>
</thead>
</table>
| 60           | (a)     | This examination should be taken within the first six to 18 months of admission to registrarship. The following core knowledge is assessed in three integrated written papers set by the College of Dermatology:  
  - An in-depth knowledge of the embryology, macro and micro (cellular and subcellular) anatomy, regional differences, histology and histochemistry of the normal skin (stratum corneum, epidermis, dermo-epidermal junction, dermis, subcutaneous tissue), mucous membranes and associated structures (pilosebaceous follicle, sweat glands, hair nails), including circulatory and neurologic systems and specialised epithelia. 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 and defence (fluid and metabolic balance, temperature control, infectious control, prevention of injury and UV-light damage), genetics, immunology, endocrinology, inter- and intra-cellular communication, biochemistry and physiology, with special reference to the skin, medical microbiology and virology (principles of taxonomy, sample collection and pathogenesis of common bacterial, viral and fungal skin and systematic infections) and principles of pharmacology and pharmacokinetics with special reference to the skin and the drugs used in treating skin disorders.  
  - An in-depth knowledge of the principles of general pathology and an outline of skin disorder pathogenesis.  
| (b) | MDN7027W MMed Dermatology Part 2. |
| 60 | This examination can be taken after three years in an accredited dermatology registrar post in an accredited training programme and completion of a portfolio of learning and experience. The following core knowledge and skills are assessed in two written papers (30% of final mark), in an oral and clinical examination (70% of final mark) set by the College of Dermatology and in respect of an in-course formative portfolio assessment (six-monthly personal interviews and a portfolio of learning and experience):  
  - The principles and practice of general medicine (including diagnosis; pathogenesis; pathology; differential diagnosis; cost-effective investigations and treatments; and psychosocial and
public health dimensions). (written, one long case; 10% of final mark)

- The principles and practice of dermatology (including diagnosis; pathogenesis; pathology; differential diagnosis; cost-effective investigations; and treatments and psychosocial and public health dimensions) (written, one long case; 15% of final mark and six short cases; 35% of final mark).
- Objective evaluation of dermatopathology, with competence in clinicopathologic correlation and differential diagnosis (six to eight histology slides; 10% of final mark).
- Competence in the technology and basic surgical skills and procedures necessary for the practice of dermatology, recorded with evaluations in the portfolio of learning and experience.

(c) MDN7025W MMed Dermatology Part 3.

Graduates are expected to conduct independent research as part of their training. Submission of the results of this research as a minor dissertation is required as this will be required by the HPCSA for registration as a specialist.

Total HEQF credits: 180

Duration of training
FMA10.3 Four years, including research, completion of the dissertation, maintenance of a portfolio of learning and experience.

MMed in Diagnostic Radiology
[Plan code: MM001RAY06.]

Programme convener: Prof S Beningfield (Department of Radiation Medicine).

Programme outline
FMA11.1 (a) RAY7017W MMed Radiology Part 1
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 MMed Radiology Part 2
Principles and practice of clinical diagnostic radiology; the study of imaging techniques in general medicine and the specialities.

(c) RAY7021W MMed Radiology Part 3
Minor Dissertation.

Total HEQF credits: 180

Duration of training
FMA11.2 Five years, including research and completion of the dissertation.

MMed in Emergency Medicine
[Plan code: MM001CHM02.]

Programme convener: Assoc Prof L Wallis (Department of Surgery).

Additional admission requirement
FMA12.1 Applicants must have completed the Primary Examination of the College of Medicine of South Africa.
Programme outline and examinations

**Programme outline and examinations**

<table>
<thead>
<tr>
<th>Programme</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA12.2</td>
<td></td>
</tr>
<tr>
<td>(a) CHM7056W MMed Emergency Medicine Part 1</td>
<td>60</td>
</tr>
<tr>
<td>Current ATLS; ACLS; APLS/PALS certification is required to write the FCEM (SA) part one, which examines the following: Clinical anatomy, physiology, pathology and pharmacology.</td>
<td></td>
</tr>
<tr>
<td>(b) CHM7057W MMed Emergency Medicine Part 2</td>
<td>60</td>
</tr>
<tr>
<td>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 and emergency centre management. 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.</td>
<td></td>
</tr>
<tr>
<td>The following short courses are requirements: Wound Management; Emergency Management of Severe Burns; Disaster Medicine and Aviation Medicine.</td>
<td></td>
</tr>
<tr>
<td>The FCEM (SA) final examination consists of written, OSCE, clinical and oral assessments.</td>
<td></td>
</tr>
<tr>
<td>(c) CHM7058W MMed Emergency Medicine Part 3</td>
<td>60</td>
</tr>
<tr>
<td>Minor dissertation – Registrars entering in 2008 and thereafter must submit and pass the dissertation prior to sitting the Part 2 examination.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

**Duration of training**
FMA12.3 Four years, including research and completion of the dissertation.

**MMed in Family Medicine**

[Plan code: MM001PPH09.]

**Programme convener:** Dr B Schweitzer (School of Public Health and Family Medicine).

**Additional admission requirements**
FMA13.1 (a) Applicants will be interviewed and will require confidential referee reports from their current or most recent employer and one other referee.

(b) Proof of registration as medical practitioner with the HPCSA and a letter of good standing with the Council, and proof of completion of internship and community service. Foreign-trained doctors will require equivalent experience.

(c) Computer literacy (basic knowledge of a word processing package and use of email and Internet).

**Programme structure and outline**

<table>
<thead>
<tr>
<th>Programme</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA13.2</td>
<td></td>
</tr>
<tr>
<td>(a) PPH7072W MMed Family Medicine Part 1</td>
<td>60</td>
</tr>
<tr>
<td>Principles of family medicine, evidence-based medicine, clinical medicine, ethics, child and family health, prevention and promotion and chronic illness.</td>
<td></td>
</tr>
</tbody>
</table>
(b) $PPH7073W$ **MMed Family Medicine** Part 2  
Adult education, organisation and management, health and culture, clinical medicine, research methods for Palliative Care.

(c) $PPH7074W$ **MMed Family Medicine** Part 3  
Dissertation.

Total HEQF credits: 180

FMA13.3 During their rotation, registrars will rotate through community health centres, district and secondary hospitals. Registrars need to complete a logbook of clinical experience which outlines the minimum experience they must obtain during their clinical rotations.

**Duration of training and examinations**

FMA13.4 (a) The Part 1 examinations can be taken after two years of training. It will take the form of OSCE, clinical, oral, written and computer-based examinations and simulated consultation examinations. Each of these needs to be passed with a minimum of 50%. Coursework will account for 50% of the final mark for Part 1.

(b) The Part 2 examination can be taken after a minimum of three years of training (as long as the dissertation has been submitted). Candidates may not apply for the Part 2 examination until they have successfully submitted their dissertation and have completed all or a satisfactory part of their clinical training.

(c) Each module will be assessed separately, by means of assignment and/or examinations. Each module needs to be passed with a minimum of 50%.

(d) All registrars are required to complete a research dissertation which complies with the requirements for the Part 3 MMed dissertation.

**MMed in Medical Genetics**

*Plan code: MM001LAB15.*

**Programme convener:** Dr K Fieggen (Department of Medicine).

**Additional admission requirement**

FMA14.1 Preference will be given to applicants who have at least twelve months’ experience in paediatrics and/or obstetrics and gynaecology and/or internal medicine. This experience should be obtained in a secondary or tertiary healthcare facility.

**Programme outline and examinations**

FMA14.2 (a) $LAB7045W$ **MMed Medical Genetics** Part 1.  
The basic sciences of medical genetics (including molecular and cell biology; laboratory techniques and interpretation of laboratory results, mechanisms of commonly occurring genetic disorders and birth defects; elementary statistics; public health genetics and applied anatomy, physiology and embryology); applicable ethical aspects and principles of genetic counselling.

(b) $LAB7046W$ **MMed Medical Genetics** Part 2  
The principles and practice of medical genetics, including the basic sciences of medical genetics, laboratory techniques and interpretation of laboratory results, public health genetics, ethical aspects and genetic counselling.

(c) $LAB7047W$ **MMed Medical Genetics** Part 3  
Minor dissertation.

Total HEQF credits: 180

**Duration of training**

FMA14.3 Four years, including research and completion of the dissertation.
MMed in Medicine

[Plan code: MM001MDN12.]

Programme convener: Prof B Mayosi (Department of Medicine).

Programme outline and examinations

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA15.1</th>
<th>(a) MDN7005W MMed Medicine Part 1. Basic sciences in their application to the practice of medicine. 60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) MDN7006W MMed Medicine Part 2. The principles and practice of medicine. 60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) MDN7007W MMed Medicine Part 3. Minor dissertation. 60</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total HEQF credits:</strong> 180</td>
<td></td>
</tr>
</tbody>
</table>

[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.]

Duration of training

FMA15.2 Four years, including research and completion of the dissertation.

MMed in Neurology

[Plan code: MM001MDN14.]

Programme convener: Assoc Prof R Eastman (Department of Medicine).

Additional admission requirement

FMA16.1 Applicants to the MMed Neurology must preferably have at least one year's experience (excluding internship and community service) in general medicine.

Training and examinations

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA16.2</th>
<th>(a) MDN7028W MMed Neurology Part 1. Basic sciences as applied to the practice of neurology. This will include neuro-anatomy, neurophysiology, neuropharmacology, molecular biology, neuro-pathology and neuro-immunology, in addition to medical statistics and relevant neurogenetics. The examination consists of written paper(s). 60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) MDN7029W MMed Neurology Part 2. 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. Written, practical, and oral examinations are conducted. 60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) MDN7030W MMed Neurology Part 3. Minor dissertation. 60</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total HEQF credits:</strong> 180</td>
<td></td>
</tr>
</tbody>
</table>

Duration of training

FMA16.3 Four years, including research and completion of the dissertation.
RULES AND CURRICULA FOR POSTGRADUATE PROGRAMMES  205

MMed in Neurosurgery
[Plan code: MM001CHM04.]

Programme convener: Prof A G Fiegen (Division of Neurosurgery, Department of Surgery).

Additional admission requirement
FMA17.1 The FCS Primary with neuroanatomy is a requirement for entry to the training programme and the FCS Intermediate examination is a recommendation. Candidates without this requirement will be considered for admission only at the sole discretion of the Head of the Division of Neurosurgery.

Programme outline
FMA17.2

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>(a) CHM7004W MMed Surgical Disciplines Part 1.</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) CHM7010W MMed Surgical Disciplines Part 2A.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>The principles of surgery in general, including basic principles as applicable to all branches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) CHM7026W MMed Neurosurgery Part 2B.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>The principles and practice of neurosurgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) CHM7027W MMed Neurosurgery Part 3</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

Duration of training
FMA17.3 Five to six years, including research and completion of the dissertation.

MMed in Nuclear Medicine
[Plan code: MM001RAY03.]

Programme convener: Dr T Kotze (Department of Radiation Medicine).

Programme outline
FMA18.1

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>(a) RAY7012W MMed Nuclear Medicine Part 1</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Radiation physics, radiation protection, radiation biology, instrumentation, statistics, applied physiology, anatomy and pathology.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) RAY7013W MMed Nuclear Medicine Part 2.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Clinical nuclear medicine, radiopharmacology, invitro studies and the therapeutic use of radionuclides.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) RAY7014W MMed Nuclear Medicine Part 3.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

Duration of training
FMA18.2 Four years, including research and completion of the dissertation.
**MMed In Obstetrics & Gynaecology**

*Plan code: MM001OBS03.*

**Programme convener:** Prof Z M van der Spuy (Department of Obstetrics and Gynaecology).

**Additional admission requirement**

FMA19.1 Adequate clinical experience, the ability to run a labour ward independently, with consultant cover, and sufficient surgical experience in obstetric surgery as defined by the Department of Obstetrics and Gynaecology. This is assessed both on the basis of referees’ reports and documentation of experience. Successful completion of the Part 1 examination is a recommendation. (Most registrars join the programme having completed their internship, their community service training and a further six to twelve months in a medical officer post in obstetrics and gynaecology).

**Programme outline and assessment**

FMA19.2 (a) During their training, all registrars have to complete a portfolio of clinical experience which outlines the minimum obstetric and gynaecological experience they must obtain. This includes a detailed record of surgical procedures as well as experience in ultrasound, colposcopy and family planning. Academic training, reflective commentaries and case reports are also recorded.

(b) All registrars have to complete a research dissertation which complies with the requirements for the Part 3 MMed dissertation. Candidates may not apply for the Part 2 examination until they have successfully completed their dissertation and have the required clinical experience, as outlined in the portfolio.

(c) An outline of the training is as follows:

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th><strong>OBS7004W MMed Obstetrics and Gynaecology Part 1.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Applied basic sciences related to obstetrics and gynaecology. These include: Anatomy, biochemistry, cell biology, embryology, endocrinology, genetics, immunology, microbiology, pharmacology, physiology, principles of pathology and elementary statistics as they relate to Obstetrics and Gynaecology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th><strong>OBS7006W MMed Obstetrics and Gynaecology Part 2.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>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.]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th><strong>OBS7007W MMed Obstetrics and Gynaecology Part 3.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Minor dissertation.</td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

**Duration of training**

FMA19.3 A minimum of four years for clinical training plus a possible additional year for research and completion of a dissertation.

**MMed In Occupational Medicine**

*Plan code: MM001PPH08.*

**Programme convener:** Prof M F Jeebhay (Department/School of Public Health and Family Medicine).
Programme outline and assessment

Programme convener: Prof C Cook (Department of Surgery).

Additional admission requirement
FMA21.1 Candidates are required to have completed the Primary Examination of the College of Ophthalmology of South Africa.
The Diploma of the College of Ophthalmology is a recommendation.

Programme outline

Duration of training
FMA21.3 Four years, including research and completion of the dissertation.

MMed in Orthopaedic Surgery
[Plan code: MM001CHM06.]

Programme convener: Prof J Walters (Department of Surgery).

Additional admissions requirement
FMA22.1 Applicants must have passed the Primary and Intermediate Examinations of the College of Medicine of South Africa.
Programme outline

<table>
<thead>
<tr>
<th>Programme</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA22.2 (a)</td>
<td>CHM7004W MMed Surgical Disciplines Part 1</td>
</tr>
<tr>
<td></td>
<td>Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles of clinical surgery.</td>
</tr>
<tr>
<td>(b)</td>
<td>CHM7010W MMed Surgical Disciplines Part 2A</td>
</tr>
<tr>
<td></td>
<td>The principles of surgery in general, including basic principles as applicable to all branches.</td>
</tr>
<tr>
<td>(c)</td>
<td>CHM7035W MMed Orthopaedic Surgery Part 2B</td>
</tr>
<tr>
<td></td>
<td>The principles and practice of orthopaedic surgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.</td>
</tr>
<tr>
<td>(d)</td>
<td>CHM7036W MMed Orthopaedic Surgery Part 3</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
</tr>
<tr>
<td></td>
<td>Total HEQF credits:</td>
</tr>
</tbody>
</table>

Duration of training

FMA22.3 Five years, including completion of the minor dissertation.

MMed In Otorhinolaryngology

[Plan code: MM001CHM07.]

Programme convener: Prof J Fagan (Department of Surgery).

Additional admission requirements

FMA23.1 (a) Applicants must have passed the Primary and Intermediate Examinations of the College of Medicine of South Africa. 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.

(b) Applicants are required to have completed at least 12 months’ approved training in any of the surgical disciplines, excluding Otorhinolaryngology, but including not less than three months of intensive care and not less than six months of training in surgical disciplines.

Programme outline

FMA23.2 The three examinations are set and administered by the College of Otorhinolaryngology of the Colleges of Medicine of South Africa (CMSA). In order to graduate with a MMed degree, the candidate has to complete and pass the MMed research component.

Examinations structure (see CMSA for more details)

<table>
<thead>
<tr>
<th>Programme</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA23.3 (a)</td>
<td>CHM7004W MMed Surgical Disciplines Part 1</td>
</tr>
<tr>
<td></td>
<td>(FCORL Primary Examination)</td>
</tr>
<tr>
<td></td>
<td>• Basic sciences and discipline specific basic sciences</td>
</tr>
<tr>
<td></td>
<td>• Written examinations</td>
</tr>
<tr>
<td></td>
<td>• Supplementary FCORL primary examination: for candidates who have either completed the FCS(SA) Primary Examination (General Surgery), or have reciprocal qualifications from outside South Africa and have been accommodated on an ad hoc basis to write the examinations.</td>
</tr>
<tr>
<td>(b)</td>
<td>CHM7010W MMed Surgical Disciplines Part 2A</td>
</tr>
<tr>
<td></td>
<td>(Intermediate College examination)</td>
</tr>
</tbody>
</table>
| | Organised by the College of General Surgeons, and comprises the FCS Intermediate Paper 1: Principles of surgery in general,
including intensive care (Intermediate College examination).

(c) \( \text{CHM7040} \) W MMed Otorhinolaryngology Part 2B

(Final College examination)
- Complete after 36 months of recognised training i.e. in fourth year of training.
- Logbook of surgical experience

(d) \( \text{CHM7041} \) W MMed Otorhinolaryngology Part 3

Dissertation (administered by the University of Cape Town). From 2012 will have to have been submitted to the University in order to be eligible to write final examination of the CMSA. Students commencing training after 2010 will have to submit evidence to the HPCSA of having passed the MMed research component, in order to register as a specialist.

**Total HEQF credits:** 180

**Duration of training**
FMA23.3 Four years, including research and completion of minor dissertation.

**MMed in Paediatric Surgery**

[Plan code: MM001CHM08.]

**Programme convener:** Professor A Millar (Department of Surgery).

**Additional admission requirement**
FMA24.1 Applicants must have completed the Primary and Intermediate examinations of the relevant College of Medicine of South Africa.

**Programme outline**

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA24.2 (a) CHM7059W MMed Paediatric Surgery Part 1. Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) CHM7010W MMed Surgical Disciplines Part 2A.</td>
<td>30</td>
</tr>
<tr>
<td>(c) CHM7060W MMed Paediatric Surgery Part 2B.</td>
<td>30</td>
</tr>
<tr>
<td>(d) CHM7061W MMed Paediatric Surgery Part 3. Minor dissertation.</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

**Duration of training**
FMA24.3 Four years, including research and completion of the dissertation.

**MMed in Paediatrics**

[Plan code: MM001PED11.]

**Programme convener:** Dr A Davidson (Department/School of Child and Adolescent Health).

**Programme outline**

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA25.1 (a) PED7004W MMed Paediatrics Part 1. The principles of paediatrics and child health with special reference to those aspects of applied sciences and therapeutics of</th>
</tr>
</thead>
</table>

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Total HEQF credits: 180
importance to the foetus and the care of the neonate infant, toddler, pre-school and school child and adolescent. 

(b) **PED7006W** MMed Paediatrics Part 2.  
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) **PED7007W** MMed Paediatrics Part 3.  
Minor dissertation.  

*Total HEQF credits: 180*

**Duration of training**
FMA25.2 Four years, including research and completion of the dissertation.

**MMed in Pathology (Anatomical)**  
[Plan code: MM001LAB01.]

**Programme convener:** Prof D Govender (Department of Clinical Laboratory Sciences).

**Programme structure and duration of training**
FMA26.1 The programme covers a minimum of four years' training 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. An additional, fifth year is required for completion of research and a dissertation.

**Programme outline and examinations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) LAB7007W</td>
<td>MMed Pathology Disciplines (Anatomical Pathology) Part 1A.</td>
<td>60</td>
</tr>
<tr>
<td>(b) LAB7002W</td>
<td>MMed Anatomical Pathology Part 2.</td>
<td>60</td>
</tr>
<tr>
<td>(c) LAB7003W</td>
<td>MMed Anatomical Pathology Part 3.</td>
<td>60</td>
</tr>
</tbody>
</table>

*Total HEQF credits: 180*
**MMed in Pathology (Chemical)**

*Plan code: MM001LAB03.*

**Programme convener:** Prof T S Pillay (Department of Clinical Laboratory Sciences).

**Programme structure and duration of training**

FMA27.1 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. An additional (fifth) year is necessary to do research and complete the dissertation.

**Programme outline**

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA27.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>LAB7013W MMed Pathology Disciplines (Chemical Pathology) Part 1B</td>
</tr>
<tr>
<td></td>
<td>Written, practical and oral examinations after one year of training in chemical pathology. This course is to be completed within 18 months of starting formal training in chemical pathology.</td>
</tr>
<tr>
<td>(b)</td>
<td>LAB7014W MMed Chemical Pathology Part 2</td>
</tr>
<tr>
<td></td>
<td>Written, practical and oral examination after a minimum of 18 months of further training in chemical pathology.</td>
</tr>
<tr>
<td>(c)</td>
<td>LAB7015W MMed Chemical Pathology Part 3</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

**MMed in Pathology (Clinical)**

*Plan code: MM001LAB22.*

**Programme convener:** Dr F Omar (Department of Clinical Laboratory Sciences).

**Duration of training**

FMA28.1 Five years including completion of dissertation.

**Programme structure and examinations**

<table>
<thead>
<tr>
<th>HEQF credits</th>
<th>FMA28.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>MMed Pathology Disciplines Part 1.</td>
</tr>
<tr>
<td></td>
<td>The candidate must complete sixteen months of approved training in each of the following disciplines of pathology: chemical pathology, haematology, medical microbiology and six months in virology. At the end of each of the training periods, he/she shall write the Part I examination in that discipline. The examination will include written, practical and oral examinations. Eligibility for the practical and oral examinations will be contingent on passing the prior written examination. The candidate shall be eligible to continue with training in the next discipline if the candidate has successfully completed the Part I examination for the previous discipline</td>
</tr>
<tr>
<td>(i)</td>
<td>LAB7013W MMed Pathology Disciplines (Chemical Pathology) Part 1B And.</td>
</tr>
<tr>
<td>(ii)</td>
<td>LAB7023W MMed Pathology Disciplines (Haematology) Part 1C And</td>
</tr>
<tr>
<td>(iii)</td>
<td>LAB7034WMMed Pathology Disciplines (Medical Microbiology) Part 1D.</td>
</tr>
<tr>
<td>(iv)</td>
<td>LAB7039W Virological Pathology Part I</td>
</tr>
</tbody>
</table>
(b) **LAB7004W MMed Clinical Pathology Part 2.**

In addition to training specified above, and before being admitted to the Part 2 examination, a candidate must have completed a further six months 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, medical microbiology and virology. It may also include immunology. The examination will include written, practical and oral examinations. Eligibility for the practical and oral examinations will be contingent on the candidate’s passing the prior written examination.

(c) **LAB7005W MMed Clinical Pathology Part 3.**

Minor dissertation.

| Total HEQF credits: | 360 |

**MMed In Pathology (Forensic)**

[Plan code: MM001LAB07.]

**Programme convener:** Prof L Martin (Department of Clinical Laboratory Sciences).

**Structure of programme and duration of training**

FMA29.1 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. An additional (fifth) year is required to do research and complete a dissertation.

**Programme outline and examinations**

<table>
<thead>
<tr>
<th>Programme outline and examinations</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA29.2 (a) <strong>LAB7007W MMed Pathology Disciplines Part 1A.</strong></td>
<td>60</td>
</tr>
<tr>
<td>Written, practical and oral examinations in autopsy pathology and diagnostic histopathology. These examinations are offered twice yearly, in January and in June/July, and may not be written before a minimum of 12 months of training has been undertaken.</td>
<td></td>
</tr>
<tr>
<td>(b) <strong>LAB7016W MMed Forensic Pathology Part 2.</strong></td>
<td>60</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>(c) <strong>LAB7017W MMed Forensic Pathology Part 3.</strong></td>
<td>60</td>
</tr>
<tr>
<td>Minor dissertation. To be submitted within 24 months of completing the Part 2 examination.</td>
<td></td>
</tr>
</tbody>
</table>

| Total HEQF credits: | 180 |

**MMed In Pathology (Haematological)**

[Plan code: MM001LAB10.]

**Programme convener:** Prof N Novitzky (Department of Clinical Laboratory Sciences).

**Structure of programme and duration of training**

FMA30.1 The programme covers a minimum of four years in haematological pathology, including paediatric haematology, molecular haematology, training in blood transfusion and
management of haematological malignancies in a bone marrow transplant unit. An additional (fifth) year is required to do research and complete a dissertation.

### Programme outline and examinations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA30.2</td>
<td>LAB7023W MMed Haematological Pathology Part 1C.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Written, practical and oral examinations after one year of training in haematological pathology. This part of the course must be completed within 18 months of commencing formal training in haematological pathology.</td>
<td></td>
</tr>
<tr>
<td>FMA30.2</td>
<td>LAB7020W MMed Haematological Pathology Part 2.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Written, practical and oral examinations after a minimum of two years' further training in haematological pathology.</td>
<td></td>
</tr>
<tr>
<td>FMA30.2</td>
<td>LAB7021W MMed Haematological Pathology Part 3.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

### MMed in Pathology (Microbiological)

[Plan code: MM001LAB23.]

**Programme convener:** Prof M Nicol (Department of Clinical Laboratory Sciences).

### Programme structure and duration of training

FMA31.1 A minimum of four 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. An additional (fifth) year may be required to do research and complete a dissertation should this not be possible within the four years.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA31.2</td>
<td>LAB7034W MMed Medical Microbiology Part 1D.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Written, practical and oral examinations after one year of training in medical microbiology. This course must be completed within 18 months of commencing formal training in medical microbiology</td>
<td></td>
</tr>
<tr>
<td>FMA31.2</td>
<td>LAB7035W MMed Medical Microbiology Part 2.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Written, practical and oral examinations after a minimum of 42 months' training in medical microbiology. Eligibility for the practical and oral examinations will be contingent on passing the prior written examination.</td>
<td></td>
</tr>
<tr>
<td>FMA31.2</td>
<td>LAB7036W MMed Medical Microbiology Part 3</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total HEQF credits:** 180

### MMed in Pathology (Virological)

[Plan code: MM001LAB21.]

**Programme convener:** Dr D Hardie (Department of Clinical Laboratory Sciences).

### Programme structure and duration of training

FMA32.1 A minimum period of three and a half years in medical virology and an additional six months in medical microbiology. An additional (fifth) year is required to do research and complete a dissertation.
Programme outline and examinations

**FMA32.2**

(a) **LAB7039W MMed Virological Pathology Part 1.**
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 MMed Virological Pathology Part 2.**
Written, practical and oral examinations, after a minimum of 18 months’ further training in medical virology.

(c) **LAB7038W MMed Virological Pathology Part 3.**
Minor dissertation

Total HEQF credits: 180

**MMed In Plastic and Reconstructive Surgery**

[Plan code: MM001CHM09.]

Programme conveners: Assoc Prof D Hudson (Department of Surgery).

Additional admission requirement

FMA33.1 Applicants must have passed the Primary and Intermediate examinations of the relevant College of Medicine of South Africa.

Programme outline and examinations

**FMA33.2**

(a) **CHM7004W MMed Surgical Disciplines Part 1.**
Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.

(b) **CHM7010W MMed Surgical Disciplines Part 2A.**
The principles of surgery in general, including basic principles as applicable to all branches.

(c) **CHM7012W MMed Plastic and Reconstructive Surgery Part 2B.**
The principles and practice of the speciality, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) **CHM7013W MMed Plastic and Reconstructive Surgery Part 3.**
Minor dissertation.

Total HEQF credits: 180

Duration of training

FMA33.3 Four years, including research and completion of the dissertation.

**MMed In Psychiatry**

[Plan code: MM001PRY09.]

Programme conveners: Assoc Prof S Kaliski and Dr J Joska (Department of Psychiatry and Mental Health).

Programme outline and examinations

**FMA34.1**

(a) **PRY7007W MMed Psychiatry Part 1.**
Aspects of psychology and of neuroscience related to the practice of psychiatry. Anatomy of the nervous system, physiology of the nervous system, and psycho-pharmacology.
(b)  PRY7008W MMed Psychiatry Part 2.  
Psychiatry, including child psychiatry, forensic psychiatry, mental 
handicap and psychotherapy. Neurology, including neuro-
pathology and general medicine relevant to psychiatry.

(c)  PRY7009W MMed Psychiatry Part 3.  
Minor dissertation.

Total HEQF credits: 180

Duration of training
FMA34.2 Four years, including research and completion of the dissertation.

**MMed in Public Health Medicine**

[Plan code: MM001PPH11.]

Programme convener: Professor J Myers (Department / School of Public Health and Family Medicine).

Programme outline and examinations

<table>
<thead>
<tr>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA35.1 (a)</td>
</tr>
<tr>
<td>PPH7033W MMed Public Health Medicine Part 1</td>
</tr>
<tr>
<td>(b) PPH7034W Part 2</td>
</tr>
<tr>
<td>Health measurement and informatics; social sciences; occupational health; communicable diseases; non-communicable diseases; environmental health; organisation, development and management of healthcare.</td>
</tr>
<tr>
<td>(c) PPH7035W MMed Public Health Medicine Part 3.</td>
</tr>
<tr>
<td>Minor dissertation.</td>
</tr>
</tbody>
</table>

Total HEQF credits: 180

Duration of training
FMA35.2 Four years, including research and completion of the dissertation.

**MMed in Radiation Oncology**

[Plan code: MM001RAY04.]

Programme convener: Prof R Abratt (Department of Radiation Medicine).

Programme outline and examinations

<table>
<thead>
<tr>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMA36.1 (a)</td>
</tr>
<tr>
<td>RAY7009W MMed Radiation Oncology Part 1.</td>
</tr>
<tr>
<td>(b) RAY7010W MMed Radiation Oncology Part 2.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>(c) RAY7011W MMed Radiation Oncology Part 3.</td>
</tr>
<tr>
<td>Minor dissertation.</td>
</tr>
</tbody>
</table>
Total HEQF credits: 180

Duration of training
FMA36.2 Five years (including four years of clinical training plus one year for research and completion of the dissertation).

MMed in Surgery
[Plan code: MM001CHM10.]

Programme convener: Prof D Kahn (Department of Surgery).

Additional admission requirement
FMA37.1 Applicants must have passed the Primary Examination of the College of Medicine of South Africa.

Programme outline and examinations
FMA37.2

HEQF credits

(a) CHM7004W MMed Surgical Disciplines Part 1. 60
Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles to clinical surgery.

(b) CHM7010W MMed Surgical Disciplines Part 2A. 30
The principles of surgery in general, including the basic principles applicable to all branches of surgery.

(c) CHM7008W MMed Surgery Part 2B. 30
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 MMed Surgery Part 3. 60
Minor dissertation.

Total HEQF credits: 180

Duration of training
FMA37.3 Four years, including research and completion of the dissertation.

MMed in Urology
[Plan code: MM001CHM12.]

Programme convener: Dr R D Barnes (Department of Surgery).

Additional admission requirement
FMA38.1 Applicants must have passed the Primary and Intermediate Examinations of the relevant College of Medicine of South Africa.

Programme outline and examinations
FMA38.2

HEQF credits

(a) CHM7004W MMed Surgical Disciplines Part 1. 60
Anatomy, including applied anatomy, applied physiology, principles of pathology and the application of the principles to clinical surgery.

(b) CHM7010W MMed Surgical Disciplines Part 2A. 30
The principles of surgery in general, including basic principles as applicable to all branches.

(c) CHM7044W MMed Urology Part 2B. 30
The principles and practice of urology, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) CHM7045W MMed Urology Part 3. 60
Minor dissertation

**Duration of training**
FMA38.3 Five years, including research and completion of the dissertation.

**MASTER OF PHILOsoPHY (MPhil) (MM021, MM006, MM016)**

[ Degree codes:
  MPhil by dissertation: MM021  
  MPhil by coursework and dissertation: MM006  
  MPhil for subspeciality training: MM016.
For plan codes, see respective programmes below.]

Also see General Rules for Masters Degree Studies on page 23 of this handbook.

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 in Family Medicine & Primary Care (MFamMed) may be able to register as family physicians. Candidates who complete the MPhil in a subspeciality and write the relevant College of Medicine examination/s are registrable as subspecialists.

Prospective candidates for the MPhil in Biomedical Engineering by dissertation may be required (at the discretion of the Head of Division) to take certain courses as co-requisites to the dissertation.

**Structure of the degree programme**
FMB1 A candidate shall undertake advanced study, or an approved research project, or both, under the guidance of a supervisor appointed by the Senate.

**Fields of study**
FMB2 (a) A Master of Philosophy programme by coursework and dissertation is offered in:
  - Addictions Mental Health
  - Allergology (This is a registrable subspeciality)
  - Bioethics
  - Biokinetics
  - Child & Adolescent Psychiatry (This is a registrable subspeciality)
  - Disability Studies
  - Emergency Medicine
  - Forensic Mental Health
  - Liaison Mental Health
  - Maternal & Child Health
  - Neuropsychiatry
  - 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 programme

The duration of MPhil programmes by coursework and dissertation ranges between two to three years full-time and two to five years part-time. The period of registration for the MPhil dissertation is generally two to three years. Candidates registered for subspeciality training are generally registered for two years full-time. (See further notes on duration of specific MPhil programmes under the relevant programme outlines below).

General examination rules

Unless specified otherwise, the examination consists
(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 MPhil by coursework and dissertation (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 of Medicine. Credit is given towards Part 1 of the MPhil degree for examinations passed at the College. If a candidate chooses to continue with Part 2, and successfully completes the dissertation, the MPhil degree is awarded.

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.

Dissertation

[Note: Also see General Rules for Master’s Degree Studies on page 23.]

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.

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.

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 in writing of his/her intention to do so by not later than 15 February or 15 July, respectively.

Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a provision in writing, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission). The dates for receipt of the work by the Faculty Office are 15 March for the June graduation and 15 August for the December graduation.

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 for each course.

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; and
(b) obtains at least 70% for each component.

MPhil in Addictions Mental Health
[Plan code:MM006PRY01.]

This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists, clinical psychologists, occupational therapists, general practitioners and social workers who wish to gain special expertise in addictions mental health. It is envisaged that, ultimately, this will become a registrable subspeciality with the Health Professions Council of South Africa. Students will be enrolled based on availability of registrar posts provided by PGWC and postgraduate funding. It is envisaged that two students will be based at Red Cross Hospital and two students at Groote Schuur or the UCT Lung Institute. Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Dr D Wilson (Department of Psychiatry and Mental Health).

Admission requirements
FMC1 A candidate shall not be admitted to the programme unless he/she
(a) holds 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 Colleges of Medicine of South Africa); or
(b) holds a master’s degree in clinical psychology of the University or another university recognised for this purpose, or a qualification deemed to be equivalent; or
(c) holds a professional qualification in a mental health discipline such as social work, occupational therapy, or nursing; or
(d) holds a professional qualification with requisite experience deemed to be equivalent to any of the above; and
(e) is or will be practising in the mental health field.

Duration of programme
FMC2 A candidate shall be registered for two years of full-time or three years of part-time study.

Programme outline
FMC3 The prescribed courses shall be:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRY7016W</td>
<td>MPhil in Addictions Mental Health Part 1.</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>General principles of addictions mental health practice; pharmacology of substances of abuse; biopsychosocial management of people with substance abuse; recognition and management of co-morbid conditions, ethical and legal implications; professional skills development (such as report-writing, therapeutic counselling).</td>
<td></td>
</tr>
<tr>
<td>PRY7017W</td>
<td>MPhil in Addictions Mental Health Part 2.</td>
<td></td>
</tr>
</tbody>
</table>
Minor dissertation.

\[
\text{Total HEQF credits:} \quad 180
\]

**DP requirements and progression rule**

FMC4 Students are required to attend at least 90% of seminars and academic activities in the Department and have to achieve a pass mark of 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**

FMC5.1 On-going assessment of performance through regular supervision sessions 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
- a three-hour written Part 1 examination
- the presentation and examination of a dissertation.

FMC5.2 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 Allergology**

[Plan code: MM006MDN22.]

The primary purpose of the qualification is to provide clinical training for specialists who wish to sub-specialise in allergology and register with the HPCSA as sub-specialists. This training will enable the graduates to sit the College of Medicine of South Africa Certificate in Allergy examination which is the required qualification for registration of the sub-speciality with the HPCSA.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme conveners:** Prof P Potter and Prof C Motala (Department of Medicine).

**Admission requirement**

FMD1 A candidate shall not be admitted to the programme unless he/she
(a) holds an MBCHB degree or an approved equivalent;
(b) is a registered specialist in paediatrics, internal medicine, or family medicine.

**Duration of programme**

FMD2 A candidate shall be registered for at least one year of full-time or two years of part-time study. Training is in two courses which run over two years as a continuum with rotation through different clinical settings.
Candidates who enter via the paediatric stream are based at Red Cross Children’s Hospital. Candidates who enter via internal medicine are based at Groote Schuur Hospital and those entering via the specialist family practice stream have the option of being either based at Red Cross Hospital or Groote Schuur Hospital.

**Programme outline**

FMD3 The prescribed courses are:

\[
\begin{array}{|l|l|}
\hline
\text{HEQF credits} & 120 \\
\text{MDN7053W MPhil in Allergology Part I} \\
\text{(a) Coursework: Candidates are expected to complete two years of training in clinical allergy. Attached to general allergy clinics at Red Cross} \\
\hline
\end{array}
\]
Childrens Hospital and Groote Schuur Hospital, clinical training is integrated with the allergy laboratory at the UCT Lung Institute and the immunology laboratory at Groote Schuur Hospital. Candidates will also spend time learning about occupational allergies, allergy in the dermatology clinics, ear nose and throat clinics, intensive care units and respiratory medicine units. They also receive training in aerobiology, occupational allergy, paediatric allergy, adolescent and adult allergy, pharmacology of allergic diseases and specialised allergy diagnostic and therapeutic procedures.

(b) MDN7054W MPhil in Allergology Part II 60
Minor dissertation.

Total HEQF credits: 180

**DP requirement**

FMD4 A logbook of attendance through the different sections and departments who will offer training in aspects of allergology and a record of all clinical procedures conducted during the training period. The logbook will be signed off by the supervisor as each section is completed.

**Assessment**

FMD5 (a) Formal evaluation of logbook.
(b) Students will see patients in the allergy clinics on a daily basis (under supervision initially) and will be expected to present cases to their supervisors in the clinical situation as well as do formal case presentations to departmental meetings. Clinical competence will be assessed with respect to knowledge and clinical reasoning and clinical judgement and decision making. Final clinical examination with Colleges of Medicine of South Africa.
(a) External examination of the minor dissertation. The dissertation should be on a clinical allergy topic of the standard publishable in a peer-reviewed medical or allergy journal.

**MPhil in Bioethics**

[Plan code: MM006MDN01.]

This is a programme by coursework and dissertation. Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme convener:** Emeritus Professor S Benatar (Department of Medicine).

**Admission requirement**

FME1 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**

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 are:

(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 care.

(b) **MDN7013W Part 2 MPhil in Bioethics.**
Minor dissertation.
Assessment
FME4 Continuous evaluation, in-course assessments, and essay assignments. Submission of a dissertation.

MPhil in Biokinetics

[Plan code: MM006HUB22.]

The new MPhil in Biokinetics will be one of the first such qualifications offered in South Africa. A structured master’s programme with research will provide an opportunity for important clinical continuing education for the biokineticist, as well as creating a platform for conducting clinically relevant research to add to the growing body of evidence-based practice.

The current scope of practice of biokinetics is broad, with clinicians who qualify having being trained, using exercise as the therapeutic modality, to work with four sub-groups of the population:

- Apparently healthy (low risk, illness and injury free) people
- Patients with chronic diseases such as diabetes, hypertension, coronary artery disease, dyslipidaemia, certain cancers and HIV/AIDS
- Special populations, including athletes, persons with disabilities, children, older adults and pregnancy
- Orthopaedic rehabilitation of injured individuals.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Dr T Kolbe-Alexander (Department of Human Biology).

Admission requirements
FMF1 A candidate shall not be admitted to the programme unless he/she holds a BSc (Med) (Hons) in Exercise Science (Biokinetics) or an approved equivalent.

Structure and duration of programme
FMF2 This is a full contact programme, comprising lectures, tutorials, self-directed learning, supervised clinical internship and clinical teaching, and a dissertation.

The duration of the programme is two years.

Programme outline
FMF3 Students will be required to complete eight courses (three courses in year one and five courses in year two) and submit a dissertation.

All the courses are compulsory and more than 50% of the work towards the dissertation must be completed in year one.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>HEQF level</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB5016F Physical Activity and Epidemiology</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>HUB5017W Research Methods and Statistics for Physical Activity</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>HUB5018S Biokinetics in the Workplace</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2:</th>
<th>HEQF level</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB4072F High Performance Athlete</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>HUB5020F Advanced Strength and Conditioning for Athletic Performance</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>HUB5021S Biokinetics and Neuromuscular Disorders</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>HUB5022S Nutrition and Ergogenic Aids</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>HUB5023S Advanced Clinical Exercise Physiology</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>HUB5024W MPhil in Biokinetics Minor dissertation</td>
<td>9</td>
<td>90</td>
</tr>
</tbody>
</table>

Total HEQF credits: 180
DP requirements
FMF3  (a) Students are required to obtain an average of 50% for the assignments for each course in order to write the examination in that course.
(b) Candidates shall be required to complete all courses for each semester before they may commence to the courses for the following semester.

Assessment and examinations
FMF4  Students are required to complete two assignments and an examination for each course. The assignment and examination each contributes 50% to the total course mark. The examinations will take place at the end of the semester, with the pass mark being 50%. Students are required to obtain an average of 50% for the assignments for each course in order to write the examination in that course. The dissertation is externally examined.

Courses for MPhil in Biokinetics:

**HUB4072F** HIGH PERFORMANCE ATHLETE  
**HEQF credits:** 11  
**Course convener:** Dr D Rae.  
**Course outline:** Sports performance is improving almost daily in most sporting codes, which may in part be due to the many advances in sports training. This course provides an extensive understanding and skills applied when working with high performance or elite athletes. The course work includes working in a multi-disciplinary team, game analysis, travelling with a team, the influence of environmental factors on performance, developing sports specific drills, and how to prepare for competitions such as Olympics or World Cups which takes place every four years. Lectures take place during a block week at the beginning of the semester, and then every second week during the semester.  
**Assessment:** Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark. Students are required to achieve an average of 50% for these assignments in order to qualify to write the examination. The examination takes place at the end of semester one, with the pass mark being 50%.

**HUB5016F** PHYSICAL ACTIVITY AND EPIDEMIOLOGY  
**HEQF credits:** 11  
**Course convener:** Dr T Kolbe-Alexander.  
**Course outline:** This course aims to provide students with an understanding of the complex nature of the biological and socio-cultural, socio-ecological interactions on physical activity and health promotion, with an emphasis on quantifying the burden of disease associated with physical activity/inactivity, its relationship with other risk factors and the evaluation of health promotion programmes in various settings. The topics that are covered in this course includes: history of physical activity and health, concepts and methods in epidemiology, measurement and surveillance, development implementation and evaluation of evidence-based health promotion programmes focussing on physical activity in various settings, theories of behaviour change and their application in promoting physical activity and environmental determinants of physical activity. Lectures take place during a block week at the beginning of the semester, and then every second week until the end of the semester.  
**Assessment:** Students are required to complete two assignments and an examination at the end of the semester. They are required to achieve an average of 50% for these assignments in order to qualify to write the examination. The assignment and examination each contributes 50% to the total course mark.

**HUB5017W** RESEARCH METHODS AND STATISTICS FOR PHYSICAL ACTIVITY
HEQF credits: 14
Course convener: Prof EV Lambert.
Course outline: The aim of this course is to provide students with the skills and knowledge to conduct both quantitative and qualitative research studies. In addition, the course will facilitate the development and investigation of statistical methods and their application in clinical research. The course is divided into two parts, i) research methods and ii) statistics. Content includes the planning, development, execution and evaluation of a qualitative research study; advanced statistical methods such as linear regression and survival analyses. Lectures take place during a block week at the beginning of the semester, and then every second week during the semester.
Assessment: Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark. Students are required to achieve an average of 50% for these assignments in order to qualify to write the examination.

HUB5018S  BIOKINETICS IN THE WORKPLACE
HEQF credits: 11
Course convener: Dr T Kolbe-Alexander.
Course outline: This course is comprised of two main sections i) ergonomics in the worksite and ii) worksite health promotion programmes. The coursework includes the theory underlying ergonomics assessment in various work settings and occupations, and students receive the required training to enable them to conduct an ergonomic risk assessment. In addition, students learn how to make the case for worksite health promotion programmes to plan and conduct a needs assessment, and to plan various worksite health promotion strategies. Lectures take place during a block week at the beginning of the semester, and then every second week during the semester.
Assessment: Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark. This course comprises two written assignments which must be submitted before the examination. Students are required to achieve an average of 50% for these assignments in order to qualify to write the examination.

HUB5020F  ADVANCED STRENGTH AND CONDITIONING FOR ATHLETIC PERFORMANCE
HEQF credits: 11
Course convener: Prof M Lambert.
Course outline: There is an increasing need for biokineticists to expand their skills to become specialised sports and conditioning practitioners, especially in the climate of rapidly changing and evolving training methods and approaches. The course aims to provide biokineticists with advanced skills for strength and conditioning training which will equip them to prescribe training regimes for special populations, general fitness and conditioning, sports performance and rehabilitation of injuries. The coursework includes advanced training in understanding the physiological and biomechanical mechanisms, principles, assessment and recommendations as these apply to strength and conditioning training. In addition, students receive extensive training in exercise prescription for special populations (children, older adults, pregnancy, disability). Students are encouraged to write the US Strength and Conditioning Specialist Examination upon completion of the course, although this will not be a requirement to pass the course. Lectures take place during a block week at the beginning of the semester, and then every second week during the semester.
Assessment: Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark. Students are required to achieve an average of 50% for these assignments in order to qualify to write the examination. The examination takes place at the end of semester one, with the pass mark being 50%.

HUB5021S  BIOKINETICS AND NEUROMUSCULAR DISORDERS
HEQF credits: 11
Course convener: Dr T Kolbe-Alexander.
Course outline: This course specifically focuses on the role and application of biokinetcs, in which exercise is the therapeutic modality, for patients and clients with neuromuscular conditions, and throughout the life-course. A key focus is to position biokinetcs practice, and align it with other disciplines and practitioners, such as physiotherapy and occupational therapy, so that individual scope of practice is recognised, and patient management is optimised. The conditions that are addressed in this course include the aetiology, prognosis and exercise prescription for patients with stroke, spinal cord injuries, Becker-Duchenne, cerebral palsy, Friederich’s ataxia and Parkinson’s disease. Lectures take place during a block week at the beginning of the semester, and then every second week until the end of the semester.
Assessment: Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark. The students are required to achieve an average of 50% for these assignments in order to qualify to write the examination. The examination takes place at the end of semester one, with the pass mark being 50%.

HUB5022S NUTRITION AND ERGOGENIC AIDS
HEQF credits: 11
Course convener: Dr J Goedecke.
Course outline: Many clients and patients seeking biokinetcs advice also require nutritional support - such as overweight and obese persons, persons with chronic, non-communicable disease and sports persons and athletes. This course aims to provide students with a broad understanding of the how ergogenic aids and nutrition can influence exercise and sports performance and also weight management. The course aims to equip students to make sound judgements of both the value and dangers of ergogenic aids in exercise performance. The topics that are addressed in this course include energy expenditure and requirements for weight management and exercise performance, hyponatraemia, body composition for sport and the use and abuse of nutritional and pharmacological supplements and ergogenic aids in sport. Lectures take place during a block week at the beginning of the semester, and then every second week until the end of the semester.
It is important to note that students will not be sufficiently qualified to prescribe diets and eating plans for individuals or athletes; rather they will have an understanding of the physiological mechanisms and adaptations that occur with various forms of nutritional supplementation and effects of ergogenic aids.
Assessment: Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark. Students are required to achieve an average of 50% for these assignments in order to qualify to write the examination. The examination takes place at the end of semester one, with the pass mark being 50%.

HUB5023S ADVANCED CLINICAL EXERCISE PHYSIOLOGY
HEQF credits: 10
Course convener: Assoc Prof M Colling.
Course outline: The aim of this course is to provide biokineticists with advanced training in exercise physiology, enabling them to have a greater understanding of the physiological and metabolic process and mechanisms that may influence both disease progression and sporting performance. The course content includes delving into the cellular and molecular adaptations that may occur with exercise training and the relationship between genetics and injuries and sports performance. Other topics that are addressed are the effects of exercise on the metabolic system and neuro-endocrine control of exercise, cellular respiration and regulation and the adaption of metabolism during exercise in children and older adults. Lectures take place during a block week at the beginning of the semester, and then every second week until the end of the semester.
Assessment: Students are required to complete two assignments and an examination at the end of the semester. The assignment and examination each contributes 50% to the total course mark.
Students are required to achieve an average of 50% for these assignments in order to qualify to write the examination. The examination takes place at the end of semester one, with the pass mark being 50%.

**MPhil in Child and Adolescent Psychiatry**

[Plan code: MM006PRY02]

This is a programme by coursework and dissertation. The MPhil in Child and Adolescent Psychiatry is also a recognised subspeciality. 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 Colleges 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). Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme convener:** Assoc Prof A Berg (Department of Psychiatry and Mental Health).

**Admission requirements**

FMG1 A candidate shall not be admitted to the programme unless he/she 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.

**Duration of programme**

FMG2 A candidate shall be registered for at least two years of full-time study.

**Programme outline**

FMG3 The prescribed courses are:

(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.*

Minor dissertation.

Total HEQF credits: 180

**Assessment**

FMG4 For registration with the Health Professions Council of South Africa in the subspeciality of child psychiatry, psychiatrists must pass the examinations for the Certificate of Child Psychiatry set by the Colleges of Medicine of South Africa. The examination consists of a three-hour written paper, a clinical examination, and an oral examination.

FMG5 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

[Plan code: MM006AHS06.]

This is a programme by coursework and dissertation.  
Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme conveners:** Assoc Prof T Lorenzo and Mr M ka Toni.

The MPhil in Disability Studies programme aims to increase awareness and informed participation in disability issues at a teaching, research, policy development and implementation level. Students will be able to

- understand the different meanings of policy, the process of policy development and policy analysis in order to critically explore the integration of disability issues at all levels of governance and policy development process;
- critically analyse and debate the concepts of disability, citizenship and service delivery related to policy implementation strategies by relevant stakeholders including civil society;
- develop further research understanding and skills in quantitative and qualitative methodologies;
- complete a minor research dissertation.

The programme will be of benefit to both disabled and non-disabled managers in national, provincial and local governance structures; disability activists; service providers in NGOs, civil society, public and private sectors including health professionals, social workers, teachers, human resource managers, policymakers; and staff of higher education institutions across different faculties.

**Admission requirements**

FMH1  Except by permission of the Senate, a candidate is required to have obtained

(a) an approved four-year tertiary qualification from this Faculty or another institution recognised for the purpose by Senate, with at least 60% for each course in such qualification;

(b) evidence of proficient computer literacy.

**Structure and duration of programme**

FMH2  (a) The programme comprises three taught courses over a period of one year and completion of a minor dissertation. There are four blocks per year. There are two blocks of up to two weeks in length in each semester. Full-time attendance of all the teaching blocks is required.

(b) Students need to complete the coursework and minor dissertation in a minimum of two years and maximum of four years.

**Programme outline**

FMH3.1 All students will register for the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF level</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4089F</td>
<td>Introduction to Disability as Diversity</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>AHS4090S</td>
<td>Critical Priorities in Disability, Diversity and Development</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>AHS5014F</td>
<td>Research Methods</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>AHS5042S</td>
<td>Disability and Citizenship</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>AHS5043F</td>
<td>Policy Processes and Disability Rights</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>AHS5031W</td>
<td>A minor dissertation of 30,000 words</td>
<td>9</td>
<td>90</td>
</tr>
</tbody>
</table>

*Total HEQF credits:* 180
FM3.2 In addition, students who have not completed the following courses or approved equivalents shall also register for:

AHS4091W Developing Critical Research Literacy  8  45
AHS4092S Community-Based Development and Project Management

DP (Duly Performed) requirements

FMH4 In order to be eligible to sit the examination, students are required to attend at least 90% of block sessions and complete all required assignments within the prescribed time period, unless otherwise approved by the programme convener. Participation in seminars and group projects is compulsory and will be monitored. A year mark of at least 45% is required for exam entrance, unless approved otherwise by the programme convener.

Assessment

FMH5 (a) Each course has specified assessment activities that count towards the year-mark, which counts 50% of the overall mark for the course. An integrated, summative assessment consisting of a written paper and an oral presentation or a group presentation is completed at the end of each semester and constitutes a 50% exam mark.

(b) A student who fails a course may be permitted to repeat the course, at the discretion of the programme convener.

(c) Students need to pass each course with a minimum of 50% or more and need to pass the minor dissertation in order to graduate with the degree.

Distinction

FMH6 To be awarded the degree with distinction, an overall average of 75% must be obtained with not less than 70% for each component.

Courses for the MPhil in Disability Studies:

AHS4089F INTRODUCTION TO DISABILITY AS DIVERSITY

HEQF credits: 20

Course conveners: Ms N Mayat and Mrs R Poppleston.

Course outline: The course presents the shifts in seeing disability as a human rights issue by providing a historical overview of the theories, models and definitions of disability, with particular focus on the individual, social and psycho-analytical models of disability. Students are introduced to issues of power and privilege. Theories on identities, sharing and resistance to oppression are explored. Marginalisation and exclusion related to (for example) class, gender, race, sexualities, and their intersections with disability are also covered.

Assessment: Assessment consists of peer presentations and written assignments, as well as an integrated oral exam presentation.

AHS4090S CRITICAL PRIORITIES IN DISABILITY, DIVERSITY AND DEVELOPMENT

HEQF credits: 25

Course convenor: Assoc Prof T Lorenzo.

Course outline: The course provides the space for critical interrogation of theoretical frameworks as enabling tools for transformation: human rights; ethics of care; sustainable livelihoods, vulnerability and agency. Students have an opportunity to explore theories of social mobilisation and principles of collaboration to build partnerships across sectors that will contribute to social, economic and political development. The role of international and national disability movements as
social-political movements is considered. Students gain the skills for social mobilisation and advocacy to design campaigns.

**Assessment:** Assessment consists of peer presentations, written assignments and the design of a campaign, as well as an integrated oral exam presentation.

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**AHS4091W DEVELOPING CRITICAL RESEARCH LITERACY**

**HEQF credits:** 45

**Course conveners:** Assoc Prof T Lorenzo and Dr M Pillay.

**Course outline:** Students are introduced to critical research paradigms. Conceptual tools for problem definition and research design are presented. Frameworks for implementation include information management; development of research tools; analytical skills development; and research project management. Principles of emancipatory disability research are critiqued.

**Assessment:** Assessment is through action learning and specific and research tasks.

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**AHS4092S COMMUNITY-BASED DEVELOPMENT AND PROJECT MANAGEMENT**

**HEQF credits:** 30

**Course convener:** Assoc Prof T Lorenzo.

**Course outline:** The focus is on action learning in understanding approaches to monitoring policy implementation and service delivery at the relevant government level. Monitoring skills will be fostered through opportunities for students to practise participatory approaches to measure outcomes. Students are introduced to international policies such as the United Nations Convention on the Rights of Persons with Disability, community-based rehabilitation and measurement tools such as the International Classification of Functioning (WHO, 2001). Students will be required to complete a development portfolio.

**Assessment:** The course is assessed through identified action learning activities that culminate in a collaborative project report and oral examination.

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**AHS5014F RESEARCH METHODS**

**HEQF credits:** 15

**Course conveners:** Assoc Prof S Duma and Prof S Amosun.

**Course outline:** This course is aimed at introducing students to the research process, and quantitative, qualitative and mixed research approaches. It enables students to develop an understanding and an appreciation of what research is and the process of research at postgraduate level. The main purpose of the course is to equip students with the necessary skills and competencies to develop the research proposal for their chosen research projects. The course is offered in two study blocks within the first semester. The block timetable is given to students on registration. Both blocks must be attended in order to achieve all the learning outcomes of the course. Facilitation of learning draws from different expertise available in the School of Health and Rehabilitation Sciences.

**Assessment:** Evaluation is in the form of one formative assignment and one summative assignment which will be either quantitative or qualitative, according to each student’s selected research approach. Formative assignments contribute 40% towards final mark. Summative assignments contribute 60% towards the final mark. The summative assignment is internally marked and externally moderated.

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**AHS5042S DISABILITY AND CITIZENSHIP**

**HEQF credits:** 15

**Course convener:** Assoc Prof T Lorenzo.
Course outline: This course covers some critical perspectives on citizenship before exploring the concepts of human rights, civic responsibility and public service delivery in creating equal opportunities for the participation of disabled children, youth, adults and the elderly. Strategic partnerships with stakeholders across different sectors of society are investigated, with a specific focus on the monitoring and evaluation of policy implementation.

Assessment: Two formative assignments that constitute a 50% mark, which includes a group oral presentation. The summative assignment is a written essay and counts 50% of the final mark.

AHS5043F POLICY PROCESSES AND DISABILITY RIGHTS
HEQF credits: 15
Course convener: Dr L Ramma.

Course outline: Collectively, the lectures aim to develop an understanding of what policy is by looking at different meanings of policy, the process of policy development and policy analysis. Students explore the issues around the implementation of policy and its relationship to the dynamics of change in South Africa and Africa. There will be a particular emphasis on the equalisation of opportunities for disabled people, to begin to critically analyse policies and policy implementation by using the skills learnt from understanding policy in this way.

Assessment: Two formative assessments that constitute a 50% mark includes an oral presentation and a group presentation. The summative assignment is a written essay and counts 50% of the final mark.

MPhil in Emergency Medicine
[For plan codes, see respective streams below.]

Note: This is a programme by coursework and dissertation.
There are two streams:
• the Clinical Emergency Care stream for doctors, nurses and paramedics in emergency care which has a 60-credit dissertation; and
• the African Emergency Care stream for qualified doctors which has a 90-credit dissertation.
Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Assoc Prof L Wallis (Department of Surgery).

Admission requirements
FMII A candidate shall not be admitted to the programme unless he/she

(a) if applying for the Clinical Emergency Care stream:
   (i) has an MBChB or equivalent; and
   (ii) has at least one year of emergency care experience after internship and has completed two of the Advanced Life Support Courses (ACLS, ATLS, APLS or PALS); and
   (iii) is registered with the Health Professions council of South Africa or the equivalent as a medical practitioner;
   OR
   (i) has obtained a four-year Bachelor of Nursing or the equivalent; and
   (ii) has a minimum of two years’ experience in an emergency care environment; and
   (iii) has completed two of the Advanced Life Support courses (ACLS, ATLS, APLS or PALS); and
   (iv) is registered with the SA Nursing Council or the equivalent as a nurse.
   (Preference will be given to those with training in trauma or critical care.)
   OR
(i) a qualified paramedic with an approved B Tech or the equivalent; and
(ii) has at least two years’ post-registration experience as a paramedic; and
(iii) has completed at least two Advanced Life Support courses (ACLS, ATLS, PHPLS or similar).

(b) if applying for the African Emergency Care stream:
(i) has an MBChB or equivalent; and
(ii) has at least one year of emergency care experience after internship and has completed two of the Advanced Life Support Systems courses (ACLS, ATLS, APLS or PALS); and
(iii) is registered with the Health Professions Council of South Africa or the equivalent as a medical practitioner; and
(iv) is employed in a full-time capacity in emergency medicine.

Duration of programme
FM12 The degree is offered over two years of part-time study.

Programme outline

FM13.1 Clinical Emergency Care stream
[Plan code: MM001CHM17.]

*MPhil Emergency Medicine Part 1

<table>
<thead>
<tr>
<th>HEQF level</th>
<th>HEQF credits</th>
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</thead>
</table>

Year 1:
Compulsory courses:
CHM6007F Emergency Care 1 9 10
CHM6008F Emergency Care II 9 10
CMH6005F Clinical Research Methods I 9 10
Plus two of the following elective courses:
CHM6011W Basic Prehospital Medical Rescue 8 10
CHM6012F Disaster Medicine 9 15
CHM6013S Education and Training in Emergency Care 8 10
CHM6014S Primary Health Care for Emergency Care Workers 8 10
CHM6015S Ultrasound in Emergency Care 9 15

Year 2:
Compulsory courses:
CHM6006F Clinical Research Methods II 9 15
CHM6010S Resuscitation and Critical Care 9 15
CHM6009S Emergency Care Systems and Management 9 15
CHM6017W Logbook 9 40
CHM6016W Minor dissertation 9 60

Total HEQF credits: 195-205

FMG3.2 African Emergency Care stream
[Plan code: MM006CHM18.]

*MPhil in Emergency Care Part 1

<table>
<thead>
<tr>
<th>HEQF level</th>
<th>HEQF credits</th>
</tr>
</thead>
</table>

Year 1:
Three compulsory core courses:
CHM6005F Clinical Research Methods I 9 10
CHM6006F Clinical Research Methods II 9 15
CHM6018W African Emergency Care 9 15
Plus one elective courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM6015S</td>
<td>Ultrasound in Emergency Care</td>
<td>9</td>
</tr>
<tr>
<td>CHM6012F</td>
<td>Disaster Medicine</td>
<td>9</td>
</tr>
<tr>
<td>CHM6013S</td>
<td>Education and Training in</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Emergency Care</td>
<td>10</td>
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</tbody>
</table>

Year 2:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM6017W</td>
<td>Logbook</td>
<td>9</td>
</tr>
<tr>
<td>CHM6019W</td>
<td>Minor dissertation</td>
<td>9</td>
</tr>
</tbody>
</table>

Total HEQF credits: 180-185

**Assessment**

FM13.3 This is done (amongst others) by means of assignments and skills sessions with tests and examinations.

**Courses for the MPhil in Emergency Medicine**

**CMH6005F  CLINICAL RESEARCH METHODS I**

**HEQF credits:** 10

**Course convener:** Assoc Prof L Wallis.

**Course outline:** This is a semester course designed to develop a coherent and critical understanding of the theory, research methodologies and techniques relevant to emergency medicine. It aims to guide students to develop their own research proposals for submission to the Research and Ethics Committee.

**Assessment:** Assessment is based on coursework and the development of an acceptable research proposal. Coursework: 75%; examinations: 25%.

**CMH6006F  CLINICAL RESEARCH METHODS II**

**HEQF credits:** 15

**Course convener:** Dr N Van Hoving.

**Course outline:** This is a semester course designed to develop a coherent and critical understanding of the theory, research methodologies and techniques relevant to emergency medicine. Focus in this course will be on elements of biostatistics and clinical epidemiology necessary for completion of a master’s level dissertation.

**Assessment:** Assessment is on the basis of coursework and assignments. Coursework: 75%; examinations: 25%.

**CMH6007F  EMERGENCY CARE I**

**HEQF credits:** 10

**Course convener:** Dr B Cheema.

**Course outline:** This semester based course focuses on clinical emergency care. It is a problem-based course with emphasis on evidence-based medicine and clinical decision-making. Students are encouraged to critically appraise the evidence and develop their own management protocols. Module I focuses on general medical cases including cardiology, neurology and pulmonology, surgical and paediatric cases. Core clinical competencies in key emergency medicine-related skills and procedures are required.

**Assessment:** Assessment is by virtue of assignments and skills session (75%) and a final summative assessment 25%.

**CMH6008F  EMERGENCY CARE II**

**HEQF credits:** 10

**Course convener:** Dr P Louw.

**Course outline:** This semester course focuses on clinical emergency care. It is a problem-based course with emphasis on evidence based medicine and clinical decision making. Students are
encouraged to critically appraise the evidence and develop their own management protocols. Module II focuses on trauma, toxicology and environmental medicine cases. Core clinical competencies in key emergency medicine related skills and procedures are required.

**Assessment:** Assessment is by virtue of assignments and skill sessions (75%) and a final summative assessment (25%).

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### CHM6009S EMERGENCY CARE SYSTEMS AND MANAGEMENT

**HEQF credits:** 15  
**Course convener:** Assoc Prof L Wallis.

**Course outline:** This is a semester course designed to generate an understanding of health systems and management principles in emergency care. This course encompasses decision-making in emergency care, error and patient safety, and continuous quality improvement. The structure and function of emergency care systems including global health systems, pre-hospital and in-hospital systems are examined. An analysis of processes and flow in emergency systems, and how these are related to error and productivity, are examined.

**Assessment:** Assessment is by virtue of coursework and assignments (60%) and completion of a project related to management principles and quality improvement (40%).

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### CHM6010S RESUSCITATION AND CRITICAL CARE

**HEQF credits:** 15  
**Course convener:** Dr A Kropman.

**Course outline:** This semester course focuses on clinical emergency care in resuscitative and critical care medicine. It is a problem-based course with emphasis on evidence-based medicine and clinical decision-making. Students are encouraged to critically appraise the evidence and develop their own management protocols. Core clinical competencies in key emergency medicine-related skills and procedures are required.

**Assessment:** Assessment is by virtue of assignments and skill sessions (75%) and a final summative assessment (25%).

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### CHM6011W BASIC PREHOSPITAL MEDICAL RESCUE

**HEQF credits:** 10  
**Course convener:** Dr A Kropman.

**Course outline:** This semester course covers selected aspects of basic prehospital medical rescue involving basic rescue theory and principles of scene management. It is run in conjunction with the rescue training division of the college of emergency care. It includes such practical skills training as high angle rescue, water rescue, immobilisation and extrication techniques.

**Assessment:** Assessment is on the basis of practical skills test (30%), theory test (40%) and research paper (30%).

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### CHM6012F DISASTER MEDICINE

**HEQF credits:** 15  
**Course convener:** Dr W Smith.

**Course outline:** This is a semester course. The course encompasses the underlying principles of disaster medicine including risk assessment, preparation and planning, communication and response. The course delineates the multiservice response required for a major incident. Students are given practical knowledge of tools, resources and processes utilised in a medical major incident response. The assignments involve case reports evaluating aspects of current disasters/major incidents. Students are required to complete a research project involving disaster, major incidents or mass gathering scenarios. Contact time includes a practical major incident response simulation.

**Assessment:** Assessment is on the basis of coursework (20%), written examination (40%) and research project (40%).
**CHM6013S EDUCATION AND TRAINING IN EMERGENCY CARE**

HEQF credits: 10  
Course convener: Dr H Geduld.  
**Course outline:** This is a semester course which runs in conjunction with the Educational Development Unit. The course covers aspects of adult learning theory, small group teaching, use of virtual learning environments (VLE) and electronic learning resources; and clinical skills based teaching.  
**Assessment:** Assessment is by coursework (60%) and a teaching demonstration (40%).

**CHM6014S PRIMARY HEALTH CARE FOR EMERGENCY CARE WORKERS**

HEQF credits: 10  
Course convener: Dr A Kropman.  
**Course outline:** This semester course covers aspects of the common primary health care complaints which may be managed by emergency care workers. The course incorporates principles of the family medicine and the bio-psychosocial model of patient interaction. It includes clinical approaches and management of common presentations. The course also covers communication principles in the clinical setting.  
**Assessment:** Assessment is by coursework (60%), Theory test (30%) and practical assessment (10%).

**CHM6015S ULTRASOUND IN EMERGENCY CARE**

HEQF credits: 15  
Course convener: Dr M Stander.  
**Course outline:** This semester course covers the practical and theoretical aspects of ultrasound in emergency care up to level 1 (as defined by the College of Emergency Medicine). The course includes clinical skills training, basic principles of the physics of ultrasound and ultrasound modes. Emphasis is on the clinical utility and capabilities of emergency ultrasound. Students are expected to keep a logbook of ultrasound scans performed in the emergency environment. These are reviewed by the instructor.  
**Assessment:** Assessment is on the basis of a practical assessment (40%) and written assessment (30%) and online MCQ (30%).

**CHM6017W LOGBOOK**

HEQF credits: 40  
Course conveners: Dr H Geduld and Dr S Bruijns.  
**Course outline:** The logbook integrates the student’s experiential learning.  
**Assessment:** Examinations count 100%.

**CHM6018W AFRICAN EMERGENCY CARE**

HEQF credits: 15  
Course convener: Assoc Prof L Wallis.  
**Course outline:** The objectives of this course are:  
- To develop an understanding of the complexities of emergency care in an African setting.  
- To understand rational systems-based approach to emergency care system development in African countries.  
- To develop further knowledge and skills in African emergency burden of disease, epidemiology and resource allocation.  
The course covers aspects of African epidemiology and emergency care systems, both prehospital and in-hospital. The aim is to explore emergency care in Africa in terms of initiating, developing and maintaining appropriate and adequate systems. Aspects of cost-effectiveness, continuous quality improvement and patient safety are also be covered.  
**Assessment:** Assessment is by means of coursework (40%), written test (30%) and a research paper (30%).
MPhil in Forensic Mental Health

[Plan code: MM006PRY03.]

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.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Assoc Prof S Z Kaliski (Department of Psychiatry and Mental Health).

Admission requirements

FMJ1.1 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 master’s 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.

FMJ1.2 All candidates must be practising in, or have the intention to practise in, the psycholegal field.

Duration of programme

FMJ2 A candidate shall be registered for two years of full-time or three years of part-time study.

Programme outline

FMJ3 The prescribed courses are:                  HEQF credits
(a)  PRY7013W MPhil in Forensic Mental Health Part 1.  120
    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.  60
    Minor dissertation.

Total HEQF credits:  180

DP requirements and progression rule

FMJ4 Students are required to attend at least 90% of seminars and academic activities in the Department, and 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

FMJ5 (a) On-going assessment of performance through regular supervision sessions 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 in-course assessment and examination procedures but will be allowed an extra (third) year to complete coursework and dissertation requirements.

MPhil in Intellectual Disability

[Plan code: MM006PRY06.]

This is a programme by coursework and dissertation. The course module will include topics that will be covered by experiential learning (on site experience in health institutions providing physical and mental health care for services for persons with intellectual disability), seminars, tutorials, case studies and academic presentations. It is envisaged that Intellectual Disability will become a registrable medical sub-speciality with the Health Professions Council of South Africa (HPCSA). It is not certain whether the sub-speciality would be restricted to psychiatrists (Intellectual Disability Psychiatry) or include other sub-specialty options for example for paediatricians or neurologists (Intellectual Disability Medicine). Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Prof C Adnams (Department of Psychiatry & Mental Health).

Admission requirements

FMK 1 To be eligible for consideration, the candidate must
(a) have an approved degree in medicine and registration with the Health Professions Council of South Africa as a medical practitioner; or
(b) have obtained an approved master’s degree in clinical psychology; or
(c) have an approved professional health degree qualification with prerequisite experience that is recognised by the Senate as being equivalent to the above, including occupational therapy, physiotherapy, speech-language therapy, audiology, nursing or clinical social work, and
(d) be registered with the Health Professions Council of South Africa or the equivalent professional body

Duration of programme

FMK 2 A candidate shall be registered for two years of full-time study or three years of part-time study.

Programme outline

FMK3 The prescribed courses are:

(a) PRY7023W MPhil Intellectual Disability Part I.

Content includes the following: Determinants of intellectual disability; genetic and other syndromes; child development and developmental disabilities; biological aspects of intellectual disability; ageing and lifespan; physical health in intellectual disability; mental health in intellectual disability; bio-behavioural disorders, behavioural phenotypes and social impairment; communication and communication disorders (including autism); cognition in intellectual disability; profound and multiple disability; rights and ethics in intellectual disability; policy and laws in intellectual disability and mental health; forensic issues in intellectual disability psychiatry and mental health; quality of life issues; sexuality issues in intellectual disability; death, dying and bereavement; psychiatric and co-morbid disorders; mood disorders in intellectual disability; central nervous system disorders.
(including epilepsy, dementia); mental health assessment; cognitive and psychological assessment; special investigations; special issues of diagnosis in intellectual disability and intellectual disability mental health; psychopharmacology; behavioural, psychological and psychotherapeutic interventions; psychosocial rehabilitation; health therapy interventions; advances in neuroscience related to intellectual disability; health care policy and service systems; de-institutionalisation; orientation to research in intellectual disability; mental health and other service systems for intellectual disability; setting up an intellectual disability health and mental health service; consultation liaison in intellectual disability; intellectual disability health administration.

(b) Minor dissertation.

Total HEQF credits: 180

DP requirements and progression rule

FMK 4 Students must achieve a pass mark (50%) in the part 1 coursework assessments in the first year to be eligible to write the Part 1 examination. Part-time students will be evaluated primarily by the means of coursework assignments they hand in for evaluation. They will be required to perform at similar levels but will be provided with an extra year to achieve comparable professional levels of competence. Students must have passed all the coursework requirements and the Part 1 examination before submitting their dissertations.

Assessment

FMK 5 On-going assessment of performance through regular supervision, case presentation and discussion. Formal feedback is given every six months. At the end of the programme candidates will have been assessed formally by means of

- in-course assessments—15%
- a three-hour written Part 1 examination—30%
- an oral examination—5%
- the presentation and examination of a dissertation—50%

Part-time candidates will undergo the same in-course assessment and examination procedures but will be allowed an extra (third) year to complete coursework and dissertation requirements.

Distinction

FMK 6 The degree may be awarded with distinction if the candidate obtains 75% or more for each of the coursework and dissertation components.

MPhil in Liaison Mental Health

[Plan code: MM006PRY07.]

This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists, clinical psychologists, occupational therapists, social workers and other mental health professionals who wish to gain special expertise in liaison mental health. It is envisaged that, ultimately, this will become a registrable subspeciality with the Health Professions Council of South Africa.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Dr B Vythilingum (Department of Psychiatry and Mental Health).

Admission requirements
FML1.1 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 master’s 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) a professional qualification with requisite experience deemed to be equivalent to 
any of the above.
FML1.2 All candidates must be practising in or have the intention to practise in the mental health field.

Duration of programme
FML 2 A candidate shall be registered for two years of full-time or three years of part-time 
study.

Programme outline
FML3 The prescribed courses are:
(a) PRY7020W MPhil in Liaison Mental Health Part 1.
General principles of liaison mental health practice; clinical 
assessments; professional skills development (such as report- 
writing, co-ordination of multidisciplinary teams) and ethical 
considerations.
(b) PRY7021W MPhil in Liaison Mental Health Part 2.
Minor dissertation.

Total HEQF credits: 180

DP requirements and progression rule
FML 4 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
FML 5 (a) On-going assessment of performance through regular supervision sessions 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 in-course assessment and examination 
procedures but will be allowed an extra (third) year to complete coursework and 
dissertation requirements.

MPhil in Maternal and Child Health
[For plan codes, see respective streams below.]

This is a programme by coursework and dissertation. 
There are two streams: in Maternal & Child Health and in Clinical Research Administration. 
The Maternal and Child Health (MCH) stream aims at improving the health status of mothers and 
children living in rural and peri-urban districts of Southern Africa, by developing the capacity of
health personnel to plan, manage, implement and evaluate maternal and child health services. The programme is designed for those wanting to pursue a career in MCH management at the district and regional levels. The Clinical Research Administration stream is aimed at developing capacity and expertise for conducting clinical research, specifically the organisation and management aspects of conducting clinical trials. The target market includes individuals involved in clinical research activities within academic institutions and in the private sector, clinical research managers and coordinators and individuals involved in regulatory affairs and monitoring clinical trials. Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme conveners: Assoc Professor M Hendricks (Maternal & Health stream) and Ms J Shea (Clinical Research Administration stream) (Department/ School of Child and Adolescent Health).

Admission requirements
FMM1 (a) To be eligible for consideration for the Maternal & Child Health stream, a candidate must have
(i) an approved undergraduate degree in the health sciences
(ii) at least two years’ work experience in maternal and child health services
(iii) fluency in spoken and written English.
[Note: Selected professionally qualified graduates in other fields of healthcare, such as nursing physiotherapy, occupational therapy and nutrition and dietetics, may be admitted as candidates for this programme.]

(b) To be eligible for consideration for the Clinical Research Administration stream, a candidate must have
(i) an approved undergraduate degree
(ii) a minimum of two to three years’ experience in clinical research
(iii) fluency in English, both written and spoken
(iv) plans to pursue a career in clinical research
(v) computer access and internet connectivity.

Duration of programme
FMM2 A candidate shall be registered for two years of part-time study.

Programme outline
FMM3 The prescribed courses shall be:

(a) For the Maternal & Child Health stream
[Plan code: MM006PED02.]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF level</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED4017F</td>
<td>Health &amp; Development</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>PED4003F</td>
<td>Organisation and Management</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>PED4018F</td>
<td>Epidemiology</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>PED4019F</td>
<td>Information, Education and Communication (optional elective)</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>PED4022S</td>
<td>Psychological Context of Maternal and Child Health</td>
<td>8</td>
<td>12</td>
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<tr>
<td>PED4021F</td>
<td>Priorities in Maternal &amp; Child Health</td>
<td>8</td>
<td>20</td>
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<tr>
<td>PED4020S</td>
<td>Foundations of Maternal &amp; Child Health</td>
<td>8</td>
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<td>PED4004S</td>
<td>Biostatistics</td>
<td>9</td>
<td>12</td>
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<tr>
<td>PED5005S</td>
<td>Research Methods for Health Professionals I</td>
<td>9</td>
<td>10</td>
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<tr>
<td>PED5013F</td>
<td>Research Methods for Health Professionals II</td>
<td>9</td>
<td>10</td>
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<td>PED5011S</td>
<td>Integrated assessment</td>
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<tr>
<td>PED5012W</td>
<td>Minor dissertation</td>
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<td>60</td>
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Total HEQF credits: 186
(b) For the Clinical Research Administration stream [Plan code: MM006PEDI2.]

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>HEQF Credits</th>
</tr>
</thead>
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<tr>
<td>PED5002F</td>
<td>Introduction to Clinical Research</td>
<td>9</td>
</tr>
<tr>
<td>PED4017F</td>
<td>Health &amp; Development</td>
<td>8</td>
</tr>
<tr>
<td>PED4018F</td>
<td>Epidemiology</td>
<td>8</td>
</tr>
<tr>
<td>PED4003F</td>
<td>Organisation and Management</td>
<td>8</td>
</tr>
<tr>
<td>PED4019F</td>
<td>Information, Education &amp; Communication</td>
<td>8</td>
</tr>
<tr>
<td>PED5005S</td>
<td>Research Methods for Health Professionals I</td>
<td>9</td>
</tr>
<tr>
<td>PED5008S</td>
<td>Good Clinical Practice</td>
<td>9</td>
</tr>
<tr>
<td>PED5013F</td>
<td>Research Methods for Health Professionals II</td>
<td>9</td>
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<tr>
<td>PED4004S</td>
<td>Biostatistics</td>
<td>9</td>
</tr>
<tr>
<td>PED5006F</td>
<td>The Process of Clinical Trials</td>
<td>9</td>
</tr>
<tr>
<td>PED5007F</td>
<td>Partnerships with Human Subjects</td>
<td>9</td>
</tr>
<tr>
<td>PED5009S</td>
<td>Introduction to Clinical Research Monitoring</td>
<td>9</td>
</tr>
<tr>
<td>PED5010S</td>
<td>Monitoring Clinical Trials</td>
<td>9</td>
</tr>
<tr>
<td>PED5012W</td>
<td>Minor dissertation</td>
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</table>

Total HEQF credits: 192

Assessment

FMM4 Assessment of the coursework will be continuous and consist of assignments. Candidates are required to achieve at least 50% in the coursework and for the dissertation. The Maternal and Child Health stream students must pass individual courses as well as the overall integrated assessment.

Distinction

FMM5 The degree may be awarded with distinction if the candidate obtains 75% or more for each of the coursework and dissertation components.

Courses for the MPhil in Maternal & Child Health:

PED4004S BIOSTATISTICS

HEQF credits: 12

Course conveners: R Sayed.

Course outline: The course aims to introduce the student to the basic statistical concepts which will enable them to understand and interpret statistical concepts and to apply this to published research. Using practical examples and case studies, students are introduced to the different types of variables, descriptive statistics, population parameters, sample size estimation and survival analysis. They are required to perform elementary analysis using STATA statistical software. Students are required to summarise, correctly interpret and present in an appropriate format data that has been statistically analysed, analyse and apply statistical concepts to population-based data using appropriate software; and interpret, summarise and present statistical data.

Assessment: Students are assessed continuously through unit submissions and need to complete a course assignment. A student is required to obtain at least 50% to pass the coursework. Coursework assessment: 100%.

PED4003F ORGANISATION AND MANAGEMENT

HEQF credits: 14

Course conveners: Ms MJ Shea and Assoc Prof MK Hendricks.

Course outline: This course explores the organisation of child health services, programmes and support systems at the different levels of care. It focuses on the role of the paediatrician and medical practitioner in co-ordinating and managing child health services and programmes at the primary and secondary levels of care. The key aspects that are covered in the course include the main child health components within the district health system (DHS), decentralisation within the DHS, a team approach to addressing child health priorities within the district, intersectoral links and referral
systems. It explores resource allocation and management and monitoring and evaluation of child health programmes. Students are also introduced to economic concepts, financial planning and management, budgeting and basic accounting.

**Assessment:** Students are assessed continuously through unit submissions and need to complete a course assignment. Students are required to obtain at least 50% to pass the coursework.

**PED4017F HEALTH AND DEVELOPMENT**

**HEQF credits:** 12

**Course convener:** Ms MJ Shea.

**Course outline:** This course explores the developmental determinants of health and the systems and ideologies that promote and sustain maternal and child health. The objectives of this course are:

- To develop an awareness of human rights issues within the health context
- To introduce learners to the tools and strategies for advocating for the realisation of the rights of women and children
- To analyse existing health services in order to assess whether they adequately meet the health needs of children
- To critically examine the political and economic influences which impact on health and health interventions
- To develop an understanding of health promotion and its role as a key strategy for improving health.

The course is offered through lectures and two hours per week online interaction with the tutor for six weeks.

**Assessment:** Assessment for this course includes: weekly discussions on Vula constituting 30%; unit learning activity posted on Vula contributing 30%; a course assignment constitutes 80% of the overall course grade; and an examination constitutes 20% of the final mark.

**PED4018 EPIDEMIOLOGY**

**HEQF credits:** 14

**Course convenors:** Assoc Prof M Hendricks.

**Course outline:** The course introduces the main concepts in epidemiology for good clinical practice and management in maternal and child health. The course includes the application of epidemiology to disease causation, prevention and treatment. It introduces the student to the different types of epidemiological studies; sampling design and methods; data measurement and collection and disease surveillance. It provides a foundation in research methods which will enable students to critically evaluate and undertake health systems research and audits at the district and regional levels.

**Assessment:** Students are assessed continuously through unit submissions and will need to complete a course assignment. Formative assessment counts 30% of the course mark and summative assessment count 70%.

**PED4019F INFORMATION, EDUCATION AND COMMUNICATION**

**HEQF credits:** 10

**Course convener:** Ms MJ Shea.

**Course outline:** This course covers principles of organisational communication that includes verbal and electronic communication, meeting facilitation and technical writing.

Key objectives are:

- To demonstrate effective verbal and written communication skills
- To review routine communication practices in the workplace.
- To examine communication and information aspects of meetings and their role in health service delivery.
- To equip students with skills in basic computer set-up and trouble-shooting, e-mail communication and word-processing for effective communication.

**Assessment:** Students are assessed continuously through unit submissions and will need to complete a course assignment. A student is required to obtain at least 50% to pass the coursework. Formative
assessment includes an assessment of the learning activities that are submitted on a regular basis and accounts for 30% of the mark. Summative assessment includes an end-of-course assignment and accounts for 70% of the mark.

PED4020S  FOUNDATIONS OF MATERNAL & CHILD HEALTH
HEQF credits:  12
Course conveners: Assoc Prof M Hendricks and M J Shea.
Course outline: This course critically examines priority maternal and child health issues, the major determinants of maternal and child health, and the role of health services in promoting and sustaining health for mothers and children; how to plan and maintain an appropriate and sustainable health care delivery system for pregnant women. Key objectives:
• To review the case history of each pregnant patient and her newborn infant(s) after their discharge from the hospital and to use the information to plan an appropriate perinatal service
• To know the incidence and potential risks of postpartum complications in order to plan and deliver appropriate healthcare
• Recognise and adequately manage common perinatal conditions
• Introduce the concept of perinatal auditing, and provide a framework for participants by which they could stimulate or implement a similar practise in their district
• To understand specific issues relating to the diagnosis and management childhood illness
• To identify appropriate methods for the management of childhood illness and relevant services in the district setting
• To identify strategies to reduce the prevalence of preventable childhood morbidity and mortality.
Assessment: Formative assessment will include regular online submissions for each of the course units and will make up 30% of the course mark. Summative assessment includes an end-of-course assignment, which makes up 70% of the course mark.

PED4021F  PRIORITIES IN MATERNAL & CHILD HEALTH
HEQF credits:  20
Course conveners: Assoc Prof MK Hendricks and M J Shea.
Course outline: This course critically examines priority maternal and child health issues, the major determinants of maternal and child health, and the role of health services in promoting and sustaining health for mothers and children. It also promotes an understanding of the determinants of health at the individual, family and population level.
Assessment: Formative assessment includes regular online submissions for each of the course units and makes up 30% of the course mark. Summative assessment includes an end of course assignment, which will make up 70% of the course mark.

PED4022S  THE PSYCHOSOCIAL CONTEXT OF MATERNAL & CHILD HEALTH
HEQF credits:  12
Course convenor: Assoc Prof MK Hendricks.
Course outline: The focus of this course is the analyses the social determinants of maternal and child health behaviour. At the end of the course learners will have developed a critical approach to understanding the factors that influence maternal and child health, specifically poverty and maternal health; the impact of tradition and culture on health-seeking behaviour; childhood in time and place; and youth sexual behaviour and HIV/AIDS.
Assessment: Formative assessment includes regular online submissions for each of the course units and makes up 30% of the course mark. Summative assessment will include an end-of-course assignment, which makes up 70% of the course mark.

PED5002F  INTRODUCTION TO CLINICAL RESEARCH
HEQF credits: 8
Course convener: Ms MJ Shea.
Course outline: This course serves as a foundation for the master’s programme in clinical research administration. It reinforces an analytical and integrative approach to clinical research. Course objectives are:
- To conduct a critical analysis of the processes and domains of science, public health and administration that provides a framework for clinical research administration
- To analyse key factors that influence the advancement of clinical research administration
- To develop a global view of clinical research administration and the study programme.
Assessment: Assessment for this course includes weekly discussions on Vula, independent assignments and small-group projects throughout the semester which constitutes 33% of the total grade. Two projects comprise 66% of the course mark.

PED5005S  RESEARCH METHODS FOR HEALTH PROFESSIONALS I
HEQF credits: 10
Course conveners: Ms MJ Shea.
Course outline: At the end of this course students will demonstrate knowledge and understanding of:
- Research designs, their strengths, weaknesses and application to clinical research
- Quantitative and qualitative research methods
- Constructing, motivating and defending a research design, data collection instruments and data collection procedures
- Write a critical review of an article.
Assessment: Students are assessed continuously through unit submissions and need to complete a course assignment. A student is required to obtain at least 50% to pass the coursework. Coursework counts 100%.

PED5006F  THE PROCESS OF CLINICAL TRIALS
HEQF credits: 8
Course convener: T Hawkridge.
Course outline: The overall purpose of this course is to analyse and evaluate the various components of clinical trial development that includes pre-clinical information, phase one, two, and three strategies informed by the relevant regulatory guidelines and information available in the public domain.
Upon completion of this course the student should be able to:
- outline decision-making necessary for the allocation of resources for a trial (business plan / intellectual property / technology transfer);
- identify relevant regulations and requirements for approval of a new product;
- review the disease under study, the current standard of care and the pathway to marketing applicable for your product;
- compare the difference between device and drug studies;
- select sites for conducting a trial;
- facilitate approval of a clinical trial from the IRBs or Ethics Committee;
- design data documents to facilitate capture of the data to support trial endpoints; and
- identify required reporting and regulatory documentation necessary during the trial’s conduct.
Assessment: Weekly discussions on Vula constitute 20%. Independent assignments and small-group sessions throughout the semester constitute 50% of the total grade. Summary of two articles constitutes 10%. Two examinations comprise 20% of the total mark.

PED5007F  PARTNERSHIPS WITH HUMAN SUBJECTS
HEQF credits: 8
Course convener: Ms MJ Shea.
Course outline: This course explores the implications of conducting clinical research with human subjects, specifically regarding the regulatory framework that aims to promote the ethical conduct of clinical research. Using the study participant as the primary frame of reference, students develop an understanding of the principles and strategies for effectively recruiting and retaining participants in clinical trials. The role of partnerships is essential for maximising recruitment and retention strategies (while complying with recognised standards of ethical and regulatory guidelines. Upon completion of this course the student should be able to
- understand the characteristics that make up a “partnership with human subjects”
- apply a variety of patient recruitment and retention techniques
- discuss advantages and disadvantages of using different media in specific situations
- consider ethical and regulatory issues associated with clinical trials participation
- understand the role of key stakeholders involved in protecting research subjects
- recognise the impact that protocol design and investigative site characteristics have on a subject’s willingness to participate in clinical trials
- describe the factors that impact study participation
- evaluate the public’s opinion of the pharmaceutical industry and ways for improvement
- specify the components of a patient recruitment and retention plan.
Assessment: Assessment for this course includes weekly discussions on Vula. Independent assignments and small-group projects throughout the semester constitute 33% of the total mark and two projects comprise 66% of the total mark.

PED5008S GOOD CLINICAL PRACTICE
HEQF credits: 10
Course convener: Ms MJ Shea.
Course outline: This course explores the historical and ethical underpinnings and current thinking with regard to the standards, responsibilities, and obligations of all relevant parties (the pharmaceutical developers, the researcher scientists, the human subjects) with regard to the powers of a regulatory body in establishing and enforcing regulations to support good clinical practice.
Assessment: Assessment for this course includes weekly discussions on Vula. Independent assignments and small group projects throughout the semester constitute 50% of the total grade; two research papers comprise 30% of the total grade; two multiple-choice examinations comprise 20% of the total grade.

PED5009S INTRODUCTION TO CLINICAL RESEARCH MONITORING
HEQF credits: 8
Course convener: Ms MJ Shea.
Course outline: This course addresses monitoring methodologies in clinical research. Students explore the rationale for the various monitoring roles and responsibilities of key players in clinical research that serve to protect patients participating in clinical trials.
Assessment: Weekly discussions on Vula constitute 35%; independent assignments and small-group projects throughout the semester constitute 50%; an online quiz consisting of multiple choice and short questions constitutes 15% of the total mark.

PED5010S MONITORING CLINICAL TRIALS
HEQF credits: 8
Course convener: Ms MJ Shea.
Course outline: This course is intended to develop an in-depth understanding of the impact of relevant regulatory guidelines on monitoring clinical trials from the perspective of the sponsor and the research site. Upon completion of this course the student will be able to
- explain the basic principles and processes involved in monitoring clinical trials, such as the informed consent, institutional review process (IRBs), the investigator selection process, the impact of FDA regulations, adverse event monitoring, initiating, monitoring and closing a clinical trial and the regulatory approval process;
• identify the various players and learn their roles when involved with monitoring clinical trials.
• formulate quality assurance audits;
• apply principles involved in recruiting and retaining patients in a clinical trial;
• apply good clinical practices to monitoring clinical trials;
• identify the basic principles of protocol development and how they impact clinical trial monitoring and data validity.

Assessment: Assessment for this course includes weekly discussions on Vula. Independent assignments and small-group projects throughout the semester constitute 33 % of the total mark; two projects comprise 67 % of the total mark.

PED5013F  RESEARCH METHODS FOR HEALTH PROFESSIONALS II
HEQF credits: 10
Course conveners: Mr J Irlam.
Course outline: The purpose of this course is to provide foundational knowledge and skills for evaluating and interpreting published research. At the end of this course students will demonstrate knowledge and understanding of:
• Proposal structure and content
• The formulation of a health-related research question
• A literature review related to a research question
• The formulation of an appropriate research design to address a research question
• Statistical techniques to test, analyse and report findings
• Ethical considerations in clinical research.
Assessment: Students are assessed continuously through unit submissions and need to complete a course assignment. A student is required to obtain at least 50% to pass the coursework. Coursework counts 100% of the final mark.

PED5014S  INTEGRATED ASSESSMENT
HEQF credits: 0
Course convenor: Ms MJ Shea.
Course outline: This course code exists for the sole purpose of recording a mark for the integrated assessment of coursework in the Maternal & Child Health stream. This assessment must be passed in order for the student to pass the programme.

MPhil in Occupational Health
[Plan code: MM006PPH06.]

This is a programme by coursework and dissertation.
Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Prof J Myers (Department / School of Public Health and Family Medicine).

Admission requirements
FMN1 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 an approved discipline; and
(b) has access to relevant places of work and/ or experience in occupational health practice, management, inspection or auditing.

Duration and structure of programme
FMN2 A candidate shall be registered for at least two years of part-time study, and is required to attend three one-week practicum blocks over the two-year period.
**Programme outline**

**FMN3**

The prescribed courses are:

(a) **PPH7059W MPhil in Occupational Health Part 1.**

120

Coursework includes 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.**

60

Minor dissertation. Students 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 that 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.

**Total HEQF credits:** 180

**Assessment**

**FMN4**

Assessment of coursework is by means of written assignments, practicums, participation in groupwork, and written and oral examinations. A pass of 50% is required for the coursework. In addition, the examiners retain 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 Neuropsychiatry**

[Plan code: MM006PRY08.]

This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists who wish to gain special expertise in neuropsychiatry. It is envisaged that, ultimately, this will become a registrable subspeciality with the Health Professions Council of South Africa.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme convener:** Dr J A Joska (Department of Psychiatry and Mental Health).

**Admission requirements**

**FMO1**

To be eligible for consideration, a candidate

(a) must have 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 Colleges of Medicine of South Africa); or

(b) must have a professional qualification in psychiatry from a recognised institution outside of South Africa; or

(c) must have a qualification; and

(d) must be registrable as a psychiatrist in South Africa; and

(e) must be practising or have the intention to practise in the field of neuropsychiatry.
Duration of programme
FMO2  A candidate shall be registered for two years of full-time or three years of part-time study.

Programme outline
FMO3  The prescribed courses are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRY7018W</td>
<td>MPhil in Neuropsychiatry Part 1.</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>General principles of clinical neuroscience; theory and practice related to neuropsychiatry/neuropsychiatric syndromes, professional skills development (such as issues pertaining to curatorship and expert testimony)</td>
<td></td>
</tr>
<tr>
<td>PRY7019W</td>
<td>MPhil in Neuropsychiatry Part 2.</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Minor dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

Total HEQF credits: 180

DP requirements and progression rule
FMO4  Students are required to attend at least 90% of seminars and academic activities in the Department, and will have to achieve a pass mark (50%) in the part 1 coursework assessments in the first year 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, but are allowed to commence work on the dissertation while completing the coursework.

Assessment
FMO5  (a) On-going assessment of performance through regular supervision, case presentation and discussion. Formal feedback is given 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 in-course assessment and examination procedures but will be allowed an extra (third) year to complete coursework and dissertation requirements.

MPhil in Paediatric Pathology
[Plan code: MM006LAB19.]

This is a programme by coursework and dissertation.
Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener:  Prof D Govender (Department of Clinical Laboratory Sciences).

Admission requirements
FMP1  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 a forensic pathologist with experience in anatomical pathology.

Duration of programme
FMP2  The programme is offered either on a full-time basis with students working in paediatric and perinatal pathology for 24 months or on a part-time basis over 36 months with students attending periodic intensive training sessions of two to four weeks. This includes completion of the dissertation.
Programme outline

FMP3 The prescribed courses are:

(a) LAB7008W MPhil in Paediatric Pathology Part 1.

The programme is divided into four modules, viz. (i) perinatal and placental pathology, including normal and abnormal fetal growth and development; (ii) paediatric autopsies and laboratory investigations; (iii) pathological aspects of childhood neoplasia and post-natal growth disturbances, including malnutrition and (iv) general systemic and surgical pathology applicable to children. Instruction is by means of tutorials and demonstrations.

(b) LAB7009W M Phil in Paediatric Pathology Part 2

Minor dissertation.

Total HEQF credits: 180

Assessment

FMP4 Part 1 comprises a year-mark made up as follows: essays (four assignments) (20%), a written paper (20%), a practical examination including an autopsy (30%), and an oral examination (10%). Part 2 comprises a short dissertation (20%). Both parts have to be passed (with 50% each).

MPhil in Palliative Medicine

[Plan code: MM006MDN19.]

This is a programme by coursework and dissertation.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Dr L Gwyther (School of Public Health and Family Medicine).

Admission requirements

FMQ1 A Postgraduate Diploma in Palliative Medicine from this University or an equivalent qualification from another university recognised by the Senate for the purpose.

Duration of programme

FMQ2 A candidate shall be registered for at least two years of part-time study.

Programme outline

FMQ3 The prescribed courses are:

(a) PPH7080H Research Methods

(b) PPH7081S Advanced Palliative Care

The lectures will include the following: Ethics; HIV/AIDS; oncology; chronic diseases; paediatric palliative care; symptom control; psychosocial issues; palliative care.

(c) PPH7048W MPhil in Palliative Medicine Minor dissertation

Minor dissertation. The purpose of the minor 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. In addition to the dissertation, students must produce an article for submission to a peer-reviewed journal.

Total HEQF credits: 210

Assessment
Assessment of coursework is by means of written assignments. A pass of 50% is required in each component.

Courses for the MPhil in Palliative Medicine:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
<th>Course Convener</th>
<th>Outline</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH7080H</td>
<td>RESEARCH METHODS</td>
<td>60</td>
<td>Dr L Gwyther</td>
<td>The aim of this course is to equip palliative care professionals with the knowledge and understanding of research methods and to develop the skills to conduct independent research. It covers the topics of palliative care research methods, biostatistics and epidemiology, qualitative methodology, research ethics, scientific writing skills. These topics are explored through interactive workshops, focused readings, and practical examples with web-based support of learning.</td>
<td>Formative assessment contributes 60% of the final mark, including research ethics assessment and research ethics approval of the research proposal. Summative assessment includes a written examination moderated by an external examiner. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate final marks.</td>
</tr>
<tr>
<td>PPH7081S</td>
<td>ADVANCED PALLIATIVE CARE</td>
<td>60</td>
<td>Dr L Gwyther</td>
<td>The aim of this course is to equip palliative care professionals with the expanded knowledge and skills of palliative care and palliative care service development. It covers the topics of advanced symptom management, psychosocial and spiritual support, advocacy and policy in palliative care. These topics are explored through interactive workshops, focused readings, and practical examples with web-based support of learning.</td>
<td>Formative assessment contributes 60% of the final mark. Summative assessment includes a written examination moderated by an external examiner. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate the final marks.</td>
</tr>
</tbody>
</table>

MPhil in Sports & Exercise Medicine

[Plan code: MM006HUB14]

This is a programme by coursework, clinical work and dissertation. 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 programme, while teaching and lecturing skills are also purposely developed.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme Convener: Prof M P Schwellnus (Department of Human Biology).

Admission Requirements

FMR1 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;
(b) has provided satisfactory evidence of an interest in sport and exercise;
(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 experience after qualifying as a medical practitioner.

**Duration of programme**

FMR2 A candidate shall be registered for at least three years of part-time study.

**Programme outline**

FMR3 The prescribed courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB5006W MPhil in Sports and Exercise Medicine Part 1A and HUB5008W Part 1B</td>
<td>60</td>
</tr>
</tbody>
</table>

Lectures are provided (via email and Vula) for students doing the part-time programme and students are required to attend week-long practical components of the programme at the University of Cape Town, three times a year. Practical instruction consists of lectures, tutorials, clinical case discussions and workshops.

Part 1 is divided into two main components: In the first year of study (Part 1A) 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 1B), coursework in clinical sport and exercise medicine is covered in two sections (sports injuries and medical aspects). The two sections, sports injuries and medical aspects, are therefore covered in alternate years. The sequences of these sections vary each year. On completion of one year, the examinations are conducted to complete each section.

<table>
<thead>
<tr>
<th>Course</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB5007W MPhil in Sports and Exercise Medicine Part 2</td>
<td>60</td>
</tr>
</tbody>
</table>

Part 2 consists of a minor dissertation, the choice of which is guided by the programme convener. The research project is conducted either in a laboratory or in the field and is handed in as a dissertation. The research work for Part 2 is conducted over the three years of study for Parts 1A and 1B. Only in exceptional cases will work for Part 2 be continued into a fourth year of study.

**Examination/assessment**

FMR4 **Part 1A:**
During the first year of study, class tests are written which make up the year mark (30% of the final mark for Part 1A). At the end of the first year, written examinations (two papers) are completed, which make up 70% of the final mark for Part 1A. Students are admitted to the second year of study only if the final mark is 50% or more.

**Part 1B: Year marks**
The year-mark for each section (sports injuries and medical aspects in two different years) is made up by marks obtained for the class tests and practicals during each year. All the class tests contribute to the year-mark. The year-marks for the second and third year will each contribute 10% to the total mark for Part 1B.

**Part 1B: Written examinations**
In October/November of the second and the third years (sports injuries and medical aspects in two different years) a paper is written which contributes to the final mark for
Part IB as follows:
Sports injuries section 20%
Medical aspects section 20%
Proportion of final Part 1B mark: 40%

Students are required to obtain 50% or more for the written examinations in each year to successfully complete Part B.

Part 1B: Clinical examination
In October/November of each year (sports injuries and medical aspects in two different years) a clinical examination (clinical cases) and objective structured clinical examination (OSCE) are conducted which contribute to the final mark for Part 1B as follows:
Sports injuries section 20%
Medical aspects section 20%
Proportion of final Part 1B mark: 40%

Students are required to obtain more than 50% for the clinical examinations in each year to successfully complete Part 1B.

Part 2: Minor dissertation
Students will be required to pass the dissertation with 50% or more to successfully complete Part 2.

FMR5 Distinction
A distinction is awarded to candidates who have obtained 75% or more for each of Part 1A, 1B and Part 2.

MPhil in Sports Physiotherapy
[Plan code: MM006AHS16.]

This is a degree by coursework and dissertation offered by the Division of Physiotherapy in 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.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme conveners: Dr T Burgess (Division of Physiotherapy, School of Health and Rehabilitation Sciences).

Admission requirements
FMS1 A candidate shall not be admitted to the programme unless he/she
(a) is a graduate in physiotherapy of the University or of any other university recognised by the Senate for the purpose;
(b) is registered with the Health Professions Council of South Africa as a physiotherapist or as a physiotherapy student (or provides evidence of appropriate registration with an equivalent registering body outside of South Africa);
(c) has provided satisfactory evidence of an interest in sport and exercise.

[Note:
• Preference will be given to eligible applicants with at least two years of postgraduate clinical experience.
• A Postgraduate Sports Physiotherapy (SPT1) or Orthopaedic Manual Therapy
(OMT1) certification is an advantage.

**Duration of programme**

FMS2  
A candidate shall be registered for a minimum of three years of part-time study, and a maximum period of five years’ part-time study.

**Programme outline**

FMS3  
The programme consists of taught coursework courses and a dissertation. The student is expected to attend three one-week courses in the exercise physiology year of study and four one-week courses in the clinical sports physiotherapy year of study. Practical instruction consists of lectures, tutorials, clinical case discussions and workshops. The two sections, exercise physiology and clinical sports physiotherapy, are offered in alternate years. Research Methodology 1 and 2 are offered every year. Students are expected to complete their dissertations in the third year of study.

The prescribed courses are:

(a) **HUB5009H Research Methodology 2**
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. The year-mark, made up of assignments, contributes 49%, and the final examination paper contributes 51% to the final mark.

(b) **HUB5010W Exercise Physiology**
This course comprehensively covers exercise physiology, functional and applied anatomy, pathology and biomechanics. The year-mark, made up of the class tests, contributes 30%, and two final examination papers each contributes 35% to the final mark.

(c) **HUB5011H Sports Medicine**
This course covers the medical aspects of the management of sports injuries and sports traumatology. The course is assessed by means of one class test (49%) and a final examination (51%).

(d) **AHS5032H Research Methodology 1**
This course includes research design, methodology and good laboratory and clinical practice. The year-mark, made up of assignments, contributes 49%, and the final examination contributes 51% to the final mark.

(e) **AHS5033W Sports Physiotherapy**
This course includes the prevention, comprehensive assessment, management and rehabilitation of sports injuries and conditions. Key concepts include evidence-based practice, clinical reasoning, and the development of reflective practitioners. The year-mark is made up of class tests and assignments. The final examination consists of a theory paper, a clinical assessment examination and a practical examination. The year-mark comprises 49% and the final examinations 51% of the final mark.
(f) AHS5034W Research Project (when the primary supervisor is in Dept of Health and Rehab Sciences); or HUB5012W Research Project (when the primary supervisor is in the Department of Human Biology).

The student will be expected to complete a research project (dissertation). The research proposal shall 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 third year of study. The data collection should not take longer than three months and the final dissertation should be a maximum of 25,000 words excluding references and appendices.

Total HEQF credits: 180

Assessment
FMS4 The minimum pass mark is 50%. A student who does not satisfactorily complete one of the courses may, with permission of the programme convener, be allowed to register for that course concurrently with the courses for the following year of study.

Distinction
FMS5 The degree may be awarded with distinction if a student obtains an average of 75% or more, across all components.

MPhil by dissertation

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Admission requirements
FMT1 A candidate shall not be admitted to the programme, unless he/she

(a) has an approved four-year tertiary degree from this University or another 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, is adequate for the purpose of admission as a candidate for the degree.

Dissertation
FMT2.1 Except by permission of the Senate, a candidate shall not submit his/her dissertation for examination until he/she has had two years' training and approved experience.

FMT2.2 A candidate registered for the degree 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.

FMT2.3 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 in writing of his/her intention to do so by not later than 15 February or 15 July, respectively.
FMT2.4 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a provision in writing, signed by the candidate, allowing the University to reproduce for the purpose of research, either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission). The dates for receipt of the work by the Faculty Office are 15 March for the June graduation and 15 August for the December graduation.

FMT2.5 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.

**MPhil for Subspeciality Training**

Candidates who are accepted for subspeciality training in one of the Faculty's approved subspeciality training units are required to register for an MPhil degree. Admission requirements for subspeciality training are determined by the Medical & Dental Professional Board. Candidates usually write the examinations offered by the relevant College of Medicine and, upon successful completion of such examinations, are granted credit towards Part 1 of the relevant MPhil degree. Candidates who register for the MPhil Part 2 and successfully complete the dissertation part of the degree are awarded the MPhil degree. Part 2 candidates are encouraged to design their research projects in one of two ways: As a project whose scope meets the requirements of the MPhil degree, or a project which would offer sufficient scope for upgrading to PhD studies. Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Admission requirements**

**FMU1** 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 primary or one of the primary specialities 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**

<table>
<thead>
<tr>
<th>Subspeciality Discipline</th>
<th>Course Codes and Titles</th>
<th>Plan Code</th>
<th>HEQF credits per course</th>
<th>Total HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anaesthesia</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>In Critical Care</td>
<td>AAE7005W MPhil in Critical Care Part 1</td>
<td>MM016AAE02</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>AAE7006W MPhil in Critical Care Part 2</td>
<td>MM016AAE02</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Allergology</td>
<td>MDN7053W MPhil in Allergology Part 1</td>
<td>MM016MDN22</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>MDN7054W MPhil in Allergology Part 2</td>
<td>MM016MDN22</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>In Cardiology</td>
<td>MDN7017W MPhil in Cardiology Part 1</td>
<td>MM016MDN02</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>MDN7038W MPhil in Cardiology Part 2</td>
<td>MM016MDN02</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>In Endocrinology</td>
<td>MDN7021W MPhil in Endocrinology Part 1</td>
<td>MM016MDN05</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>MDN7041W MPhil in Endocrinology</td>
<td>MM016MDN05</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Part 1 Code</td>
<td>Part 1 Credits</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>In Medical Gastroenterology</strong></td>
<td>MDN7022W</td>
<td>MPhil in Medical Gastroenterology Part 1</td>
<td>MM016MDN06</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>MDN7042W</td>
<td>MPhil in Medical Gastroenterology Part 2</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td><strong>In Nephrology</strong></td>
<td>MDN7020W</td>
<td>MPhil in Nephrology Part 1</td>
<td>MM016MDN13</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>MDN7040W</td>
<td>MPhil in Nephrology Part 2</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td><strong>In Pulmonology</strong></td>
<td>MDN7015W</td>
<td>MPhil in Pulmonology Part 1</td>
<td>MM016MDN16</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>MDN7037W</td>
<td>MPhil in Pulmonology Part 2</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td><strong>In Rheumatology</strong></td>
<td>MDN7018W</td>
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</table>

**Note:** Specialists in Internal Medicine and Haematopathology can receive Certification in Clinical Haematology after two years’ training in the diagnostic haematology laboratory (for clinicians) or in clinical medicine (for pathologists), with a focus on clinical haematology (both groups).
Duration of training
FMU3 Subspeciality trainees are required to register for two years of full-time study. Candidates for Adult and Paediatric Cardiology and in Gastroenterology are required to register for three years of full-time study. (The MPhil in Gastroenterology includes a rotation through the Division of Hepatology.) The training period includes time for research and completion of the dissertation.

Assessment
FMU4 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
FMU5 (a) The Part 2 candidate must submit his/her dissertation within two years of completing his/her senior 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 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
FMU6 The candidate may be granted credit for and exemption from the examinations of Part 1 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
FMU7 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 1 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 IN FAMILY MEDICINE AND PRIMARY CARE (MFamMed)

[Degree code: MM011. Plan code: MM011PH03.]

This is a degree programme by coursework and dissertation. The degree does not fulfil the criteria for registration as a family physician with the HPCSA.

Note: Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Dr B Schweitzer (School of Public Health and Family Medicine).

Admission requirements

FMV1 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) is registered as a medical practitioner with the HPCSA (or equivalent in the country in which the candidate is practising) and
(c) has successfully completed the Postgraduate Diploma in Family Medicine of this University, or a qualification recognised by the Senate as equivalent, preferably with at least 65% overall; and
(d) has successfully undergone a formal interview process and has submitted the names and contact details of at least two referees, one of whom should be their current or most recent employer. [Candidates who have completed the Postgraduate Diploma in Family Medicine and who have already undergone a formal interview process may be exempted from undergoing another.]
(e) will be practising in an approved setting for the duration of his/her registration for the degree.

Duration of programme

FMV2 The degree is offered on a part-time basis. A candidate shall be registered for the degree programme for a minimum period of two years and a maximum period of four years.

Programme outline

FMV3 The prescribed courses are:

(a) Part 1 Master in Family Medicine & Primary Care, consisting of the following modules:
PHH6002W Clinical Medicine C 54
PHH6003S Health and Culture 6
PHH7080H Research Methods 60

(b) PHH7001W Part 2 Master in Family Medicine & Primary Care Dissertation. 60

Total HEQF credits: 180

Assessment

FMV4 The programme consists of two parts. The courses that make up Part 1 are examined by means of a research protocol, assignments, portfolio assessment and written and clinical examinations. The examination in Part 2 consists of a dissertation.

Progression and readmission

FMV5 Except with the permission of Senate, on the recommendation of the Division of Family Medicine,
(a) a candidate who fails three courses, or who fails the same course 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**

FMV This degree may be awarded with distinction (75% - 100% for all courses).

**Courses for Master in Family Medicine and Primary Care:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
<th>Course Convener</th>
<th>Course Outline</th>
</tr>
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<tbody>
<tr>
<td>PPH6002W</td>
<td>CLINICAL MEDICINE C</td>
<td>54</td>
<td>Dr B Schweitzer.</td>
<td>The aim of this course is to gain greater depth of understanding and skill in areas of special interest in clinical practice. The student is required to demonstrate learning by creating portfolios of two or more self-selected fields of clinical medicine. There is ongoing supervision by means of face-to-face and internet-based assignments. Assessment: The students will be examined by means of an oral examination on their areas of interest, based on – but not limited to – their portfolio and patient studies. The weighting of components is as follows: Six patient studies (15% each) 45% Oral exam on area of special interest – based on, but not limited to, portfolio 30% Assessment of portfolio 25%</td>
</tr>
<tr>
<td>PPH6003S</td>
<td>HEALTH AND CULTURE</td>
<td>6</td>
<td>Dr A Smith and Dr L Vivian.</td>
<td>This course aims to foster awareness in family medicine clinicians about culture and to promote cultural competency in their communication with patients, families and communities. The emphasis in the programme is on cultural issues in communication between doctor and patient in the consultation, then on the patient’s story and thirdly on the nature of the cultural community in which students are working or living. The course is made relevant by discussing examples from students’ own experiences and the community, cultures and religions with whom they work in respect of life stage events, traditions and rituals that influence people’s sense of well-being and health. How to appropriately engage with culture in ethical decision-making is explored. Students will gain a better understanding of their own and other people’s worldviews, and the part that culture plays in nurturing a person’s development. The meaning and relevance of terms and concepts such as culture, narratives, stigma, the sick role, rituals and power relationships in the consultation are examined. Skills in how to use patient stories are developed and applied to patients with specific conditions such as mental illness and healing from trauma. Assessment: Completion of assignment.</td>
</tr>
<tr>
<td>PPH7080H</td>
<td>Research Methods</td>
<td>60</td>
<td>Dr L Gwyther.</td>
<td>The aim of this course is to equip palliative care professionals with the knowledge and understanding of research methods and to develop the skills to conduct independent research. It covers the topics of palliative care research methods, biostatistics and epidemiology, qualitative methodology, research ethics, scientific writing skills. These topics are explored through interactive workshops, focused readings, and practical examples with web-based support of learning. Assessment: Formative assessment includes research ethics assessment and research ethics approval of the student’s research proposal. A pass mark of 50% is required in each component of the assessment. The external examiner has the authority to allocate final marks.</td>
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</table>
MASTER OF PUBLIC HEALTH (MPH)
[Degree code: MM012. For plan codes, see respective streams below.]

This is a degree programme by coursework and dissertation.
Note: Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Overall programme convener: Prof R Ehrlich (General and Epidemiology streams)
Co conveners: Dr A Honda (Health Economics stream; Assoc Prof L Myer (Clinical Research stream); Prof LGilson (Health Systems stream)
(Department / School of Public Health and Family Medicine).

Admission requirements
FMW1 A candidate for the General, Epidemiology, Health Systems, or Clinical Research stream shall not be admitted to the programme unless he/she
(a) has an approved degree 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 for the purpose; or
(b) holds an honours or equivalent four-year degree from this University or another university recognised by the Senate for the purpose; and
(c) has attained at least a C-grade pass in higher-grade matriculation mathematics or an equivalent recognised by the Senate for the purpose; and
(d) is proficient in written and spoken English.

FMW2 A candidate for the Health Economics stream shall not be admitted to the programme unless he/she
(a) has an approved degree in economics, health sciences or social sciences from this University or another university recognised by the Senate as equivalent;
(b) holds an honours or equivalent four-year degree from this University or another university recognised by the Senate for the purpose; and
(c) has attained at least a C-grade pass in higher-grade matriculation mathematics or an equivalent recognised by the Senate for the purpose; and
(d) is proficient in written and spoken English.

Duration of programme
FMW3 A candidate shall be registered for a minimum of 12 months.

Programme outline
FMW4.1 General and Epidemiology streams
[Plan codes: MM012PPH07 and MM012PPH02 respectively.] HEQF credits
The prescribed courses include the following:
(a) All students shall register for the following core courses:
   PPH7016F Public Health and Society 12
   PPH7018F Introduction to Epidemiology 12
   PPH7021F Biostatistics I 12
   PPH7041S Health Policy and Planning, and/or 12
   PPH7070S Quantitative Research Methods, and either or both of: 12
   PPH7084S Introduction to Health Systems Research and Evaluation (if both are taken, one will be an elective)

   And shall choose another four (4) or five (5) elective courses (if four courses were selected above, five selective courses must be selected) subject to specialisation stream requirements and the
discretion of the programme convener, from the courses below:

PPH7022S Evidence-based Health Care 12
PPH7029F Advanced Epidemiology 12
PPH7039S Theory and Application of Economic Evaluation in Healthcare 12
PPH7050F Microeconomics for the Health Sector 12
PPH7053S Public Health and Human Rights 12
PPH7054F Gender and Health 12
STA5055Z Biostatistics II 12
STA5056Z Biostatistics III 12
PPH7063S Epidemiology of Infectious Diseases 12
PPH7065S Epidemiology of Non-Communicable Diseases 12
PPH7071F Qualitative Research Methods 12
PPH7077S The Economics of Health Systems 12

(b) PPH7015W Master of Public Health Minor Dissertation. 60

Total HEQF credits: 180

FMW4.2  Health systems stream

[Plan code: MM012PPH12.]

The prescribed courses include the following:

All students shall register for the following core courses:

(a) PPH7016F Public Health and Society 12
PPH7041S Health Policy and Planning 12
PPH7077S The Economics of Health Systems 12
PPH7018F Introduction to Epidemiology 12
PPH7071F Qualitative Research Methods 12
PPH7084S Introduction to Health Systems Research and Evaluation 12

Plus five elective courses from the list below:

PPH7039S Theory and Application of Economic Evaluation in Healthcare 12
PPH7063S Epidemiology of Infectious Disease 12
PPH7065S Epidemiology of Non-Communicable Disease 12
PPH7053S Public health and Human Rights 12
PPH7054F Gender and Health 12

(b) PPH7015W Master of Public Health minor dissertation 60

Total HEQF credits: 180

FMW4.3  Clinical Research stream

[Plan code: MM012PPH01.]

The prescribed courses include the following:

(a) All students shall register for the following core courses:

PPH7018F Introduction to Epidemiology 12
PPH7021F Biostatistics I 12
PPH7022S Evidence-based Health Care 12
PPH7029F Advanced Epidemiology 12
STA5055Z Biostatistics II 12
STA5056Z Biostatistics III 12
PPH7083W Seminars in Clinical Research 12
PPH7075S Clinical Research Methods and either or both of:
PPH7063S Epidemiology of Infectious Diseases,  or
PPH7065S Epidemiology of Non-Communicable Diseases (if both are taken, one will be an elective) 12

Plus a further elective course if needed, chosen from the courses
below:
PPH7016F Public Health and Society 12
PPH7039S Theory and Application of Economic Evaluation in Health Care 12
PPH7041S Health Policy and Planning 12
PPH7050F/S Microeconomics for the Health Sector 12
PPH7053S Public Health and Human Rights 12
PPH7054F Gender and Health 12
PPH7071F Qualitative Research Methods 12
PPH7070S Quantitative Research Methods (on recommendation of stream convener) 12
PPH7077S The Economics of Health Systems 12
(b) PPH7015W Master of Public Health Minor Dissertation 60
Total HEQF credits: 180

FMW4.4 **Health Economics stream**

**HEQF credits**

*Plan code: MM012ECO07.*

The prescribed courses include the following:

(a) *All students shall register for the following core courses:*
PPH7039S Theory and Application of Economic Evaluation in Health Care 12
PPH7041S Health Policy and Planning 12
PPH7050F/S Microeconomics for the Health Sector 12
PPH7064F Quantitative Methods for Health Economists 12
PPH7070S Quantitative Research Methods 12
PPH7077S The Economics of Health Systems 12
Plus two elective courses from the list below:

Faculty Electives:
PPH7071F Qualitative Research Methods 12
PPH7016F Public Health and Society 12
PPH7018F Introduction to Epidemiology 12
PPH7021F Biostatistics I 12
PPH7022S Evidence-Based Health Care 12
PPH7053S Public Health and Human Rights 12
Non-Faculty Electives:
ECO4002V Development Economics 12
POL4006X Public Policy (Faculty of Humanities) 12
POL5020Z Financial Administration: Public Finance and Budgeting (Faculty of Humanities) 12
SOC5022X Critical Issues in the Study of HIV/AIDS and Society (Faculty of Humanities) 12
Monitoring and Evaluation in Primary Healthcare (University of Western Cape) 12
or any other course, subject to approval by the programme convener.

(b) PPH7052W Master of Public Health Minor Dissertation 90
Total HEQF credits: 180

**Progression and readmission**

FMW5 Candidates may be allowed to repeat a course they have failed, at the convener’s discretion. No course may be repeated more than twice. Where a candidate fails (a) any core course twice, or who fails (b) any three courses, a recommendation will be made to the Faculty Examinations Committee to refuse re-admission. (If a failed course is repeated and passed it is still counted as one fail. Failing any elective twice will be counted as two courses failed. No supplementary examinations are offered.)
Assessment

FMW6.1 The following requirements apply to the General, Epidemiology, Health Systems and Clinical Research streams:

(a) Each course convener will determine the appropriate form of assessment in that course. 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 course is 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 each course and has the discretion to alter any mark based on an assessment of the candidate’s performance across the course (or course components) as a whole.

(b) Students are required to develop a research proposal using the required format. The dissertation accounts for 33.3% of total marks, while the coursework components accounts for the remaining 66.7% (assignments 33.3% and examinations 33.3%).

The dissertation is marked by two examiners, both external to the University. The standard aimed for will be that of a manuscript publishable as a single paper in a peer-reviewed journal, supplemented by a literature review and policy brief.

FMW6.2 The following requirements apply to the Health Economics stream:

(a) The first year of study is dedicated to coursework. Assessment of the coursework component involves a combination of assignments and an examination per course. The examination makes up 50% of the coursework mark, 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% sub-minimum for each of the examination and semester marks. 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.

(b) Students are required to develop a research proposal by the second semester. The dissertation accounts for 50% of total marks, while the coursework component accounts for the remaining 50% (assignments 25% and examinations 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 publishable as a single paper in a peer-reviewed journal, supplemented by a literature review and policy brief.

Distinction

FMW7 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. The average for the coursework is across all courses completed and does not require 70% or above for each course individually.

Courses for Master of Public Health:

STA5055Z BIOSTATISTICS II
HEQF credits: 12
Course convener: Assoc Prof F Little.
Prerequisites: PPH7021F Biostatistics I with a pass of at least 55% and PPH7018F 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. The nature of the response variable determines the modelling framework and both linear and logistic regression are covered.
Contact time: One half-week block in July and one two-hour session every second week during the semester.
Assessment: See rule FMW6.

STA5056Z  BIOSTATISTICS III
HEQF credits: 12
Course convener: Assoc Prof F Little.
Prerequisites: Biostatistics II.
Course Outline: This course aims to provide candidates with a good understanding of the analysis of “time-to-event” data, longitudinal data and data from surveys. It further introduces students to more advanced statistical methods relevant to medical research, so that they are aware of their availability for application to specific problems in medical research. Part of the practical work involves the analysis of data from their own research.
Contact time: One half-week block in January / February and one two-hour session every second week during the semester.
Assessment: See rule FMW6.

PPH7016F  PUBLIC HEALTH AND SOCIETY
HEQF credits: 12
Course conveners: Prof H Phillips and Dr C Colvin.
Course outline: The course consists of two related components. The first provides 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 considers social patterning of disease around the world and the role of public health in addressing health illness.
Contact time: One half-week block in January / February and two to four-hour sessions every second week during the semester.
Assessment: See rule FMW6.

PPH7018F  INTRODUCTION TO EPIDEMIOLOGY
HEQF credits: 12
Course convener: Ms A Grimsrud.
Course outline: The course aims to introduce the basic principles and methods of epidemiology. The course focuses on the epidemiological approach to defining and measuring the occurrence and associations of health-related states in populations, the strengths and limitations of study designs and the approach to disease causation.
Contact time: One half-week block in January/February and two to four-hour sessions every second week during the semester.
Assessment: See rule FMW6.

PPH7021F  BIOSTATISTICS I
HEQF credits: 12
Course convener: Mr R Sayed.
Course outline: This course provides an introduction to the basic concepts of biostatistics and a guide on how to compute the most commonly used descriptive and inferential statistical procedures using STATA statistical software and for the students to be able to interpret the results.
Contact time: One half-week block in January/February and one two-hour session every second week during the semester.
Assessment: See rule FMW6.

PPH7022S  EVIDENCE-BASED HEALTH CARE
HEQF credits: 12
Course convener: Mr J Irlam.
Prerequisites: PPH7018F Introduction to Epidemiology, passed with at least 55%; PPH7021F Biostatistics I. Experience in clinical practice or health policy is recommended.

Contact time: 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 FMW6.

PPH7029F ADVANCED EPIDEMIOLOGY
HEQF credits: 12
Course conveners: Prof J E Myers and Assoc Prof L Myer.
Prerequisites: PPH7018F Introduction to Epidemiology with a pass mark of at least 55%; PPH7021F Biostatistics I; STA5055Z Biostatistics II. 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 provides 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; and the integration and application of different epidemiological concepts to provide a thorough critique of study design, conduct and analysis.

Contact time: One half week block in January / February; nine two hour learning sessions supplemented with notes and discussion and learning on UCT’s online student learning system (Vula).

Assessment: See rule FMW6.

PPH7039S THEORY AND APPLICATION OF ECONOMIC EVALUATION IN HEALTH CARE
HEQF credits: 12
Course convener: Dr E Sinanovic.

Course outline: This course 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 course, the students should also have an understanding of the importance of modelling in economic evaluation.

Contact time: One half-week block in July and one two-hour session approximately every second week during the semester.

Assessment: See rule FMW6.

PPH7041S HEALTH POLICY AND PLANNING
HEQF credits: 12
Course convener: Prof L Gilson

Course outline: This course will enable participants to gain insights into the purpose, nature and processes of health policy and planning; recognise the socio-political influences over health policy; develop analytical skills for assessing policy developments and implementation processes, including stakeholder analysis; understand approaches to priority setting for health and equity; appreciate the
key dimensions of critical health policy issues; recognise critical elements of strategic management that are important in health policy implementation, including actor management strategies; and develop advocacy and knowledge translation strategies relevant in influencing health policy change. **Contact time**: One half-week block in July and a two-hour session every week during the semester. **Assessment**: See rule FMW6.

PPH7050F  MICROECONOMICS FOR THE HEALTH SECTOR  
**HEQF credits**: 12 
**Course convener**: Mr J Ataguba. 
**Course outline**: The course is designed to enable candidates to understand and apply the theory and principles of microeconomics to health and health care, including the analysis of the structure and characteristics of the health care market, noting the differences between the market for health care and traditional markets in economics with a view to informing health care planning and policy. **Contact time**: One half-week block in January/February and one two-hour session approximately every second week during first semester. **Assessment**: See rule FMW6.

PPH7053S  PUBLIC HEALTH AND HUMAN RIGHTS  
**HEQF credits**: 12 
**Course convener**: 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. **Contact time**: One half-week block in July and one two-hour session every second week during the second semester. **Assessment**: See rule FMW6.

PPH7054F  GENDER AND HEALTH  
**HEQF credits**: 12 
**Course conveners**: Ms P Orner and Ms J Harries. 
**Contact time**: A half-week block in January/February and four two-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 FMW6.

PPH7063S  EPIDEMIOLOGY OF INFECTIOUS DISEASES  
**HEQF credits**: 12 
**Course convener**: Dr D Coetzee. 
**Prerequisites**: A pass of at least 55% in PPH7018F Introduction to Epidemiology. 
**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.

**Contact time:** One half-week block in July and one two-hour session every second week during the semester.

**Assessment:** See rule FMW6.

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**PPH7064F QUANTITATIVE METHODS FOR HEALTH ECONOMISTS**

**HEQF credits:** 12

**Course convener:** Ms O Alaba.

**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.

**Contact time:** One half-week block in January and one two-hour session every second week during the semester.

**Assessment:** See rule FMW6.

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**PPH7065S EPIDEMIOLOGY OF NON-COMMUNICABLE DISEASES**

**HEQF credits:** 12

**Course convener:** Prof R Ehrlich.

**Prerequisites:** A pass of at least 55% in Introduction to Epidemiology (PPH7018F).

**Course outline:** The course aims to equip candidates to use appropriate conceptual frameworks to study critically and understand the epidemiology of the major chronic diseases; through evaluating the quality of evidence on risk factors and the likely effectiveness of popular approaches to controlling these diseases; Curricular topics include: Measuring the burden of noncommunicable disease; understanding long-term trends; epidemiology of early life factors, nutrition, physical exercise, diabetes, cardiovascular disease; chronic lung disease, cancer, mental illness and environmental and occupational hazards; translation of research into policy.

**Contact time:** One half-week block in July and one two-hour session approximately every second week during the semester.

**Assessment:** See rule FMW6.

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**PPH7070S QUANTITATIVE RESEARCH METHODS**

**HEQF credits:** 12

**Course convener:** Prof R Ehrlich.

**Course outline:** The course is designed to enable candidates to prepare research proposals on health or health service problems that use quantitative methods; and to enable candidates to cooperate as a team in research protocol development.

**Contact time:** One half-week block in July and one two-hour session approximately every second week during the semester.

**Assessment:** See FMW6.

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**PPH7071F QUALITATIVE RESEARCH METHODS**

**HEQF credits:** 12

**Course convener:** Dr C Colvin.

**Course outline:** Conceptual/theoretical foundations for qualitative research, relationship/differences between qualitative and quantitative research designs and theoretical perspectives; overview of qualitative data collection methods and study designs; overview of data analysis techniques; 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.
Contact time: A half-week block in January / February and one two-hour session every second week during semester.
Assessment: See FMW6.

PPH7075S  CLINICAL RESEARCH METHODS
HEQF credits: 12
Course convener: Assoc Prof L Myer.
Prerequisites: PPH7018F Introduction to Epidemiology; PPH7021F Biostatistics 1; STA5055Z Biostatistics 2; One of more of: PPH7022H Evidence-based Health Care (recommended): 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: The course serves as the keystone in the Clinical Research stream. The content will focus on unique issues in patient-orientated clinical research, building on the content of Advanced Epidemiology and Evidenced-based Health Care, including: methods for and challenges in the evaluation of new clinical interventions using observational, quasi-experimental and experimental designs; the design, conduct and analysis of randomised clinical trials; issues in the sampling of patients from larger populations; pharmacoepidemiology (epidemiologic methods of study the use and effects of pharmaceuticals); measurement issues in patient-oriented research, including working with routinely-collected clinical data; concepts of risk in clinical research and probability-based prediction of clinical outcomes; critical evaluation of diagnostic tests and the use of multiple clinical tests for decision-making; special ethical issues encountered in patient-oriented research.
Contact time: One half-week block in July/August; nine face-to-face learning sessions supplemented with notes and discussion and learning on the UCT’s online student learning (Vula).
Assessment: See rule FMW6.

PPH7077S  THE ECONOMICS OF HEALTH SYSTEMS
HEQF credits: 12
Course convener: Prof D McIntyre.
Prerequisites: Computer literacy, including proficiency in Microsoft Excel is required.
Lectures: One half-week block in July and one two-hour session approximately 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.
Assessment: See rule FMW6.

PPH7083W  SEMINARS IN CLINICAL RESEARCH
HEQF credits: 12
Course convener: Assoc Prof L Myer.
Prerequisites: PPH7018F Introduction to Epidemiology; PPH7012H Biostatistics 1; STA5055Z Biostatistics 2; PPH7022H Evidence-based Health Care; Recommended: either or both of: PPH7063S Epidemiology of Infectious Diseases or PPH7065S Epidemiology of Non-communicable diseases. Participants must be enrolled in the Clinical Research track of the MPH.
Course outline: The year-long course serves as an ongoing seminar series linking individual modules and the mini-dissertation components of the Clinical Research track. Sixteen two-hour seminars are held during the year, divided between (a) student research presentations and (b) seminars covering special topics in clinical research. The student presentations consist of 45-minute presentations of research undertaken towards the minor dissertation. Students are required to hand-in their presentation (in the form of either a proposal or preliminary manuscript) to be distributed to
the class and critiqued by other students in the course as well as outside assessors. Special topics in clinical research will include seminars on developing clinical research careers, writing and publishing a journal article, translational research, and an introduction to grant writing.

**Lectures:** Sixteen face-to-face learning sessions supplemented with notes and discussion on electronic learning platform (Vula).

**Assessment:** See rule FMW6.

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**PPH7084S INTRODUCTION TO HEALTH SYSTEMS RESEARCH AND EVALUATION**

**HEQF credits:** 12

**Course convener:** Assoc Prof H Schneider.

**Course outline:** Conceptualising health systems; Different disciplinary perspectives on health system dimensions and challenges; Appropriate study designs and analytical approaches for health systems research; critical qualitative and quantitative data collection and analysis approaches; approaches to programme monitoring and evaluation; research protocol development for health systems research.

**Lectures:** One half week block (semester to be determined) and one two-hour session every second week during the semester supplemented with electronic readings and discussion.

**Assessment:** See rule FMW6.

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**MASTER OF SCIENCE IN MEDICINE (MSc (Med)) (MM095 and MM094)**

[Note: 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 Exercise Science, for students who have not completed certain foundational courses, and the MSc (Med) in Genetic Counselling. Rules FMV1 to FMV6 are generic to all MSc (Med) programmes. Outlines for the two MSc (Med) programmes containing coursework follow after this section.

The MSc(Med) by dissertation offered in the following disciplines (see course codes in list at the back of this handbook):

Anatomical Pathology; Anatomy; Bioinformatics; Biological Anthropology; Biomedical Engineering; Biomedical sciences; Cardiology; Cardiothoracic Surgery; Cell Biology; Chemical Pathology; Computational Biomechanics; Dietetics; Emergency Medicine; Exercise Science; Exercise Science (Biokinetcs); Haematology; Human Genetics; Infectious Diseases and Immunology; Medical Biochemistry; Medical Microbiology; Medical Physics; Medical Virology; Medicine; Neurosciences; Nuclear medicine; Nutrition; Occupational Health; Paediatrics; Pathology; Pharmacology; Physiology; Psychiatry; Public Health; Radiobiology; Surgery; Urology; Vascular Surgery.

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

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**Admission requirements**

FMX1 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.
Duration of programme
FMX2 A candidate shall not be awarded the degree unless he/she has been registered therefor for at least one academic year.

Content of programme
FMX3.1 A candidate will be required to undertake advanced study in an approved branch of medicine or an allied science and an approved research project under the guidance of a supervisor appointed by the Senate.

FMX3.2 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.

FMX3.3 Candidates for the MSc (Med) in Biomedical Engineering who are deemed not to have sufficient prerequisite foundational knowledge will be required to complete prescribed coursework components before proceeding to the full dissertation.

Assessment
FMX4.1 A candidate who is required to do coursework should pass each coursework component as well as the full dissertation with at least 50%.

FMX4.2 The examiners may in addition require a candidate to present himself/herself for an oral examination.

Dissertation
FMX5.1 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.

FMX5.2 The dissertation may not be submitted without written permission of the supervisor, and it must be submitted in readable format same as General Rules for Masters. It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission). 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
FMX6.1 The full dissertation may be awarded with distinction (75% - 100%).

FMX6.2 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 (c) obtains at least 70% for each component.
MSc (Med) IN BIOMEDICAL ENGINEERING
[Degree code: MM095. Plan code: MM095HUB05.]

This is a degree programme by full dissertation. Students who have not met certain coursework prerequisites are required to complete such prerequisite before proceeding with the full dissertation. Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Assoc Prof T Douglas (Department of Human Biology).

Admission requirements
FMY1 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 or an Honours degree in a quantitative discipline; 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 programme
FMY2 A candidate shall not be awarded the degree unless he/she has been registered for the programme for at least one academic year.

Prerequisites
FMY3.1 Students who have not met certain coursework prerequisites are required to complete the following courses in the first year in preparation for the dissertation and in order to be allowed to register for the second year:

- HUB2019F Introduction to Human Biology 18
- HUB2022F Anatomy for Biomedical Engineering 18
- HUB4014H Introduction to Healthcare 13
  and either
  - HUB4007F Biomechanics of the Musculoskeletal System 8
  or
  - HUB4045F Introduction to Medical Imaging & Image Processing 12

[Note: Students may be exempted from these courses if they have completed equivalent courses at this or another institution.]

FMY3.2 Students may be required by their supervisor and the programme convener to take additional courses offered in the Faculties of Health Sciences or Engineering, in preparation for their dissertation. Students may also, if they wish, register for other courses in the Department or in the institution, or participate in honours modules in anatomy or physiology, in consultation with the programme co-ordinator and with the approval of the Head of Department.

The following courses offered in the Department of Human Biology are of interest to students doing research in Biomedical Engineering. Modules that form part of the BSc(Med)Hons in Cell Biology (HUB4000W), Applied Anatomy (HUB4002W) or Physiology (HUB4040W), and courses in the Postgraduate Diploma in Healthcare Technology Management.
Research and dissertation

FMY4.1 HUB5002W: Dissertation

**HEQF credits:** 180

The degree is awarded on the basis of a full dissertation. The dissertation 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 the diagnosis of disease or in patient care, or for understanding physiological processes.

FMY4.1 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.

FMY4.3 A candidate must identify and select a dissertation topic by the beginning of the second semester in the first year of registration. A full literature review plus a written dissertation proposal must be submitted before the end of the second semester and, in addition, the proposal must be presented as a seminar during the semester.

FMY4.4 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.

FMY4.5 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.

FMY4.6 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.

FMY4.7 Except where otherwise determined for a specific programme, a candidate shall submit two copies of the dissertation in temporary binding, as well as a copy on compact disc. Should additional examiners be appointed, extra copies of the dissertation will be required.

Assessment

FMY5.1 External examination of the dissertation.

FMY5.2 The examiners may in addition require a candidate to present himself/herself for an oral examination.

Distinction

FMY6 The degree may be awarded with distinction (75% - 100%).

Courses for MSc (Med) in Biomedical Engineering:

**HUB2019F** INTRODUCTION TO HUMAN BIOLOGY

**HEQF credits:** 18

*(Note: Offered by Department of Human Biology. Entrance is limited to 60 students.)*

Course convener: 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, cardio-vascular, GIT, reproductive, urinary and nervous systems.
The course includes the study of homeostasis, the chemistry of life, membranes, electrophysiology, nutrition and metabolism.

**DP requirements:** Attendance at all practicals, 40% average in class tests and an average of 50% for all assignments.

**Assessment:** Class tests counts 30%; assignments counts 5%; practicals counts 15%; examinations (theory and practical) count 50%. An oral examination may be required in the case of selected students.

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**HUB2022F  ANATOMY FOR BIOMEDICAL ENGINEERING**

**HEQF credits:** 18  
**Course conveners:** Prof G Louw.

**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 40%. Class record 60%.

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**HUB4007F  BIOMECHANICS OF THE MUSCULOSKELETAL SYSTEM**

**HEQF credits:** 8

**Course convener:** Dr N Sachs.

**Prerequisites:** Mathematics 2, Physics 2 or Applied Mathematics 2 or equivalent.

**Co-requisite:** HUB2022F Anatomy for Biomedical Engineering.

**Course outline:** Twenty-four lectures covering the following: 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.

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**HUB4014H  INTRODUCTION TO HEALTH CARE**

**HEQF credits:** 13

**Course convener:** Dr DA Boonzaier.

**Co-requisites:** HUB2022F Anatomy for Biomedical Engineering and HUB2019F Introduction to Human Biology.

**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 health care 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.

**Assessment:** Written examination at the end of the second semester. Work during the semester may contribute to the overall mark.
HUB4045F  INTRODUCTION TO MEDICAL IMAGING & IMAGE PROCESSING

HEQF credits: 12
Course conveners: Assoc Prof T Douglas and Assoc Prof E Meintjes.
Prerequisites: Mathematics 2 and Physics 2.
Course outline: This course is for students in their fourth year of study or beyond. 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.
Assessment: Assignments, written assessments and/or a final project.

MSc (Med) IN GENETIC COUNSELLING

[Degree code: MM094. Plan code: MM094LAB09.]

Note: This is a degree programme by coursework and dissertation.
Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convenor: Prof J Greenberg (Department of Clinical Laboratory Sciences).

Admission requirements
FMZ1 An applicant shall not be admitted as a candidate for the degree programme unless he/she
(a) holds an approved degree of BSc (Hons) in genetics, nursing, psychology or social work. Knowledge of genetics is required. (Unless this has been passed at honours level students may be required to write an entrance examination.); or
(b) holds an MBChB degree (in the case of medical doctors who wish to specialise in genetic counselling rather than in clinical genetics); or
(c) is a registered nurse and midwife who 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 prerequisite programme and an entry examination; or
(d) 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
(e) submits proof of competency in written and oral English; and
(f) is computer-literate (basic knowledge of a word processing package and use of email and Internet).

[Notes:]
• Proficiency in Xhosa and Afrikaans is recommended.
• Selected applicants who meet all the criteria will be interviewed personally or telephonically.
• Offers will be made to as many as possible Black, Coloured and male applicants who qualify for offers in order to obtain demographic representivity of the student body.
• If applications are received from Black or Coloured students after the due date and after selection has been completed, they will be interviewed, and, if they meet the criteria, will be accepted.]

Duration of degree
FMZ2 A candidate shall not be awarded the degree unless he/she has been registered for the programme for at least two academic years.
Content of programme
FMZ3 The prescribed courses include:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAB5005W</td>
<td>Medical Genetics</td>
<td>24</td>
</tr>
<tr>
<td>LAB5007W</td>
<td>Minor Dissertation (62 credits)</td>
<td>62</td>
</tr>
<tr>
<td>LAB5009W</td>
<td>Genetic Counselling Practice</td>
<td>80</td>
</tr>
<tr>
<td>LAB5010W</td>
<td>Principles of Genetic Counselling</td>
<td>20</td>
</tr>
</tbody>
</table>

Total HEQF credits: 186

DP requirements
FMZ4.1 In order to qualify for the LAB5009W Genetic Counselling Practice examinations the student must:
(a) attend 80% of all classroom activities;
(b) attend all clinical counselling sessions;
(c) achieve a minimum of 50% for LAB5005W Medical Genetics and for LAB5010W Principles of Genetic Counselling;
(d) achieve a minimum of 50% for seven out of eight clinical block evaluations;
(e) achieve a minimum of 50% for four out of six clinical tests;
(f) achieve an average of at least 50% for the two clinical exams for LAB5009W Genetic Counselling Practice at the end of first year.

Assessment and progression
FMZ5.1 Coursework, case reports, clinical cases, journal reviews, seminar presentation, minor dissertation all count towards assessment of taught courses. Students are expected to attend all taught courses and clinical sessions.

FMZ5.2 Any student whose performance is not satisfactory may be required to withdraw from the programme.

Minor dissertation
FMZ6.1 LAB5007W: Minor Dissertation  

A research proposal must be submitted and approved by the Clinical Laboratory Sciences Research Committee and the Faculty of Health Sciences Ethics Committee before the student is permitted to progress into the second year of the programme. The proposal should be approximately 500 words in length indicating the purpose, design and scope of the research project.

FMZ6.2 It is advisable to obtain written permission from the supervisor before submitting the minor dissertation. The minor dissertation should 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. (This includes the provision for the University to place the minor dissertation on the WorldWide Web; the onus is therefore, on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission). 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
FMZ7 The degree may be awarded with distinction where a candidate:
(a) obtains an average mark of 75% for all components; and
(b) obtains at least 70% for each component.
Courses and dissertation for MSc (Med) in Genetic Counselling:

LAB5005W  MEDICAL GENETICS
HEQF credits: 24
Course convener: Prof J Greenberg.
Course outline: This describes the specialty of medicine that involves the diagnosis, natural course and management of human diseases that are at least partially genetic in origin. It deals with hereditary, the mechanisms of hereditary transmission and the variation of inherited characteristics among individuals with the same disorders.
Assessment: Assessment is by a written semester test and examination. The examination contributes 70% of the coursework marks, while the semester test accounts for 30%. A pass mark of 50% is required for the exam, with a 45% subminimum for the semester test.

LAB5007W  MINOR DISSERTATION
HEQF credits: 62
Course convener: Prof J Greenberg.
Course outline: Students must complete and submit a dissertation which may not exceed 30 000 words. The dissertation must involve interviewing and counselling a cohort of patients/clients/families. The student has to present the research findings at a seminar and two critical reviews of articles at a journal club.
Assessment: The dissertation will be marked by two external international examiners. A pass mark of 50% is required. Critical analysis of two journal articles contributes 10%, a seminar presentation 10% and the dissertation 80% of the total mark.

LAB5009W  GENETIC COUNSELLING PRACTICE
HEQF credits: 80
Course convener: Prof J Greenberg.
Course outline: This course addresses the theory of and the practical application of counselling to genetic conditions. Students spend a portion of each week in various clinics, counselling patients/clients and their families under supervision and participating in clinical management discussions. Counselling practice starts from the beginning of first year.
Assessment: Assessment is by examination, block tests and end-of-block evaluations. Students have one clinical case at the end of each rotation during each year and two clinical examinations at the end of each of the final rotations. Clinical tests and examinations take the format of a “first counselling session” (of an unknown patient/family) or “follow-up session” of a patient whom the student has previously counselled. In addition, the student’s performance during the clinical rotations is assessed by genetic nurses, medical geneticists and clinical supervisors by means of an end-of-block performance evaluation. The final two examinations of each year, one “first counselling session” and the second a “follow-up session” contribute 50% of the course marks. An average of at least 50% is required to pass the exam. Eight block evaluations and six block tests account for the remaining 50%. The student will be required to obtain 50% for seven out of eight end-of-block performance evaluations and four out of six clinical case tests in order to qualify for admission to the final examination. The student will be required to obtain an average of at least 50% for the two exams at the end of each year in order to pass.

LAB5010W  PRINCIPLES OF GENETIC COUNSELLING
HEQF credits: 20
Course convener: Prof J Greenberg.
Course outline: Genetic counselling is the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. It provides individuals and their families with information about genetic conditions, diagnostic testing, and risks in other family members within a framework of nondirective counselling and ethical principles.
Assessment: Assessment is by semester tests and examination. The examination contributes 50% of the coursework marks, while the semester test accounts for the remaining 50%. A pass mark of 50% is required for the exam, with a 45% subminimum for the semester test.

MSc(Med) IN NUTRITION AND MSc(Med) IN DIETETICS
[ MSc (Med) in Nutrition by dissertation:
 MSc (Med) in Dietetics by dissertation:
  Degree code: MM095. Plan code: MM095HUB20.]

Please also see General Rules for Master’s Degree Studies on page 233 of this handbook.

Programme convener: Assoc Prof M Senekal.

Admission requirements
FMZA1 An applicant for
(a) the MSc in Medicine in Dietetics (HUB5014W) must have a BSc (Med)(Hons) in Nutrition and Dietetics, or a four-year degree in dietetics, or the equivalent.
(b) the MSc in Medicine in Nutrition (HUB5015W) must have a BSc (Med)(Hons) in Nutrition & Dietetics, or a BSc(Hons) in Nutrition, or a four-year degree in dietetics, or the equivalent; or a BSc(Hons) in a nutrition-related science, e.g. human physiology, biology, human genetics, or molecular biology (see FMZA2.2 for prerequisites in respect of the latter option).

Co-requisites
FMZA2.1 Students registered for the MSc(Med) in Nutrition and the MSc(Med) in Dietetics may be required to register for and pass research methodology and biostatistics courses, depending on their academic background, preferably in the first year of their MSc(Med) (Note: The marks obtained for these courses do not contribute to the final mark for the programmes and students must pay for these courses over and above course fees.)

FMZA2.2 Students registered for the MSc(Med) in Nutrition who enter the programme with a BSc(Hons) in Physiology, or Biochemistry, or Genetics, or another approved nutrition-related science, and who do not have any nutrition modules in their undergraduate or honours programmes, will be expected to complete and pass prescribed nutrition-related courses, which run from February to April each year, in the first year of their MSc(Med). (Note: The marks obtained for these courses do not contribute to the final mark for the MSc(Med) programme and students must pay for these courses over and above course fees.)

Duration of programme
FMZA3 The MSc (Med) by dissertation must be completed in a minimum period of at least one year full-time and a maximum period of three years full-time or five years part-time.

Ethics approval
FMZA4 Students registered for the MSc (Med) in Nutrition or Dietetics must obtain approval for their research study from the Faculty Research Ethics Committee.

Dissertation and examination
FMZA5.1 HUB5014W or HUB5015W: Dissertation HEQF credits: 180
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
embarking 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.

FMZA5.2 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.

FMZA5.3 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 grounds of satisfactory progress.

FMZA5.4 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FMZA5.5 The dates for the receipt of the work by the Faculty Office is 15 March for the June graduation and 15 August for the December graduation.

**Distinction requirements**

FMZA6 The degree may be awarded with distinction. (75% - 100%)

**MSc in Audiology and MSc in Speech Language Pathology**


Please also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme convener:** Ms V Norman (Division of Communication Sciences and Disorders).

**Admission requirements**

FMZB1 An applicant must have a BSc Logopaedics 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 programme**

FMZB2 (a) 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**

FMZB3 Students registering for the dissertation 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.

**Dissertation**
FMZB4.1 AHS5000W or AHS 5001W: Dissertation

HEQF credits: 180

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.

FMZB4.2 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.

FMZB4.3 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 grounds of satisfactory progress.

FMZB4.1 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FMZB4.2 A draft article in the format of a relevant journal must be submitted prior to graduation.

FMZB4.5 The dates for the receipt of the work by the Faculty Office are 15 March for the June graduation and 15 August for the December graduation.

Distinction requirements

FMZB5 The degree by dissertation may be awarded with distinction (75% - 100%).

MSc IN NURSING

[MSc Nursing by coursework and dissertation: Degree code: MM017. Plan code: MM017AHS07.
MSc Nursing by dissertation: Degree code: MM002. Plan code: MM002AHS07.]

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Mrs P Mayers (School of Health and Rehabilitation Sciences).

Admission requirements:

FMZC1.1 MSc Nursing by dissertation:

To be eligible for consideration, a candidate shall

(a) have a four-year Bachelors degree in nursing; or

(b) have a qualification recognised by the Senate as equivalent to the above; and

(c) be registered with the South African Nursing Council as a nurse. Applicants from outside South Africa must submit proof of registration as a nurse within their home countries. Limited registration with the South African nursing council is required for any programme which has a clinical learning component; and

(d) submit evidence of successful study in an approved postgraduate level course in research methodology (or the equivalent) within the past three years. (Applicants who do not meet this requirement will be required to successfully complete a postgraduate level course in research methodology prior to registration of the research proposal); and
(e) submit, with the application, a brief outline of about 500 words indicating the purpose, design and scope of the proposed research project to be undertaken for the degree.

[Note: Computer literacy is a strong recommendation.]

FMZC1.2 **MSc Nursing by coursework and dissertation:**
To be eligible for consideration, a candidate shall
(a) have a four year Bachelor’s degree in Nursing; or
(b) have a qualification recognised by the Senate as equivalent to the above; and
(c) be registered with the South African Nursing Council as a nurse. Applicants from outside South Africa must submit proof of registration as a nurse within their home countries. Limited registration with the South African Nursing Council is required for any programme which has a clinical learning component.

FMZC1.3 **MSc Nursing by coursework and dissertation: alternative access through recognition of prior learning:**
A registered nurse or midwife who does not meet the requirements in FMZC1.2 may be considered for admission through recognition of prior learning. Such candidate shall
(a) have a three or four year diploma in Nursing and Midwifery; and
(b) have at least a post basic diploma; and
(c) have extensive, approved, relevant experience, and
(d) submit for evaluation a full portfolio of prior learning, a curriculum vitae and supporting letters of reference.

and may, in addition, be required to:
(e) come for an interview with the programme convener; and
(f) successfully to complete a prerequisite learning course or courses before he/she may be allowed to register.

**Duration of programme**

FMZC2 The MSc Nursing or by coursework and dissertation or by dissertation only must be completed within three years full-time or five years part-time.
The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

**Structure of MSc degree by coursework and dissertation**

FMZC3 The programme consists of four courses plus a minor dissertation of a maximum of 30,000 words. Taught core courses 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. Elective courses reflect the interests and areas of practice of individual candidates. (A course is a self-contained one-semester offering, which may require prerequisite courses.)

<table>
<thead>
<tr>
<th>HEQF level:</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligatory core courses:</td>
<td></td>
</tr>
<tr>
<td>AHS5014F Research Methods</td>
<td>9 15</td>
</tr>
<tr>
<td>AHS5022F/S Theoretical Foundations of Nursing Practice</td>
<td>9 22</td>
</tr>
<tr>
<td>Elective courses:</td>
<td></td>
</tr>
<tr>
<td>The level 8 or 9 elective courses, to be approved by the programme convener, may be taken from the Department of Rehabilitation Sciences or from programmes offered by other faculties/departments, where the student meets the required prerequisites and a place is available*.</td>
<td>8/9 53</td>
</tr>
<tr>
<td>(c) AHS5024W MSc Nursing Minor Dissertation</td>
<td>9 90</td>
</tr>
</tbody>
</table>

Total HEQF credits: 180
[*Note: Students should consult the programme convener for a list of possible elective course options.*]

Examples of elective courses:

AHS4083F Nursing Management Portfolio Development 8 20  
[Offered by the Division of Nursing and Midwifery]

PPH7953S Public Health and Human Rights 9 12  
[Offered by the School of Public Health and Family Medicine]

[Possibilities exist to take courses offered by other faculties/departments. Candidates who wish to consider such courses should consult with the programme convener.]

**Assessment of MSc by coursework and dissertation**

FMZC4.1 *Coursework:* Essays, project reports and reflective journals all count towards assessment of taught courses. Each course is assessed in a manner appropriate to the course content and objectives.

*Minor Dissertation* (AHS5024W): The minor dissertation [30,000 words] is externally examined and must be passed with at least counts 50% of the final mark.

**MSc by dissertation**

FMZC5.1 AHS5007W:  
**HEQF credits:** 180  
The dissertation of a maximum of 50,000 words comprises the full weighting of the degree.

FMZC5.2 A candidate who has not successfully completed an approved postgraduate level course in research methodology shall be required to do so prior to submission of the research proposal.

FMZC5.3 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.

FMZC5.4 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 grounds of satisfactory progress.

FMZC5.5 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FMZC5.6 The dates for the receipt of the work by the Faculty Office is 15 March for the June graduation and 15 August for the December graduation.

**Ethics approval**

FMZC6 Students registered for the MSc Nursing by dissertation must obtain approval for their research study from the Faculty Research Ethics committee:  
(a) for full-time students, within one year of registration;
(b) for part-time students, within two years of registration.

**Distinction requirements**

FMZC7.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMZC7.2 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.

**Courses for MSc in Nursing:**

**AHS5014F RESEARCH METHODS**

**HEQF credits:** 15

**Course conveners:** Assoc Prof S Duma and Prof S Amosun.

**Course outline:** This course is aimed at introducing students to the research process, and quantitative, qualitative and mixed research approaches. It will enable students to develop an understanding and an appreciation of what research is and the process of research at postgraduate level. The main purpose of the course is to equip students with the necessary skills and competencies to develop the research proposal for their chosen projects. The course is offered in two study blocks within the first semester. The block timetable will be given to students on registration. Both blocks should be attended in order to achieve all the learning outcomes of the course. Facilitation of learning draws from different expertise available in the School of Health and Rehabilitation Sciences.

**Assessment:** Evaluation will be in the form of one formative assignment and one summative assignment, which will be either quantitative or qualitative according to each student’s selected research approach. Formative assignments contribute 40% towards the final mark. Summative assignments contribute 60% of the final mark. The summative assignment is internally marked and externally moderated.

**AHS5022F/S THEORETICAL FOUNDATIONS OF NURSING PRACTICE**

**HEQF credits:** 22

**Course conveners:** Mrs U Kyriacos.

**Course outline:** The aim of this course 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 OCCUPATIONAL THERAPY**

[MSc in Occupational Therapy by coursework and dissertation: Degree code: MM018. Plan code: MM018AHS09.]

MSc in Occupational Therapy by dissertation: Degree code: MM005. Plan code: MM018AHS09.]

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

**Programme convener:** Ms H Buchanan (School of Health and Rehabilitation Sciences).

**Admission requirements**

FMZD1 Except by permission of Senate a candidate must have a Bachelor of Science in Occupational Therapy; or an approved equivalent.

**Duration of programme**

FMZD2 (a) The MSc in Occupational Therapy degree by coursework (part-time) is offered over two years, followed by a minor 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 minimum period of one year full-time and a maximum period of three years full-time or five years part-time.

(c) Individual courses for non-degree purposes a may be taken, provided a maximum of two such courses are taken.

**Programme outline for MSc in Occupational Therapy by coursework and dissertation:**

This programme consists of six courses plus a minor dissertation. Four courses are offered per year (usually two per semester).

<table>
<thead>
<tr>
<th>FMZD3</th>
<th>Part 1 MSc in Occupational Therapy</th>
<th>HEQF level</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All students shall register for the following core courses:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>AHS5014F Research Methods I</td>
<td>9</td>
<td>15</td>
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<tr>
<td></td>
<td>AHS5015F Human Occupation I</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AHS5016F Human Occupation II</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AHS5018F Research Methods II</td>
<td>9</td>
<td>15</td>
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<td></td>
<td>And shall choose another two courses based on their area of interest from the courses below:</td>
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<tr>
<td></td>
<td>AHS5025S Rehabilitation</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AHS5040S Health Promotion and Development</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AHS5041F Policy Processes and Disability Rights</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AHS5042S Disability and Citizenship</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>AHS4089F Introduction to Disability as Diversity</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AHS4090S Critical Priorities in Disability Diversity and Development</td>
<td>8</td>
<td>25</td>
</tr>
</tbody>
</table>

(b) Part 2 MSc in Occupational Therapy

Each student will present a minor dissertation in the third year of study (usually submitted by mid August). The dissertation should be a maximum of 25,000 words (excluding references and appendices). The research must be relevant, comply with all scientific, ethical and legal requirements and must meet the criteria of intellectual rigour, contribution to the field, clear
writing, and relevance.

\[ \text{Total HEQF credits: 180-195} \]

Students are advised to receive ethics approval for their research proposal no later than the end of the second year of study.

**DP requirement for MSc by coursework and dissertation**

FMZD4  
Attendance of teaching commitment for all courses taken per semester. In exceptional circumstances students will be permitted to miss a maximum of 10% of the lectures for a course with prior arrangement.

**Assessment of MSc by coursework and dissertation**

FMZD5  
(a) Each course convener will determine the appropriate form of assessment in that course. Such assessments could consist of some combination of assignments, a semester project, poster presentations, oral assessments and a final 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 assessments that contribute to the course marks.

(b) No supplementary examinations are offered. A deferred examination may be granted where applicable, e.g. on medical grounds.

(c) Candidates may be allowed to repeat a course they have failed, at the convener's discretion. No course may be repeated more than once.

(d) A candidate failing a core course twice, or who fails any two courses, will be asked to withdraw from the programme.

(e) The minor dissertation will be marked by two examiners, both external to the University. A pass mark of 50% is required.

**MSc by dissertation**

FMZD6.1  
AHS5027W: Dissertation  
HEQF credits: 180

Candidates will complete a dissertation based on research undertaken with guidance of a supervisor. The research should deal with a relevant topic on which the student demonstrates the ability to do independent research and record findings. The topic of the research may be chosen by the student in consultation with the supervisor. Data collection should occur over a period of 6-9 months and the dissertation should not exceed 50,000 words (excluding references and appendices). The student may only proceed with the project upon Approval of the research proposal by the Departmental research and postgraduate portfolios; and the Faculty of Health Sciences Research Ethics Committee.

FMZD6.2  
Candidates are expected to attend the Master’s Research Group meetings which are held approximately four times during the year. The intention of these meetings is to facilitate networking, intellectual stimulation, presentation and discussion. Where possible, seminars on specific topics may be arranged based on student need.

FMZD6.3  
Candidates 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.

FMZD6.4  
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.
FMZD6.5 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 grounds of satisfactory progress.

FMZD6.6 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FMZD6.7 The date for the receipt of the work by the Faculty Office is 15 March for the June graduation and 15 August for the December graduation.

**Distinction requirements**

FMZD7.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMZD7.2 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.

**Courses for MSc in Occupational Therapy by coursework and dissertation:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HEQF credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS4089F</td>
<td>INTRODUCTION TO DISABILITY AS DIVERSITY</td>
<td>20</td>
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<tr>
<td></td>
<td><strong>Course conveners:</strong> Ms N Mayat and Mrs R Poppleston.</td>
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<tr>
<td></td>
<td><strong>Course outline:</strong> The course presents the shifts in seeing disability as a human rights issue by providing a historical overview of the theories, models and definitions of disability, with particular focus on the individual, social and psycho-analytical models of disability. The students are introduced to issues of power and privilege. Theories on identities, sharing and resistance to oppression are explored. Marginalisation and exclusion related to class; gender; race; sexualities etc. and their intersections with disability are considered. <strong>Assessment:</strong> Assessment consists of peer presentations and written assignments, as well as an integrated oral exam presentation.</td>
<td></td>
</tr>
<tr>
<td>AHS4090S</td>
<td>CRITICAL PRIORITIES IN DISABILITY, DIVERSITY AND DEVELOPMENT</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Course convener:</strong> Assoc Prof T Lorenzo.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Course outline:</strong> The course provides the space for critical interrogation of theoretical frameworks as enabling tools for transformation: human rights; ethics of care; sustainable livelihoods, vulnerability and agency. Students have an opportunity to explore theories of social mobilisation and principles of collaboration to build partnerships across sectors that will contribute to social, economic and political development. The role of international and national disability movements as social-political movements is considered. Students gain the skills for social mobilisation and advocacy to design campaigns.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment: Assessment consists of peer presentations, written assignments and the design of a campaign, as well as an integrated oral exam presentation.

AHS5014F  RESEARCH METHODS  
HEQF credits: 15  
Course conveners: Assoc Prof S Duma and Prof S Amosun.  
Course outline: This course is aimed at introducing students to the research process, and quantitative, qualitative and mixed research approaches. It enables the students to develop an understanding and an appreciation of what research is and the process of research at postgraduate level. The main purpose of the course is to equip students with the necessary skills and competencies to develop the research proposal for their chosen research projects.  
The course is offered in two study blocks within the first semester. The block timetable is given to students on registration. Both blocks must be attended in order to achieve all the learning outcomes of the course. Facilitation of learning draws from different expertise available in the School of Health and Rehabilitation Sciences.  
Assessment: Evaluation is in the form of one formative assignment and one summative assignment which will be either quantitative or qualitative, according to each student’s selected research approach. Formative assignments contribute 40% towards final mark. Summative assignments contribute 60% towards the final mark. The summative assignment is internally marked and externally moderated.

AHS5015F  HUMAN OCCUPATION I  
HEQF credits: 15  
Course conveners: Assoc Prof L van Niekerk.  
Course outline: This course has a strong occupational science focus. The science of occupation is an academic discipline, the purpose of which is to generate knowledge about the form, function and meaning of occupation. Human Occupation I focuses on the many dimensions that influence human occupation and examines the impact of occupation on health and adaptation.  
Assessment: Two written assignments for the formative assessment, and a written examination for the summative assessment.

AHS5016F  HUMAN OCCUPATION II  
HEQF credits: 15  
Course convener: Dr M Duncan.  
Course outline: This course further develops the theoretical constructs of form, function and meaning of occupation and examines the application in occupational therapy. It is structured to include occupational performance areas of work, leisure, personal life skills and play. Relevant factors that impact directly and indirectly on service provision are considered.  
Assessment: Two written assignments for the formative assessment, and a written examination for the summative assessment.

AHS5018F  RESEARCH METHODS II  
HEQF credits: 15  
Course conveners: Assoc Prof L van Niekerk and Mrs H Buchanan.  
Prerequisite: Research Methods 1.  
Course outline: This research course provides more in-depth preparation for students to plan, execute and report research. The course includes advanced qualitative research methodology, evidence-based practice and outcomes research. A major focus is on the further development of the research protocol.  
Assessment: One written assignment and one presentation towards formative assessment mark, and a written examination as summative assessment. The formative and summative assessments each contributes 50% towards the final course mark.
AHS5025S  REHABILITATION  
HEQF credits: 15  
Course conveners: Mrs H Buchanan and Dr M Duncan.  
Course outline: This course explores models and management of rehabilitation including principles, programmes and policy development. The course addresses current, local and international debates in rehabilitation, but its main focus is on developing an advanced appreciation of occupational therapy rehabilitation in the South African context.  
Assessment: Two written assignments towards the formative assessment mark, and a written examination as the summative assessment.

AHS5040S  HEALTH PROMOTION AND DEVELOPMENT  
HEQF credits: 15  
Course convener: Dr R Galvaan.  
Course outline: The interrelationships and interconnections between the environment and occupations that individuals, groups or communities engage in to promote health and well-being. An action learning approach is adopted so that students interrogate the implementation of relevant international and national policies in different contexts to promote health and achieve social justice for marginalised and vulnerable groups.  
Assessment: Two written assignments towards the formative assessment mark, and a written examination as the summative assessment.

AHS5042S  DISABILITY AND CITIZENSHIP  
HEQF credits: 15  
Course convener: Assoc Prof T Lorenzo.  
Course outline: This course covers some critical perspectives on citizenship before exploring the concepts of human rights, civic responsibility and public service delivery in creating equal opportunities for participation of disabled children, youth, adults and the elderly. Strategic partnerships with stakeholders across different sectors of society are investigated, with a specific focus on the monitoring and evaluation of policy implementation.  
Assessment: Two formative assignments constitute a 50% mark, which includes a group oral presentation. The summative assignment will be a written essay and counts 50% of the final mark.

AHS5043F  POLICY PROCESSES AND DISABILITY RIGHTS  
HEQF credits: 15  
Course convener: Dr L Ramma.  
Course outline: Collectively, the lectures aim to develop an understanding of what policy is by looking at different meanings of policy, the process of policy development and policy analysis. Student will explore the issues around the implementation of policy and its relationship to the dynamics of change in South Africa and Africa. There will be a particular emphasis on the equalisation of opportunities for disabled people, to begin to critically analyse policies and policy implementation by using the skills learnt from understanding policy in this way.  
Assessment: Two formative assessments constitute a 50% mark which includes an oral presentation and a group presentation. The summative assignment is a written essay and counts 50% of the final mark.
MSc IN PHYSIOTHERAPY

[MSc in Physiotherapy by dissertation: Degree code: MM004. Plan code: MM004AHS08 ]

Also see General Rules for Master’s Degree Studies on page 23 of this handbook.

Programme convener: Dr T Burgess (School of Health and Rehabilitation Sciences)

Admission requirements
FMZE1 A candidate shall not be admitted to the programme unless he/she:
   a) holds a Bachelor of Science degree in Physiotherapy
   b) is registered as a physiotherapist or physiotherapy student with the Health Professions Council of South Africa (or provides evidence of appropriate registration with an equivalent registering body outside of South Africa)
   c) has submitted a study synopsis of approximately 500 words outlining the proposed research
   d) has an appropriate supervisor has been indentified for her by the Division of Physiotherapy.

Duration of programme
FMZE2 The MSc by dissertation must be completed in a minimum period of one year full-time and a maximum period of three years full-time or five years part-time.

Structure of programme
FMZE4.1 AHS5019W: Dissertation
HEQF credits: 180
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.

FME4.2 Candidates will be expected to present the research proposal at a Divisional Research meeting in the first year of registration.

FME4.3 Candidates will be required to spend a minimum of one month at UCT for each year of registration to ensure regular contact with the supervisor.

FME4.4 Candidates will be expected to attend and complete an approved course in Research Methods and Biostatistics, either at UCT or elsewhere and to submit evidence of the successful completion prior to submission of the dissertation for examination.

FME4.5 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.

FMZE4.6 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 grounds of satisfactory progress.
FMZE4.7 The dissertation must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FMZE4.8 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FMZE4.9 The dates for the receipt of the work by the Faculty Office is 15 March for the June graduation and 15 August for the December graduation.

**Distinction**

FMZE5 The degree may be awarded with distinction (75% - 100%).

**DOCTOR OF PHILOSOPHY (PhD)**

[Degree code: MD001. For plan codes, please see list of plans at the back of this handbook.] 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.*

HEQF credits: 360

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 coursework component of the honours programme during the first year of registration.

PhD degrees are offered in the following disciplines:

- Anaesthesia
- Anatomical Pathology
- Anatomy
- Anatomy and Cell Biology
- Audiology
- Bioinformatics
- Biological Anthropology
- Biomedical Engineering
- Cardiology
- Cardiothoracic Surgery
- Cell Biology
- Chemical Pathology
- Clinical Pharmacology
- Clinical Science and Immunology
- Computational Biomechanics
- Dietetics
- Disability Studies
- Emergency Medicine
- Exercise Science
- Family Medicine
- Forensic Pathology
- Haematological Pathology
- Haematology
- Health Economics
- Human Genetics
- Maternal and Child Health
- Medical Biochemistry
- Medical Microbiology
- Medical Physics
- Medical Virology
- Medicine
- Nephrology
- Neurosciences
- Neurosurgery
- Nursing
- Nutrition
- Nutrition and Dietetics
- Obstetrics and Gynaecology
- Occupational Health
- Orthopaedic Surgery
- Paediatrics
- Pathology
- Pharmacology
- Physiology
- Physiotherapy
- Psychiatry
- Public Health
- Radiology
- Radiotherapy
- Respiratory Medicine
- Speech Language Pathology
- Surgery
- Urology

**DOCTOR OF MEDICINE (MD)**

This is a degree by thesis. [A copy of the procedures for the MD is available from the Faculty Office.]

The MD degree is offered in the following disciplines:
Anaesthetics; Cardiology; Cardiothoracic Surgery; Emergency Medicine; Medicine; Neurosurgery; Obstetrics and Gynaecology; Orthopaedic Surgery; Otorhinolaryngology; Paediatrics; Pathology; Physiology; Psychiatry; Surgery.

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.

Structure of programme:
FDA4.1 This is a degree by thesis. HEQF credits: 360
An MD thesis may not be more than 80,000 words in length, unless the Dean (acting after consultation with the supervisor) approves a request by the candidate to exceed this word limit.
Where the Dean allows a longer thesis, he/she may stipulate a maximum number of words for the thesis.

FDA4.2 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).

FDA4.3 Candidates are required to submit one unbound, hard copy and one electronic copy (in MS Word, unless otherwise specified by the department), to be submitted as a read-only CD packaged in a hard covering case (“jewel packaging”). It must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been published in a journal prior to submission).

FDA4.4 The thesis 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.
The thesis must be accompanied by a written provision, signed by the candidate, allowing the University to reproduce for the purpose of research either the whole or a portion of the contents in any manner whatsoever. (This includes the provision for the University to place the dissertation on the Worldwide Web; the onus is therefore on the candidate to deal with any copyright, should any part of the dissertation have been
published in a journal prior to submission).

FDA4.5 The thesis must also be accompanied by an abstract for possible publication in the interests of research.

FDA4.6 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.

FDA4.7 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. 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.

FDA4.8 No thesis or published memoir or work will be accepted which has been already accepted for the purposes of obtaining a degree.

FDA4.9 The dates for the receipt of the work by the Faculty Office is on the 15th of March for the June graduation and on the 15th of August for the December graduation.

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

[Degree code: MD004]

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. The future of the degree is under review.

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.

**HEQF credits:** 360
OTHER COURSES OFFERED

RAY2001W RADIOBIOLOGY
(For students in Faculty of Science; not offered every year.)
HEQF credits: 18
Course conveners: Drs A J Hunter and A S Hendrikse (Department of Radiation Medicine).
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 fifth 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%.

HUB2005F INTRODUCTION TO MEDICAL ENGINEERING
HEQF credits: 8
[Note: This course is intended as an introduction to the field of Biomedical Engineering and for students with an interest in applying for their engineering skills to the solution of problems in health care. Students are exposed to some basic aspects of human physiology and medical instrumentation, while they receive an overview of health care, biomechanics, medical imaging and healthcare technology management. This course is offered by the Biomedical Engineering Unit, in the Department of Human Biology and is particularly valuable for students considering postgraduate studies in Biomedical Engineering. Entrance may be limited.]
Course convener: To be announced.
Prerequisites: Students must be in their second year of study.
Course outline: Medical terminology; overview of health care and health care technology, physical diagnosis. Careiopulmonary physiology; the circulatory system in health and disease; the electrical activity of the heart and the ECG; cardiac pacemakers; basic measurements of blood pressure and flow. Biomechanics of the musculoskeletal system; joint forces and torques; body segment parameters. Medical instrumentation design considerations. Medical imaging physics and applications.
Lectures: 24 lectures.
Assessment: Class tests 40% (Two tests, each worth 20%), June examination 3-hours 60%.

HUB2019F INTRODUCTION TO HUMAN BIOLOGY
(Offered by Department of Human Biology. Entrance is limited to 70 students)
HEQF credits: 24
Course convener: Assoc Prof 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, musculo-skeletal system, cardio-vascular system, GIT, reproductive, utinary and nervous systems. The course includes the study of
homeostasis, the chemistry of life, membranes, electrophysiology, nutrition and metabolism.

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Fridays may be used for tutorials, guest lectures and tests.

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.

HUB2021S HUMAN BIOLOGY: REGULATION AND INTEGRATION
[Offered by Department of Human Biology.]

HEQF credits: 24

Course conveners: Dr R Alexander.

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 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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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.

HUB3006F GENERAL AND APPLIED PHYSIOLOGY
[Offered by Department of Human Biology.]

HEQF credits: 36

Course conveners: Assoc Prof 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 30%
Assignments 5%
Practicals 15%
Examinations (written and practical) 50%
An oral examination may be required in the case of selected students.

HUB3007S  BIOPHYSICS AND NEUROPHYSIOLOGY
[Offered by Department of Human Biology.]
HEQF credits: 36
Course convener: 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 30%
Assignments 5%
Practicals 15%
Examinations (theory and practical) 50%
An oral examination may be required in the case of selected students.

LAB3020W MOLECULAR MEDICINE [Subject to final approval.]
Entry requirement: This course is restricted to 3rd year MBChB students who are allowed to enrol for a BSc(Med) Honours. Students must have successfully completed second year MBChB and have obtained an average of at least a 70% in the following courses, with no less than 60% for any single course:


Objective: To provide MBChB students theoretical and practical disciplinary knowledge in molecular medicine that is sufficiently equivalent to disciplinary knowledge of B.Sc. graduates in this field to allow admission to an honours programme.

Course outline: The course in the emerging field of Molecular Medicine consists of blocks. Initially there are foundation blocks describing DNA-RNA and protein structure function and regulation; then, there is an integration of these foundation blocks to explain normal cellular processes, such as cell signalling, cell proliferation, apoptosis and development, including stem cells - their biology and applications. Subsequently, fundamentals of molecular and cellular immunology and molecular genetics are introduced. Thereafter, cancer, infectious agents and infectious diseases and inherited diseases are presented in a multifaceted fashion, integrating principles of genetics, eukaryotic gene regulation and cell signalling, in order to explain etiology, diagnosis, pathology and drug targets for rational drug design.In addition, the course includes theoretical and practical aspects.
of molecular and biochemical laboratory techniques with emphasis on recombinant DNA techniques and an introduction to genomic, proteomic and computational approaches to study molecular systems.

**DP requirement:** Average mark of 60% in tests, assignment and laboratory reports.

**Assessment:** Three tests, one assignment and laboratory reports that are written during the course and two examinations at the end of the course. Three tests contribute 35%, the assignment contributes 5%, the laboratory reports contribute 10% and the final two examinations contribute 50% to the final mark for the course.

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**OBS4005W OBSTETRICS AND GYNAECOLOGY FOR EXTERNAL CREDIT**

**NQF credits:** 20

**Course conveners:** Dr N Mbatani and Dr L Rogers.

**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 about 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 venues 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework and clinical work.

**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.

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**MDN4016W MEDICINE FOR EXTERNAL CREDIT**

**NQF credit:** 32

**Course convener:** Dr N Wearne.

**Course outline:** The first two weeks of the rotation are dedicated to teaching and revising basic clinical interview and examination skills, basic life support and basic invasive procedures – blood cultures, venepuncture and catheterisation. During these two weeks, students also participate in patient-based tutorials emphasising correct clinical techniques and the principles of clinical reasoning. For the remaining six weeks of the rotation students are attached to a clinical unit in one of the university teaching hospitals where they are expected to become an integrated member of the clinical team participating in all the weekly clinical activities including intakes, ward rounds, x-ray meetings, clinical meetings and bedside tutorials. As part of their clinical training they are expected to clerk and manage at least two patients per week during their six-week clinical attachment. These 12 clinical cases are written up as patient cases in a portfolio of learning which forms part of the course assessment.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework and clinical work.

**Assessment:** In-course assessment 20%, portfolio oral exam 30% and end-of-block clinical exam 50%.
AHS4088H INTERNATIONAL HEALTHCARE AND CLINICAL PERSPECTIVES
[Offered by Division of Nursing and Midwifery in School of Health & Rehabilitation Sciences. This course is not offered every year.]
HEQF credits: 0.
Course convener: Assoc Prof SE 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 students’ home.

LAB5000S MEDICINA FORENSIS
(Offered by Division of Forensic Medicine and Toxicology in Department of Clinical Laboratory Sciences)
HEQF credits: 9
Course convener: Prof L J Martin.
Lecturers: Prof L J Martin, Dr L Liebenberg, Dr Y van der Heyde, Dr G Kirk, Dr I J Molefe, Ms D Smythe.
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 (two hours) 100%. Twenty minutes oral examination for pass/fail.

AAE5001W ANAESTHESIA FOR EXTERNAL CREDIT
NQF credit: 19
Course convener: Dr R Nieuwveld.
Course outline: Students follow a condensed course in anaesthesia over a period of four weeks as fifth year students (with orthopaedics and trauma). They are formally taught with lectures (as presented to the fourth year MBChB students) and are also required to attend theatre sessions. They are assessed by resident anaesthetists whilst conducting a series of anaesthetics. An end-of-block practical and written examination is done as well as an end-of-year examination.
DP requirement: Satisfactory attendance and completion of all requisite coursework and clinical work.
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 assessments occur in each block by the specialist anaesthetists who supervise the student's administration of a series of anaesthetics.
PED5003W     PAEDIATRICS FOR EXTERNAL CREDIT  
NQF credit: 44  
Course conveners: Dr S Delport and Dr A Spitaels.  
Course outline: The course code covers general paediatric medicine (including a period of neonatal medicine in fourth year) and an introduction to paediatric surgery. In fifth year the course is an eight-week block. Students are provided with a lecture/seminar and clinical tutorial timetable, designated tasks, and are expected to attend appropriate academic meetings. There is a service commitment to attend child health screening clinics with SHAWCO. 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 Somerset or Groote Schuur Hospital. During each block there is a series of weekly seminars (ending with an assessment) relating to paediatric therapeutics.  
DP requirement: Satisfactory attendance and completion of all requisite coursework and clinical work.  
Assessment: Students undergo formative and summative assessments using various methods.  
Formative assessment occurs at the end of the first four weeks, with a portfolio presentation and discussion.

CHM5006W     SURGERY FOR EXTERNAL CREDIT  
NQF credit: 41  
Course convener: Professor JEJ Krige  
Course outline: The surgery curriculum extends over the fifth and sixth years of the MBChB degree. The general surgery teaching programme in the fifth year extends over eight weeks at Groote Schuur Hospital within specialized units (hepatobiliary, vascular, colorectal, breast and endocrine). The fifth 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. The students are expected to produce a portfolio of 10 case reports by the end of the fifth and sixth year. The surgery teaching programme in the sixth 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 fifth year.  
DP requirement: Satisfactory attendance and completion of all requisite coursework and clinical work.  
Assessment: Fifth year surgery end-of-block assessment comprises three components (a written examination of four questions, one from each of the four surgical firms), which covers surgical lectures and tutorials given (20%). Also a computerized OSCE examination (35%) as well as a 20-minute oral examination, which covers general surgery and the portfolio of cases (10%). At the end of the year, the students do a final true/false examination comprising 400 questions (35%).

MDN5004W     PHARMACOLOGY AND THERAPEUTICS FOR EXTERNAL CREDIT  
NQF credit: 19  
Course convener: Dr K Cohen.  
Course outline: Following a foundation course in clinical pharmacology, this course is integrated within 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework and clinical work.

**Assessment:** In the fifth year, the contribution of each component towards assessment is as follows:

<table>
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<th>Component</th>
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<tr>
<td>Fifth Year in-course assessments</td>
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<td>Fifth Year end-of-block assessment</td>
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<td>Fifth Year final MCQ assessment</td>
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*Note: Portfolio tasks must each be completed in the assigned rotation, but will be evaluated in the multidisciplinary portfolio task assessment at the end of the sixth year.*

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**OBS6001W OBSTETRICS AND GYNAECOLOGY FOR EXTERNAL CREDIT**

**NQF credits:** 20

**Course conveners:** Dr CJM Stewart and Dr T Matebese.

**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 and GF Jooste Hospital. 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 the labour ward, theatre, antenatal and postnatal wards and clinics.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework and clinical work.

**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 to sitting the end-of-block examination. In addition, students are required to compile a portfolio of cases which will be examined. At the end of the eight weeks there is an OSCE (Objective Structured Clinical Examination) together with an OSPE (Objective Structured Practical Examination). Students who fail to achieve satisfactory results in these examinations are required to sit the departmental examination at the end of the year. Students also participate in the portfolio assessment at the end of each block.

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**PED6001W PAEDIATRICS FOR EXTERNAL CREDIT**

**NQF credits:** 44

**Course conveners:** Dr P Gajjar, Dr S Salie and Dr K Donald.

**Course outline:** Training in paediatrics and child health centres on a clinical attachment: the student is a member of the paediatric team. During the four-week block, students work in a general paediatric ward (based at either the Red Cross Children’s Hospital or New Somerset Hospital). During the day (week days 08h00 to 18h00, including weekend and public holiday routine ward work), students 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.

**DP requirement:** Satisfactory attendance and completion of all requisite coursework and clinical work.

**Assessment:** Students will undergo summative assessment as detailed above. *Formative assessment* of the student’s performance will be given during the clinical attachment.

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**MDN6003W MEDICINE FOR EXTERNAL CREDIT**

**NQF credits:** 16

**Course convener:** Assoc Prof M Blockman.

**Course outline:** The students complete a four-week rotation in general medicine attached to the acute general medicine firm at Groote Schuur Hospital. They participate in regular bedside tutorials and are expected to be fully engaged in all the clinical activities of the firm. They are expected to clerk patients on intake and manage them as inpatients.
DP requirement: Satisfactory attendance and completion of all requisite coursework and clinical work.
Assessment: Assessment is based on a core component of the clerkship, which is the development of a portfolio of learning for which students are required to collate a number of patient case records reflecting the in-hospital course and management they have provided.

CHM6020W SURGERY FOR EXTERNAL CREDIT
NQF credit: 19
Course convener: Prof JEJ Krige.
Course outline: The surgery curriculum extends over the fifth and sixth years of the MBChB degree. The surgery teaching programme in the sixth 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 fifth year. The goals of the sixth 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 are emphasised 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. Student interns are in the wards each week from 07h30, starting with the firm ward round and work until 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 split between one of the three secondary teaching hospitals, GF Jooste, Somerset or Victoria Hospital for two weeks, where a structured programme is in place and the Urology Department for two weeks where a structured programme is in place.

DP requirement: Satisfactory attendance and completion of all requisite coursework and clinical work.
Assessment: The end-of-block assessment comprises four components, a formal computer based OSCE examination (25%), a clinical scenario short case problem-based examination (35%), an oral examination (25%) as well as a simultaneous interview based on a core knowledge portfolio of 10 surgical patients selected from the list of recommended core topics (15%). Students who obtain an average mark less than 55% for their end-of-block assessment are re-examined in the November final examination.

LAB6002F Introductory Research Immunology
HEQF Credits: 15
Course convener: Dr J Dorfman
Course outline: This course aims to give students a basic understanding of research immunology and the ability to read and critically assess research reports in immunology. Primarily intended for students performing or preparing to perform immunology research. Topics include: the innate immune response; B and T cell receptor rearrangement and structure; recognition by B, T and natural killer cells; T cell and antibody-mediated immunity; mucosal immunity; allergy and hypersensitivity; immunological assays; genetically modified mice as research tools; cytokine function; immunity to HIV and tuberculosis; vaccines. Scientific reports will be assigned as part of the course material.
Contact time: Approximately 24 lectures, 90 minutes each, plus oral student presentations.
Assessment: Written review of the scientific literature of an approved topic; Oral presentation of a critical assessment of an approved scientific report; Mid-term examination; Final examination. The final examination will comprise 40% of the final mark.
### FACULTY STRUCTURE: DEPARTMENTS, DIVISIONS, RESEARCH STRUCTURES AND CONTACT NUMBERS

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DEPARTMENTS

ANAESTHESIA

D23, New Groote Schuur Hospital

Professor and Head:
M F M James, PhD Wits MBChB Birmingham FRCA FCA SA

Professor:
R A Dyer, BSc (Hons) Stell MBChB PhD Cape Town FFA SA

Associate Professors:
P C Gordon, MBBCh Wits BScChem UKZN FFA SA
J M Thomas, MBChB Cape Town FFA SA

Senior Lecturers Full-time:
M Arcache, MBChB Cape Town DA FCA SA
K Bester, MBChB Stell DA FCA SA
MT Bosenberg MBChB Cape Town DA FCA SA
C Cilliers, MBChB Stell DA FCA SA
J F Cardoso, MBChB Cape Town FCA SA
N Dulin, MBChB Cape Town DA FCA SA
F M Falanga, MBChB Cape Town DA FFA SA
R Gray, MBChB Cape Town DA FCA SA
M Hart, MBChB Cape Town DA FCA SA
R Haylett, MBChB Cape Town DA FCA SA
S A M Heijke, MBChB Cape Town FFA SA
M Miller, MBChB Cape Town DA FCA SA
I Joubert, MBChB Wits FCA SA FCA Crit Care
K Kemp, MBChB Stell DA FCA SA
R L Llewellyn, MBChB Cape Town FFA SA
M Miller, MBChB Stell FCA SA
L F Montoya-Pelaez, MBChB Zimbabwe FCA SA
A Myburgh, MBChB Cape Town DA FCA SA
R W Nieuwveld, MBBCh Wits FFA SA
M Nejthardt, BSc Stell MBChB Stell DA FCA SA
H Peyper, MBChB Stell DA FCA SA
J Piercy, MBBS London BSc (Hons) FCA SA
O Porrill, MBChB Wits DA FCA SA
A R Reed, MBChB Cape Town DA FRCA UK
D Rolfe, MBChB Cape Town DA FCA SA
H K S Steinhaus, MBChB Cape Town DA FCA SA
G S Wilson, MBChB Cape Town FRCA
D van Dyk, MBChB Cape Town DA FCA SA
J van Nugteren, MBChB Free State DA FCA SA
C van West, MBChB Cape Town DA FCA SA
D Visu, MBChB Romania DA FCA SA

Lecturer Part-time:
D J B Batty, MBChB Cape Town FCA SA
CHILD AND ADOLESCENT HEALTH

School of Child Health, Red Cross Children's Hospital, Rondebosch

Professor and Director:

H J Zar, MB BCh WitsFAAP American BC Paediatrics American BC Paediatric Pulmonology PhD Cape Town

Associated Paediatric Disciplines

Physiotherapy Department, Red Cross Children’s Hospital, Rondebosch

Head:
S Rahim, BSc (Physio) Cape Town PhD

Child and Adolescent Psychiatry

[See Department of Psychiatry and Mental Health.]

Paediatric Neuroscience (Including Paediatric Neurology, Neurodevelopment and Neurosurgery)

Fifth Floor ICH, School of Child and Adolescent Health, Red Cross Children’s Hospital, Rondebosch

Associate Professor (Paediatric Neurology) and Head:
J Wilmshurst, MB BS London MRCP UK FCPaed SA MD

Professor (Neurosurgery):
G Fieggen, MBChB Cape Town BSc (Med) MSc London FCS SA MD Cape Town

Senior Lecturer (Paediatric Neurology) Full-time:
A P Ndondo, MBChB Medunsa FCPaed SA

Senior Lecturer: (Child Development) Full-time:
K Donald, MBChB Cape Town MPhil (Paed Neuro) DCH SA MRCPCH UK FCPaed SA
Cert (Paed Neuro) SA

Associate Professor (Neurosurgery) Full-time:
A A Figaji, MBChB MMed (NeuroSurg) Cape Town FCNeuroSurg SA PhD Cape Town

Senior Lecturers (Paediatric Neurology) Part-time:
G Riordan, MBChB Cape Town DCH SA MMed (Paed) FCP SA
B Schlegel, MBChB Cape Town FCP SA
K Walker, MBChB Cape Town DCH SA

Senior Lecturer (Child Development) Part-time:
A v/d Walt, MBChB MMed (Paed) BSc (Human genetics) Dipl (Paediatric Neurodevelopment) SA

Lecturer (Neurosurgery) Full-time:
L C Padayachy MBChB Pret FCNeuroSurg SA

Lecturers (Child development) Part-time:
V Reddy, MBChB DCH SA
S C Van Bever Donker ARTS Lieben DCH SA
Lecturers (Neuropsychology) Part-time:
J Bean, Dip Pharm CPUT MA Clin Psych Stell

Child Health Unit
46 Sawkins Road, Rondebosch

Head:
To be announced.

Emeritus Professor:
M A Kibel, MB BCh FRCP Edin DCH RCP & S UK

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:
J Shea, MPHE

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.

Critical Care and Children's Heart Disease
ICU, C Floor, Red Cross Children's Hospital, Klipfontein Road, Rondebosch

Professor and Head:
A C Argent, MBChB MMed (Paeds) Wits DCH(SA) FC Paed(SA) FRCPCH UK

Paediatric Critical Care

Senior Lecturers Full-time:
J Ahrens, MBChB Cape Town DA(SA) DCH(SA) FC Paed(SA) Cert Crit Care (SA) Paed
B Rossouw, MBChB DTM MMMed (Paed) MSc (Sport Medicine) Pret Cert Crit Care (SA) Paed
S Salie, MBChB Cape Town DCH London FC Paed Cert Crit Care (SA) Paed

Paediatric Cardiothoracic Surgery

Associate Professor and Head:
J Hewitson, MBChB Cape Town FCS (Cardiothoracic) SA

Senior Lecturer Full-time:
A Brooks, MBChB Cape Town FC (Cardio) SA

Associate Professor Full-time:
J Brink, MBChB Cape Town FCS (Cardiothoracic) SA
Paediatric Cardiology

Senior Lecturer and Head:
J Lawrenson, MBChB Wits MMed (Int Med) Cape Town FCP(SA)
(Head of Paediatric Cardiac Cardiology)

Senior Lecturers Full-time:
R De Decker, MSc MBChB Cape Town FC Paed (SA) DCH London Cert Med Genet (Paed) SA
L Zühlke, MBChB Cape Town FC Paed(SA) Cert Cardiology SA

Senior Lecturer Part-time:
H Pribut, MBChB Cape Town FC Paed(SA)

Honorary Senior Lecturer:
C Hugo-Hamman MA Oxon MBChB Cape Town DCH London FC Paed(SA)

Neonatology
Red Cross Children's Hospital, Klipfontein Road, Rondebosch

Associate Professor and Head:
C H Pieper, MBChB UOFS Dip (Aviation Med) MMed (Paed) MScMedSc (Epid) MD Stell

Emeritus Associate Professors:
V C Harrison, MBChB Cape Town MRCP UK FRCPC SA
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 UK

Senior Lecturers Full-time:
M C Harrison, MBChB Cape Town MRCP UK FRCPC UK
A Horn, MBChB UCT FCPaed SA DCH SA MRCP (Paed) UK Cert (Neon) SA
S M Kroon, MBChB Cape Town FCPaed SA DTM & H London MRCP UK
L Linley, MBChB Cape Town FCPaed SA
G H Moller, MBChB Cape Town FCPaed DCH SA
N R Rhoda, MBChB Cape Town FCPaed SA Cert (Neon) SA

Lecturers Full-time:
M T Ismail, MBChB Cape Town DCH DipHIV SA
A M van Niekerk, MBChB Wits DCH SA FCP Paed SA Cert (Paed Cardiol) SA

Lecturers Part-time:
J C G Dyssell, MBChB Cape Town MMed (Paed) Wits DCH FCPaed SA
D H Greenfield, MBChB MPhil MCH Cape Town DCH DPH DTM&H Wits
M C Thompson, MBChB DCH SA MD Cape Town

Senior Registrars:
L Tooke, MBChB Cape Town FCPaed MMed (Paed) Dip (Obst) Dip (PEC) SA
Yaseen Joolay MBChB Stell FCPaed SA
Mosese Lango MBChB MMed Paediatrics and Child Health Nairobi

Paediatrics & Child Health
School of Child & Adolescent Health, Red Cross Children's Hospital, Klipfontein Road, Rondebosch

Professor and Head:
H J Zar, MBCh FAAP American BC Paediatrics American BC Paediatric Pulmonology PhD
Cape Town
Professors:
G H Swingler, MBChB PhD Cape Town DCH SA FCP SA
A C Argent, MBChB MMed (Paeds) Wits DCH FCPaeds SA FRCPCH UK

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
W Hanekom, MBChB Stell DCH SA FCP (Paed) SA
M Hendricks, MBChB Cape Town Dip PEC SA DCH SA FCPaed CMO (Paeds) SA
C Motala, MBChB UKZN DCH SA FCPaed SA FACAAP FAAAAI
A T R Westwood, MBChB MD Cape Town FCP SA MRCP UK MMed (Paed) Cape Town
J Wilmshurst, MB BS London, MRCP UK FCPaed SA

Emeritus Associate Professors:
M D Bowie, BSc UKZN MBChB MD Cape Town FRCP Edin DCH RCP&S UK
C D Karabus, MBChB MMed (Paed) Cape Town DCH RCP&S FRCP Edin FRCP London
M Mann, MBChB PhD MMed (Paed) MMed Nuc Med Cape Town

Senior Lecturers Full-time:
H A Buys, MBChB Zimbabwe LRCP LRCS Edin MRCP UK FCP SA
M Carrhill, MBChB Cape Town FCPaeds SA Cert. Endo & Metab SA (Paeds) MPhil Cape Town (Paed Endo)
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 BSc (Hons) Epidem Cape Town
F Desai, MBChB Cape Town DCH FC Paed SA
R Diedricks, MBChB Cape Town FC Paed (Paed) FRCPCH UK
K Donald, MBChB Cape Town DCH SA MRCPCH UK FCPaeds SA
P Gajjar, MBChB DCH FCPC Cert Paed Nephrology
M E Levin, MBChB Cape Town FC Paed SA MMed (Paeds) Dip Allerg SA PhD
R Muloiwe, MBChB Natal DCH SA FC Paed SA MSc Public Health Developing Countries LSHTM
A P Ndondo, MBChB Medunsa FC Paed SA
J C Nuttall, MBChB Cape Town Dip Obst SA DCH FC Paed SA DTM&H Wits
P Nourse, MBChB Cape Town FC Paed SA MMed Cape Town Cer Paed Nephrology
P Roux, MBChB MD Cape Town MPhil (Bioethics) FCP DCH SA
A Spitaels, MBChB Cape Town DCH SA FC Paeds SA
C Scott, MBChB Cape Town FC Paeds SA

Lecturers:
H Mohamed, MBChB Cape Town MMed (Public Health) Cape Town
S Moyo, MBChB MPH Cape Town
M Tameris, MBChB Cape Town

Senior Lecturers Part-time:
E A Goddard, MBChB Cape Town BSc Med (Hons) MMed (Paed) PhD Cape Town
J E Mostert, MBChB Stell MMed (Paed) Pret
L Mowsowitz, MBChB Cape Town MFGP DCH FCPC SA
G Riordan, MBChB Cape Town DCH SA MMed Paed FC PC SA
J H Vermeulen, MBChB Stell DCH FCPC SA
S A R Wynchank, MA DPhil Oxon MBChB MD Cape Town FInstP London
S Zieff, MBChB MMed (Paed) Cape Town
Lecturers Part-time:
J C Firth, MBChB Cape Town DCH RCP&S UK
S N Furman, MBChB Cape Town MFGP SA
C Grindlay, MBChB Cape Town FCP (Paed) SA
W R Mathiassen, MBChB Cape Town MRCP UK
A Puterman, MBChB Cape Town FCP SA
C Rainier-Pope, MBChB MMed (Paed) Cape Town DCH RCP&S London
J C Roberts, BA (Hons) (Biochem) MB BCh BAO Dublin DCH Cape Town
P J White, MBChB Cape Town FCP DCH SA

Honorary Lecturers:
G Schermbrucker, MBChB Cape Town DCH SA FCP SA
V Ramanjam, MBChB Cape Town DCH SA FCP SA

Honorary Senior Lecturers:
J Alt, MBChB Cape Town DCH SA ATLS APLS FCP
N Bergman, MBChB Cape Town DCH Sweden MPH MD Zimbabwe
G Boon, MBChB Cape Town FCP SA
W Breytenbach, MBChB Stell FCP SA
F Goosen, MBChB Cape Town DCH FCP (Paed) SA
C Hugo-Hamman, MBChB Cape Town MA USA, DCH SA FCP SA
M L Levy, MBChB Cape Town FCP SA
V Magasiner, MSc (Physio) Cape Town
J Wiggelinkhuizen, MB BCh MMed (Paeds) FCP SA
L V Jedeikin, MBChB Cape Town FCP SA
P J Sinclair, MBChB Cape Town DCH FCP SA
C Wicht, MBChB MMed (Paed) Cape Town FCP SA

Research Ethics Co-ordinator
L D Henley, PhD Cape Town MSocSc MPhil (Bioethics) Cape Town

Child Nursing Practice
Associate Professor:
M Coetzee, B Soc SC (Hons) Bloemfontein Dipl Paed Nurs Cape Town PhD Cape Town

Senior Lecturers Full-time:
H Barlow, MCur Stellenbosch AUDNE Cape Town RN RM CNN Groote Schuur Hosp Dip Nurs Admin Stellenbosch

Lecturers Part-time:
I Hendry, BN Cape Town RPaedN Cape Town Forensic Nurs Bloemfontein
C Davis, BNurs (Child) England Dip PICU England
Professor and Head:
L J Martin, MBBCh Wits Dip For Med SA MMed Path (Foren) Cape Town Assoc FC For Path SA

Anatomical Pathology
Falmouth Building / Groote Schuur hospital (D7)

Wernher & Beit Professor and Head:
D Govender, MBChB MMed (AnatPath) PhD UKZN FCPath (Anat) SA FRCPath London

Associate Professors Full-time:
R Naidoo, BSc (Hons) UDW MMedSc PhD UKZN
H C Wainwright, MBChB Cape Town FCPath (Anat) SA

Honorary Associate Professor:
M A Dada, MBChB MMed (Forensic Path) UKZN MMed (AnatPath) Stell FCForPath SA Dip Occ Med FRIPHH

Senior Lecturers Full-time:
M S Duffield MBChB Rhodes LRCP & S Edin & Glas MMed Path (Anat) Cape Town MRCPath
M L Locketz, MBChB MMed Path (Anat) Cape Town FCPath (Anat) SA
K Pillay, MBChB UKZN MMed Path (Anat) Cape Town FCPath (Anat) SA FRCPath London

Honorary Senior Lecturer:
G M Learmonth, MBChB BAO Galway FCPath (Anat) SA MIAC

Lecturers Full-time:
S E Malaka, BSc (MedSc) UNIN MBChB UFS FCPath (Anat) SA
R Sookhayi, MBChB Wits FCPath (Anat) SA
H-T Wu, MBChB Wits FCPath (Anat) SA

Assistant Lecturers / Registrars:
F C J Botha, MBChB UFS
A Bassier, MBChB Cape Town
D Chetty, MBChB Wits
C Dittrich, MBChB Pret
S Likumbo, MBBS Malawi
N Morse, MBChB Cape Town
T Ng’ambi-Tomoka, MBBS Malawi
N Osman, MBChB Cape Town
M Otto, MBChB UFS
R Roberts, MBChB Cape Town
M Theuri, MBChB Nairobi
A Wessels, MBChB UFS

Chief Scientific Officer:
R Kriel, Nat Dip (Med Tech) CPUT Dip (Prof Photography) Post Grad Dip (Business Management) UKZN

Laboratory Managers:
C Bilobrk (Histopathology), Nat Dip (Med Tech) CPUT
B Bollaert (Cytopathology), Nat Dip (Med Tech) Higher Dip (Med Tech) CPUT
Chemical Pathology

Professor and Head:
To be Appointed

Acting Head:
G F Van der Watt, (Specialist) MBChB Pret MMed (UCT) FCPa SA

Emeritus Professors:
E H Harley, PhD MD London FRC Path UK
M C Berman, BSc MBChB MMed (Path) PhD Dsc (Med) Cape Town

Associate Professor:
H E Henderson, BSc (Hons) UKZN MSc PhD Cape Town

Senior Lecturers:
P A Berman, (Principal Specialist) BSc (Med) MBChB MMed Path (Chem Path) Cape Town
J A King, (Principal Medical Scientists) BSc (Hons) MSc PhD Cape Town
E P Owen, (Principal Medical Scientist) BSc (Hons) PhD London
H Vreede, (Senior Specialist) MBChB MMed (Chem Path) Cape Town

Lecturers Full-time:
F Leisegang, (Senior Medical Scientist) BSc (Hons) UKZN
F Omar, (Specialist) MBChB Stell MMed (UCT) FCPa SA
D Haarburger (Specialist) MBChB WITS MMed (UCT) FCPa SA

Lecturer Part-time:
D J Steenkamp, BSc (Hons) Stell MSc UNISA PhD RAU

Honorary Associate Professor and Lecturer:
I Jialal, MBChB UKZN MD FCPa SA DABCC

Forensic Medicine and Toxicology
Falmouth Building, Faculty of Health Sciences Campus

Professor and Head:
L J Martin, MBChB Wits Dip (For Med) SA MMed Path (Foren) Cape Town Assoc FC For Path SA

Honorary Associate Professor and Lecturer Part-time:
R Kaschula, MMed Path Cape Town FCPa Path UK
R Hewlett, MBChB PhD Cape Town FCPa Pathol (Nephropathology)

Senior Lecturers Full-time:
G M Kirk, MBChB Wits Dip For Med SA FC for Path SA
L Liebenberg, MBChB Stell Dip For Med SA MMed Path (Foren) Cape Town
Y Y van der Heyde, BSc Micro MBChB Cape Town Dip For Med SA MMedPath (Foren) Cape Town

Assistant Lecturers / Registrars:
E Afonso, BSc (Micro/Biochem) MBChB Cape Town DCH SA Dip For Med SA Path
I Alli, MBBS Mysore Dip For Med Clin /Path SA C. Medical Law UNISA
A Khan, MBChB KZN Dip For Med SA Path
I J Molefe, MBChB Cape Town Dip For Med SA Path
S Maistry, MBChB Medunsa BSc Wits BSc Hons Dip For Med SA
S Mfolozi, MBChB Cape Town Dip For Med SA Path
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 focusing on five core areas:

- **Research** - Conducting rigorous, evidence-based research into experiences of and responses to violence against women, particularly exploring the intersections between 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.

### 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 Stein, MBChB FFPATH (Haem)
M Shuttleworth MBChB, FFPATH (Haem)

Specialist and Haematologist:
J Opie, MBChB FCP

Lecturer and Haematologist:
A du Pisani, MBChB FPath (Haem)

Specialist:
A du Pisani, MBChB FPath (Haem)

Sessional Specialist:
I Aronson, BSc (Hons) MBChB MMedPath (Haem) Cape Town

Medical Natural Scientist:
K Shires, PhD Cape Town

Research Officer:
S Mowla PhD

Laboratory Manager:
F Barton, NDMed Tech (Blood Transfusion and Haematology)

Chief Technologist:
J Blackbeard, NDMed Tech (Haem)

UCT Leukaemia Unit

Director:
N Novitzky, Dip Med La Plata FCP SA PhD Cape Town

Researchers:
C du Toit, MBChB MMed (Int Med) UOFS
A Mc Donald, MBChB FCP SA
R Mohamed, NDMed Tech
J Opie, MBChB FCP SA
K Shires, PhD Cape Town
M Stein, MBChB FFPath (Haem)
B van Staden, MBChB MMed (Heam) UOFS
A du Pisani, MBChB FPath (Haem)
S Mowla PhD

Human Genetics

Suit 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 UKZN PhD Cape Town

Professor:
L J H L Greenberg, BSc Stell PhD Cape Town
Emeritus Professor:
P H Beighton, MD London PhD Wits FRCP UK FRCPCH FRS SA

Honorary Professors:
W James, BA (Hons) UWC MSc PhD Madison Wisconsin
M R Hayden, MBChB Cape Town PhD Cape Town FRCP(C) FRSC Canada

Senior Specialists / Senior Lecturers:
K Fieggen, MBChB Cape Town FCPaeds SA Cert Med Genet SA
A Wonkam, MBChB Yaounde Cameroon MD Dipl (Med Genet) Geneva Switzerland
Position Advertised

Senior Lecturer:
C Dandara, BSc (Hons) PhD Zimbabwe

Sessional Specialists and Honorary Senior Lecturers:
L V Jedeiken, MBChB Cape Town FCP SA
S Zieff, MBChB MMed (Paed) Cape Town FCP SA

Senior Medical Scientist (NHLS):
R Goliath, BScMed (Hons) Cape Town PhD Cape Town

Laboratory Manager (Cytogenetics NHLS):
T Ruppelt, Biomedical Technology (NDip, BTech) UPE

MRC/UCT Human Genetics Research Unit

Professor and Director:
R S Ramesar, BSc (Hons) MSc UKZN 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 focuses its efforts on the genome research/clinic interface, building capacity as one of its major outcomes.

The envisaged expansion of the unit is focused 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 Faculty of Health Sciences campus, and within other relevant institutions in the country.

The core expertise and resident functions in the Unit will ultimately include:

- Genetic study co-ordination which 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.
**CANSA’s Colorectal Cancer Research Consortium**

**Professor and Director:**
R S Ramesar, BSc (Hons) MSc UKZN PhD Cape Town

*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.*

**Immunology**

*Wernher Beit South Building, IIDMM*

**Associate Professor and Acting Head:**
M Jacobs, PhD Cape Town

**Professors:**
F Brombacher, PhD Germany
E L Wilson, PhD Cape Town

**Emeritus Professor:**
E du Toit, PhD Cape Town

**Honorary Professors:**
G D Brown, PhD Cape Town
E du Toit, PhD Cape Town
B Ryffel, PhD Switzerland

**Visiting Professors:**
G Alber, PhD Germany
J Alexander, PhD Glasgow
M Kopf, PhD ETH Zürich
T Huenig, PhD Wuerzburg
S Magez, PhD Brussels

**Research Associate:**
A/Prof A Lopata, PhD Cape Town

**Senior Lecturer:**
B Nurse, PhD Cape Town

**Honorary Senior Lecturer:**
J Dorfmann, PhD Berkeley, USA

**Research Scientists:**
W Horsnell, PhD UK
A Schwegmann, PhD Cape Town
M Leeto PhD Cape Town
RGuler PhD Switzerland

**Control Medical Technologist:**
D G Taljaard, Dip Med Technology Cape Town
MRC/UCT Immunology of Infectious Diseases Research Unit

Professor and Director:
F Brombacher, PhD Freiburg

The control and eradication of infectious diseases, leading cause of childhood and adult morbidity and mortality, is a high priority area for South Africa and the African continent. The unit investigates the underlying cellular and molecular immunological mechanisms for host protection or failure thereof in experimental murine models for human diseases like:

- Tuberculosis
- Leishmaniasis,
- Helminth diseases (bilharziosis)
- African trypanosomiasis (sleeping sickness)
- Allergy
- Ulcerative colitis

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 Immunology.

Medical Biochemistry

Falmouth Building (Level 6) and Wernher and Beit Building North, Faculty of Health Sciences Campus.

Professor and Head:
P N Meissner, BSc (Med) (Hons) PhD Cape Town Fellow of UCT

Professors:
J Blackburn, BSc (Hons) DPhil Oxon (South African Research Chair)
R P Millar, PhD Liverpool FRCPath (Chem) FRSE Life Fellow of UCT (MRC Human Reproductive Sciences Unit Edinburgh)
M I Parker, BSc (Hons) PhD Cape Town MASSAf (International Centre for Genetic Engineering and Biotechnology – ICGEB Cape Town (South African Research Chair)
E D Sturrock, BSc (Med) (Hons) PhD Cape Town

Emeritus Professor:
W Gevers, MBChB Cape Town MA DPhil Oxon DSc (hc) UPE DSc (hc) Cape Town ad eundem CMSA Fellow of UCT

Honorary Professor:
C Seoighe, PhD Dublin

Associate Professors:
A A Katz, MSc PhD Rehovot
D T Hendricks, BSc (Hons) PhD Cape Town
B T Sewell, MSc Wits PhD London
Emeritus Associate Professor:
L R Thilo, MSc Pret Dr rer Nat Heidelberg

Senior Lecturers:
V Leaner, BSc (Hons) PhD Cape Town
C N T Sikakana, BS Wesleyan PhD Wisconsin-Madison

Honorary Associate Professor:
L Zerbini, MSc PhD São Paulo Brazil

Honorary Senior Lecturers:
H Jabbour, PhD Sydney
C A Flanagan, PhD Cape Town

Chief Scientific Officer:
S Schwager, MSc Cape Town

MRC/UCT Oesophageal Cancer Research Group
Wernher and Beit Building South, Faculty of Health Sciences Campus

Director:
M I Parker, BSc (Hons) PhD Cape Town MASSAf, FIAS, FTWAS

Project Leaders:
W Gelderblom, BSc (Hons) PhD Stell
D Hendriks, BSc (Hons) PhD Cape Town

The UCT / MRC Oesophageal Cancer Research Group is a multi-disciplinary research group consisting of project leaders at the University of Cape Town (UCT) and the MRC (PROMEC). The activities are funded mainly by the Medical Research Council, the National Research Foundation,

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
R P Millar, BSc (Hons) MSc London PhD Liverpool

The mission of the group 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 Group focuses on the gonadotropin-releasing hormone receptors and on the kisspeptin receptor, which are central regulators of reproductive function, on the prostaglandin receptors and their role in cervical cancer and on CCR5 chemokine receptor and its role in the HIV entry and infection.

Medical Microbiology
Wernher and Beit Building North, Faculty of Health Sciences Campus

Professor and Head:
M P Nicol, MB BCh MMed (MedMicro) Wits DTM&H, FCPath (Microbiol) SA PhD Cape Town

Associate Professor:
B G Elisha, BSc (Hons) PhD Cape Town
Senior Lecturers Full-time:
R Hoffman, MBChB Stell MMed Path (Microbiol) Stell
S P Oliver, MBChB MMedPath (Microbiol) Cape Town
A Whitelaw, MBBCh Wits FC (Path) SA MSc Cape Town
C Bamford, MBChB FCPath MMed Path (Microbiol) Cape Town

Honorary Lecturers:
H Segal, BSc (Hons) PhD Cape Town
J Simpson, MBChB Pret MMed Path (Microbiol) Stell

Medical Virology
Werner and Beit Building South (IIDMM), Faculty of Health Sciences Campus

Professor and Head:
C Williamson, BSc (Hons) PhD Cape Town

Emeritus Professor:
K Dumbell, MBChB MD FRCPath UK DSc Cape Town

Professor (UCT/NHLS joint staff):
A L Williamson, BSc (Hons) PhD Wits

Senior Lecturers/Clinical Virologists (UCT/NHLS joint staff):
D R Hardie, MBChB MMedPath (Med Virol) Cape Town
M Hsiao, MBChB Wits FCPath SA (Virol) MMedPath (Med Virol) Cape Town DTM&H Wits
S Korsman MBChB, Pret FCPath SA (Virol) MMed (Virol Path) Stell

Senior Lecturer/Scientist (UCT/NHLS joint staff):
J A Passmore, PhD Cape Town

Lecturer/Scientist (UCT/NHLS joint staff):
H Smuts, PhD Cape Town

Registars:
L Hans, MBChB Cape Town
S Manicklal, MBChB UKZN

Honorary Senior Lecturer:
T J Tucker, MBChB PhD Cape Town FCPath SA Viro

Senior Researcher:
W Burgers, PhD Cantab

Research Officers:
R Chapman, PhD Cape Town
G Chege, PhD Cape Town
N Douglass, PhD Cape Town

Project Managers:
K J Downing; BSc (Hons) MSc Wits PhD Cape Town Cert in Practical Project Mangement UNISA
D Stewart, MSc Zimbabwe

Chief Scientific Officer:
E Hurter, PhD Stell
Senior Scientific Officers:
C Adams, MSc Cape Town
P Gumbi, MSc UKZN
D Marais, MSc PhD Cape Town

Scientific Officers:
M-R Abrahams, MSc Cape Town
G Bandawe, MSc Cape Town
S Goodier, MSc Cape Town
M Logan, MSc Pret
J C Marais MSc Cape Town
C Rademeyer, MSc Cape Town

Senior Technical Officers:
D Bowers, BSc Cape Town MSc Stell
S Galant, Nat Dip (Clin Path) Nat Dip (Microbiology II) CPUT
H Gamaldien, Nat Dip (Med Tech) CPUT

Senior Medical Technologists:
B Allan, Dip (Med Tech) MSc Cape Town
T Muller, Nat Dip (Biomed Tech) BTech CPUT

Medical Technologists:
T Blanckensee, Nat Dip (Med Tech) CPUT
R Thebus, Nat Dip (Med Tech) CPUT

Laboratory Technician:
N Magan, BSc Cape Town, Med Hons, Stell

Project Administration:
K Norman

Secretaries:
N Balfour
N Mhlonyelwa-Mona

Paediatric Pathology
Red Cross War Memorial Children's Hospital

Senior Lecturer Full-time and Acting Head:
M H G Shuttleworth, BSc (Hons) MBChB MMed Path (Haem) Cape Town

Senior Lecturers Full-time:
K Pillay MBChB FC Path (AnatPath) (SA) FRC Path (UK) MMed (AnatPath) Cape Town
G van der Watt MBChB FC Path (ChemPath) (SA) DA (SA)

Medical Technologists (Chemical Pathology):
B Bergstedt, NatDip (Clin Path) NatDip (Chem Path) BTech
R Brown, BSc (Microbiol) NatDip (Chem Path)
P Joseph, NatDip (ClinPath)
I Kamaar, NatDip (ClinPath)
S Kear, NatDip (ClinPath)
P Mangala, NatDip (ClinPath)
R Manuel, NatDip (ClinPath)
C Seaton, NatDip (Clin Path) NatDip (Haem) Higher NatDip
L Ungerer, NatDip (Chem Path)
J van Helden, NatDip (Chem Path)
V West, NatDip (Chem Path)

**Medical Technologists (Haematology):**
Z Abrahams, NatDip (ClinPath) BTech Cape Tech
K Benjamin, NatDip (Haem) BTech Cape Tech
A Bertscher, NatDip (BloodTransfus) NatDip (Haem) Joburg Tech
C Booyseen, NatDip (ClinPath) Cape Tech
S Brink, NatDip (ClinPath) BTech Cape Tech
L de Wet, NatDip (ClinPath) CPUT
H Hendricks, NatDip (ClinPath) Pen Tech
M Pickard, NatDip (Haem) Cape Tech
M Prins, NatDip (ClinPath) BTech Cape Tech
G Tappan, NatDip (BloodTrasfus) NatDip (Haem) Cape Tech
E van der Heyde, BSc (Microbiol) NatDip (Haem) NatDip (ClinPath) Cape Tech
T Zbodulja, NatDip (Haem) Cape Tech

**Medical Technologists (Histopathology):**
E Dollie, Nat Dip (Histopath Techniques) BTech
S Ford, Nat Dip (Histopath Techniques)
C Jackson, NatDip (Microbiol) NatDip (Histopath Techniques) Higher NatDip

**Institute of Infectious Diseases and Molecular Medicine**
*Wolfson Pavilion, IIDMM Building*

**Professor and Director:**
G Hussey, MBChB MMEd Cape Town MSc Clin Trop Med London DTM&H UK FFCH SA

**Full Members and Professors:**
J Blackburn, BA (Chem) MA (Chem) D Phil (Chem) Oxon
F Brombacher, PhD Professor for Immunology Freiburg
K Chibale, BSc (Ed) Zambia PhD Cantab
L Denny, MCBhB Cape Town MMed (O&G) PhD FCOG SA
S Kidson, BSc (Hons) MSc PhD Wits H Dip Ed JCE
P N Meissner, BSc (Med) (Hons) PhD Cape Town (Fellow of UCT)
M I Parker, BSc (Hons) PhD Cape Town MASSAf FIAS fTWAS
R S Ramesar, BSc (Hons) MSc UKZN PhD Cape Town
E P Rybicki, BSc Hons MSc PhD Cape Town MASSAf FRSSAf
E D Sturrock, BSc UPE BSc (Hons) PhD Cape Town
A L Williamson, BSc (Hons) PhD Wits
C Williamson, BSc (Hons) PhD Cape Town
R Wood, BSc BM MMed FCP SA

**Full Members and Associate Professors:**
L G Bekker, MCBhB DCH DTM&H FCP SA PhD
W A Hanekom, MCBhB Stell DCH FCP (Paed)
A Katz, PhD Weizmann Institute Rehovot
B T Sewell, MSc Wits PhD London
Full Member and Honorary Professor:
R Wilkinson, MA Cantab PhD London MB BCh Oxon DTM&H FRCP London (Wellcome Trust Senior Fellow in Clinical Science and Professor of Infectious Diseases Imperial College London and MRC Programme Leader National Institute for Medical Research London)

Full member and Senior Lecturer:
D P Martin, MSc Genetics UKZN Phd (MolCellBiol) Cape Town

Affiliate Members and Professors:
J Greenberg, BSc (Physiol & Chem) Stell PhD (Hum Gen) Cape Town
G Maartens, MBChB MMed FCP S4 DTM&H
B M Mayosi, BMedSc MBChB UKZN FCP S4 DPhil Oxon FESC FACC FRCP MASSAf
D J Stein, BSc (Med) MBChB Cape Town FRCP PhD Stell DPhil, FC Psych(SA)
E L Wilson, BSc (Hons) PhD Cape Town
H Zar, MBCh BC (Paed) BC (PaedPulmonol) USA PhD

Affiliate Members and Associate Professors:
K Dheda, MBChB, FCP (SA) FCCP PhD London FRCP(Lond)
B S Eley, MBChB FCP (Paed) S4 BSc (Hons) (Med Biochem) Cape Town
L Myer, BA Brown MA MBChB Cape Town MPhil PhD Columbia

Affiliate Members and Researchers:
A Bouille, MBChB Cape Town MSc London FCPHM S4
D Coetzee, BA Cape Town MBChB DPH DTM&H DOH Wits FCPHM SA MS Columbia

Associate Member and Professor:
M P Nicol, MBChB MMed (MedMicro) Wits DTM&H FCPath (Microbiol) S4 PhD Cape Town

Associate Members and Associate Professors:
G Elisha, BSc (Med) (Hons) PhD Cape Town
M Jacobs, BSc (Med) (Hons) and PhD Cape Town
E Shephard BSc (Hons) PhD Cape Town

Associate Members and Researchers:
W Burgers BSc (Hons) MSc Cape Town PhD Cambridge
M Hatherill, MBChB DCH MMed MRCP FCPaed MD Cape Town
H Jaspen BSc North Carolina MD Tulane FAAP Washington
S Lawn, BMedSci MB BS Nottingham MRCP Royal College of Physicians UK MD Nottingham
DTM&H Dip HIV Med Royal College of Physicians UK
V Leaner, PhD Cape Town
N Mulder, BSc (Chem & Microbiol) BSc Honours (Microbiol) PhD (Med Microbiol) Cape Town
J Passmore, BSc (Hons) UKZN PhD Cape Town
H Segal, PhD (Medical Microbiology) Cape Town
K A Wilkinson, MSc (Chem) PhD (Chem & Peptide Immunol) Eotvos Lorand University Budapest

Adjunct Member and Honorary Professor:
G Brown, BSc (Hons) Wits PhD Cape Town

Adjunct Member and Professor:
T Harrison, MA Cantab MBBS London MPH Harvard MD London FRCP London

Adjunct Members and Associate Professors:
A Lopata, BSc (Hons) MSc Düsseldorf PhD Cape Town
C Seoighe BSc PhD Trinity
Adjunct Member and Adjunct Professor:
C Gray, BSc (Hons) Bristol Polytechnic MSc Phd Wits

Adjunct Members and Researchers:
L Corbett, BA MBBCh Cantab MRCP DTM&H Royal College of Physicians PhD London
B Kampmann, Med Staats Examen MD Cologne FRCPCH UK DTM&H PhD Imperial College London
D Lewis, MB BS London MRCP FRCP UK DipTropMed&Hygiene London School of Hygiene and Tropical Med Dip Genitourinary Med UK BA (Hons) (PhysiolSci) Oxon MSc (Clin Microbiol) PhD London

The Institute of Infectious Disease and Molecular Medicine (IIDMM), a prestigious research institute of higher learning based at the University of Cape Town Medical School, was officially opened on 23 March 2005. The Institute endeavours to be an African centre-of-excellence in which world class scientists, using state-of-the-art facilities, work together to combat the scourge of infectious diseases such as HIV/AIDS and tuberculosis and to address regionally prevalent cancers and genetic disorders. The IIDMM’s guiding principles of Discovery, Development and Translation are applied to its research themes of HIV/AIDS, tuberculosis, parasitic and other infections, molecular medicine, cancer and genetic medicine. The general disciplines practiced and taught at the IIDMM are immunology, cell biology, microbiology, genetics and the biology of cancer. The IIDMM is a meeting place of minds, research facilities and scientific and clinical expertise. The IIDMM is located on the Faculty of Health Sciences campus in the Wolfson Pavilion and the newly renovated Wernher and Beit buildings.

Web address:  http://web.uct.ac.za/depts/iidmm
HEALTH AND REHABILITATION SCIENCES

Associate Professor and Head of Department:
H Kathard, B (SPHT) M (SpPath) D Ed UDW

Intervention Programme Coordinator and Lecturer:
B O Ige, BA HONS University of Ilorin, Nigeria; MA; PhD UKZN

Associate Professor:
T Lorenzo, BSc (OccTher) D AdEd Wits MSc (CommDisStud) Lond PhD (Publ Health) Cape Town

Communication Sciences and Disorders
F45, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
S A Singh, B (SPHT) UDW MA PhD (SLP) Northwestern USA

Senior Lecturers:
M Pascoe, BSc (Log) MSc (SpeechPath) Cape Town, PhD Sheffield UK
L Petersen, B (Spraak & Audio) Stell MSc (Audio) Cape Town

Lecturers Full-time:
V Norman, BSc (Log) Cape Town M Comm Path Pret
L Ramma, BA (CommSci&Dis) Fresno State MA (Audio) San Diego AuD Florida MPH Wits
C Rogers, MSc (Audio) Cape Town
P G Sorour, BA BSc (Log) Cape Town MSc (Human Comm) London

Clinical Educators Part-time:
F Camroodien-Surve, BSc (SLP) Cape Town M (ECI) Pret
T Cloete, BSc (Audio) Cape Town
NKeeton, BSc (Audio) Cape Town
T Kuhn, BSc (Log) Cape Town
C Samuels, BSc (SLP) Cape Town
F Walters, B (Sp Lang & Hear Th) Stell

Lecturers Part-time:
R Lentin, BSc (Log) Cape Town
J Perold, BSc (Log) MSc (Audio) Cape Town

Nursing and Midwifery
F45, Old Main Building, Groote Schuur Hospital

Professor and Head:
To be appointed.

Associate Professor and Acting Head:
S E Duma, PhD Cape Town MCur UKZN BCur (NEd NAdmin) Unisa RN RM CHN RPsychN

Associate Professors:
S E Clow, MSc (Nurs) Cape Town BSocSc (Nurs) UKZN AUDNEd Cape Town RN RM RCHN
D D Khalil, PhD STM Liverpool MA UK BA (Hons) Ghana RN RM RNT UK
Senior Lecturers Full-time:
N Fouché, MSc (Nurs) AUDNE Cape Town Dip IntN RN RM
U Kyriacos, MSc (Nurs) Cape Town BCur I et Al (NEd NAdmin CHN) UPE Dip IntN RN RM
P M Mayers, MSc (Med) (Psych) Cape Town BA (Nurs) DPhil Stell BCur (Comm Nurs & Nurs Ed)
Unisa (N Marr Guide & Couns) S4 RN RM RpsyN

Occupational Therapy
F45, Old Main Building, Groote Schuur Hospital

Senior Lecturer and Head:
E Ramugondo, BSc (OccTher) MSc (OccTher) PhD Cape Town

Associate Professor and Control Therapist Full-time:
L van Niekerk, B (OccTher) M (OccTher) UOFS PhD (OccTher) Cape Town

Senior Lecturer/Control Occupational Therapist Full-time:
E M Duncan, Dip (OccTher) Pret BAarb UOFS BA (Hons) UDW MSc (OccTher) Cape Town
PhD USA

Senior Lecturer/Control Occupational Therapist Part-time:
H A Beeton, Dip OT Pret BA SA MSc (OccTher) Cape Town

Senior Lecturers and Clinical Educators:
H A Buchanan, BSc (OccTher) MSc (OccTher) Cape Town
R Galvaan, BSc (OccTher) MSc (OccTher) Cape Town

Lecturers/Chief Occupational Therapists:
L Cloete, BSc (OccTher) UWC MSc (OccTher) Cape Town
A Sayed, BSc (OccTher) UWC M (ECI) UP
P Gretschel, B (OccTher) M (ECI) UP

Clinical Educators:
M H Engelbrecht, BAarb Stell MSc (OccTher) Cape Town
H Flierenga, BAarb Stell MSc (OccTher) Cape Town
F Gamieldien, BSc (OccTher) Cape Town Dip Bus Management Varsity College
S Landman, Barb Stell MSc (OccTher) Cape Town
L Lewis, BSc (OccTher) Cape Town
N Matyida, BSc (OccTher) Cape Town
T Mohomed, BSc (OccTher) UWC
L Peters, BSc (OccTher) Cape Town

Physiotherapy
F45 and F46 Old Main Building, Groote Schuur Hospital

Professor and Head:
J Jelsma, BSc (Phys) Stell DipTertEd UNISA DipInternResEthics Cape Town MPhil Zimbabwe PhD Leuven

Deputy Head and Senior Lecturer:
S Maart, BSc (Phys) MPH UWC

Professor:
S L Amosun, BSc (Phys) PhD Ibadan SRP UK
Senior Lecturers:
T Burgess, BSc (Phys) BSc (Med) (Hons) (ExercScience) PhD Cape Town
R Parker, BSc (Phys) BSc (Med) (Hons) ExSci Cape Town MSc (Pain) Queen Margaret University Edinburgh

IP Facilitator:
To be appointed.

Lecturers:
G Ferguson, BSc (Phys) MSc Cape Town
S Manie, BSc (Phys) UWC MSc Stell

Assistant Director, Department of Physiotherapy, Groote Schuur Hospital:
L Naidoo, BSc (Phys) Cape Town

Clinical Educators Full-time:
I Croy, BSc (Phys) Cape Town
N Edries, BSc (Phys) Cape Town
F Harris, BSc (Phys) UWC
M Naidoo, BSc (Phys) MSc UWC
L Pienaar, BSc (Phys) UWC MSc Stell
D Scott, BSc (Phys) Cape Town
H Talberg, BSc (Phys) Cape Town
L Rustin, BSc (Phys) UWC
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 and Sports Science Institute Building, Newlands)

Associate Professor and Head:
L A Kellaway, BSc (Hons) MSc PhD Cape Town

Hyman Goldberg Professor of Biomedical Engineering:
Position vacant

Discovery Health Chair of Exercise and Sport Science:
T D Noakes OMS, MBChB MD DSc Cape Town FACSM (hon) FFSEM UK

Honorary Professors:
T Bunn, BSc (Hons) MSc
J L Jacobson, JD Harvard PhD Harvard
S W Jacobson, PhD Harvard
J Van Honk, PhD

Professors:
E W Derman, MBChB Pret BSc (Med) (Hons) PhD Cape Town FACSM
S H Kidson, BSc (Hons) MSc PhD Wits HDE JCE
E V Lambert, BA (Phys Ed) MSc South Carolina PhD Cape Town
M I Lambert, BSc (Agric) UKZN BA (Phys Ed) (Hons) Rhodes MSc South Carolina PhD Cape Town
G J Louw, BVSc DVSc Pret
A G Morris, BSc (WLU) PhD Wits
V A Russell, BSc (Hons) MSc Cape Town PhD Stell
M P Schwellnus, MBChB Wits MSc MD Cape Town

Associate Professors:
A N Bosch, BSc UKZN BA (Phys Ed) (Hons) MA Rhodes PhD Cape Town
M R Collins, BSc (Hons) Stell PhD Cape Town
T S Douglas, BSc (Eng) Cape Town MS Vanderbilt PhD Strathclyde
E Meintjes, BSc (Hons) MSc UKZN, MS PhD Oregon State
E Ojuka, BSc (Med) Makerere PhD Brigham Young

Honorary Research Associate:
N Bergman, MBChB DCH MPH

Senior Lecturers:
R L Alexander, BSc MSc Western Australia PhD PGD HED Cape Town
A Gwanyanya, MBChB Zimbabwe DA SA MMed (Anaesthetics) Zimbabwe PhD Leuven Belgium
T Kolbe-Alexander, BSc UWC BSc (Hons) PhD Cape Town
D M Lang, Dr rer Nat Konstanz
M A J Poluta, BSc (Eng) Wits
S Prince, BSc (Hons) HDE PhD Cape Town
C P Slater, MBChB MPhil (Higher Education Studies) Cape Town FFRad (T) SA
L van der Merwe, Nat Dip (Med Tech) CPUT BSc (Med) (Hons) MSc Cape Town
C M R Warton, MBChB Zimbabwe
Senior Lecturer and Chief Medical Officer Part-time:
D A Boonzaier, MBChB Cape Town DIC London

Honorary Senior Lecturers:
J H Goedecke, PhD Cape Town
J de Beer, MBChB MMed (Orthop) Pret
L Micklesfield, PhD Cape Town
M Patrick, PhD Cape Town

Lecturers:
E Badenhorst, BA (Hons) Stell
K Bugarith, BSc (Hons) UKZN PhD Washington State
L Davids, BSc (Hons) MSc (Eng) UKZN PhD Cape Town
J Friedling, MSc PhD Cape Town
G Gunston, MBChB Cape Town
L R John, BSc Eng UKZN PhD (Biomed Engin) Cape Town
R Kelly, PhD Ireland

Principal Technical Officer:
B R Dando, Dip (Med Tech) Zimbabwe

Chief Technical and Scientific Officers:
G de Bie, BSc Rhodes (Hons) UOFS MPhil Stell
C Harris, NTC (Tool, Jig and Die making) Athlone Techn Coll
B G Mohr, BSc Cape Town
T M Wiggins, Dip (Med Tech) BSc (Med) (Hons) Cape Town

Senior Technical Officers:
M Phillips, BSc Cape Town
V Fourie

Technical Officers:
I Fakier, ND Electric Eng CPUT
M Petersen, Dip (Med Tech) (B Tech) CPUT
N Kariem, BSc (Hons) Microbiology Cape Town

Human Nutrition
Level 3, Anatomy Building, Health Sciences Campus

Associate Professor and Head:
M Senekal, PhD (Diet) Stell RD (SA)

Lecturers/Clinical Educators Full-time:
S Booley, MSc Nutrition Management UWC RD(SA)
J Harbron, MSc Nutrition Sciences Stell RD(SA)
L Hill, Phd (Physiol) Cape Town RD(SA)
B Najaar, M Nutrition Stell RD(SA)

Lecturers/Clinical Educators Part-time:
D Curling, HDE (Home Economics) Sec Cape Town
Z Ebrahim, MSc (Nutr & Dietetics) Cape Town RD(SA)
L Fuller, BSc Dipl (Therap Dietetics) Cape Town BSc Med(Hons) Epidem & Biostats Stell RD(SA)
F Hoosen, BSc (Dietetics) UWC, RD(SA)
F Herrmann, BSc (Dietetics) Dip Hosp Diet UKZN RD(SA)
K Sexton, BSc Med Hons(Nutrition and Dietetics) Cape Town RD(SA)
MRC/UCT Medical Imaging Research Unit

Associate Professor and Director:
T Douglas, BScEng Cape Town MS Vanderbilt PhD Strathclyde

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. Research in the Unit focuses on the role of medical imaging in addressing health care problems such as trauma, cancer, tuberculosis, cardiovascular disease, neuromuscular disorders, brain disorders and the effects of alcohol abuse.

UCT/MRC Research Unit for Exercise Science and Sports Medicine

Sports Science Institute of South Africa (SSISA), Newlands

Professor and Director:
T D Noakes, OMS, MBChB MD DSc Cape Town FACSM (Hons) FFSEM UK

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). The Unit was renamed the UCT/MRC Research Unit for Exercise Science and Sports Medicine (ESSM) in 2000 and 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, BMedSci MBChB UKZN DPhil Oxon FCP SA FRCP UK FESC FACC MASSAf OMS

Professor of Clinical Medicine and Deputy Head:
V C Burch, MBChB Wits MMed Cape Town FCP SA PhD Maastricht

Emeritus Professors:
S R Benatar, MBChB DSc (Med) Cape Town FFA FRCP
S Saunders, MBChB MD Cape Town

Emeritus Associate Professors:
G R Keeton, MBChB Wits FRCP Glasgow FCP SA
R Scott Millar, MBChB Wits FCP SA
R van Zyl Smit, MBChB Wits MD Cape Town FRCP

Honorary Professors:
B J Gersh, MBChB Cape Town DPhil Oxon FCP SA FRCP UK FACC
G A Mensah, MD FACC FESC FAHA FACP FCP SA Hon
J B Nachega, MD Belgium, MPH Baltimore MD USA DTM&H UK
P J Schwartz, MD PhD
K Steyn, MD MSc NED
R J Wilkinson, BM BCh MA PhD DTM&H FRCP UK
D M Yellon, PhD FESC FRCP UK

Honorary Associate Professors:
D Lawn, BMedSci MBBS MD Nottingham MRCP UK DTM&H Dip HIV Med SA
A D Mbewu, MBBS ND London FRCP UK MASSAf
J C Moolman-Smook PhD Stell

Honorary Research Associates:
M Khati, BSc BScMed Hons Cape Town MSc Med, DIC DPhil UK
A P Kengne, MD, PhD, University of Sydney
D Watkins, MD North Carolina

Honorary Senior Lecturers:
T Gould, MBChB Wits FCP FA
D Nathan, MBChB MS FACC Wits

General Medicine
G8, New Groote Schuur Hospital

Chief Specialist and Head:
P Raubenheimer, MBChB FCP SA

Professor:
J L Seggie, BSc (Hons) MBChB MD Birm FRCP UK FCP SA
Senior Lecturers Full time:
D J Blom, MBChB MMed (Med) PhD Cape Town FCP SA
T Credé, MBChB Cape Town
NA Gogela MBChB FCP SA
G Parolis, MBChB Cape Town FCP SA
M Sonderup, MBChB Cape Town FCP SA

Senior Lecturers Part-time:
A Aboo, MBChB FCP SA
R Bhorat, MBChB FCP SA Cert Rheum
D J Blom, MBChB MMed (Med) PhD Cape Town FCP SA
R Breeds, MBChB Cape Town FCP SA
B Buchanan-Lee, BSc BA Bchir MA MRCP
E Danso, MBChB FCP SA
J M G du Toit, MBChB Cape Town FCP SA
D Epstein, MBChB Cape Town FCP SA Cert Gastro
H Khaledy, MBChB Cape Town FCP SA, Cert Pulm SA
CBE Mothibi MBChB, FCP SA, Dip HIV Man (CMSA)
M Pascoe, MBChB FCP SA
K Rebe, MBChB Cape Town FCP SA
RN Scott Millar, MBBCh Wits FCP SA
G Symons, MBChB Cape Town FCP SA
C Thompson, MBChB
R Weiss, MBChB
D Woolf MBChB FCP SA

Cardiology
E17, New Groote Schuur Hospital

Professor and Head:
P J Commerford (Helen and Morris Mauerberger Chair of Cardiology), MBChB Cape Town FCP SA FACC

Honorary Professors:
B Gersh, MBChB DPhil Oxon FCP SA FRCP UK
A D Mbewu, BA Oxon MBBS FRCP UK MD MASSAf
G Mensah, MD FACP ACC FESC FAHA USA

Associate Professor:
A M Okreglicki, MBChB MMed Cape Town

Emeritus Associate Professor:
R N Scott Millar, MBBCh Wits FCP SA

Honorary Associate Professor:
A D Mbewu, BA Oxon MBBS FRCP UK MD MASSAf

Senior Lecturers Full-time:
M Ntsekhe, BA MD USA FCP Cert Cardiol SA
A S Lachman MBChB FCP (SA) FACP FACC

Honorary Senior Lecturers:
A M Latib, MBChB FCP (SA), Cert Cardiol (SA)
A N Rabinowitz, MBChB Cape Town, (FRCPC)
J E Stevens, MD FRCP UK
Registrars:
B J Cupido, MBChB FCP (SA),
J Hitzeroth, MBChB FCP (SA)
S Pandie, MBChB FCP (SA),

Centre for Bioethics
E47, Old Main Building Groote Schuur Hospital

Professor and Director:
S R Benatar, MBChB DSc (Med) Cape Town FFA SA FRCP (Hon) FCP SA (Hon)

Professor and Deputy Director:
D Benatar, BSocSc (Hons) PhD Cape Town

Honorary Senior Lecturer and Associate Director of the IRENSA Programme:
T E Fleischer, BA Indiana LLM Montreal JD California

Senior Lecturers:
L Henley, MSocSc MPhil (Bioethics) PhD Cape Town
P Roux, MBChB MD MPhil (Bioethics) Cape Town FCP DCH SA

Secretaries:
J Hunter
B Bredenhand

The Bioethics Centre, formally established in 1992, grew out of the Bioethics Unit, which has functioned informally in the (then) Faculty of Medicine since 1988. Since 2009, the Bioethics Centre has been a joint Centre of the Faculty of Health Sciences and the Department of Philosophy in the Faculty of Humanities. Bioethics Centre staff are actively engaged in Bioethics teaching and research, and provide a consultation service.

To arrange Bioethics consultations please email: Bioethicsconsult@uct.ac.za (all emails to this address are confidential)
For general enquiries to the Bioethics Centre please email: Bioethics@uct.ac.za

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 MMed (Int Med) UOFS
A McDonald, MBChB FCP SA

Chief Professional Nurses:
R Charles, RN Groote Schuur Hospital, Nico Malan College Cape Town
W Vries, RN Groote Schuur Hospital, Nico Malan College Cape Town

Haemophilia Nurse Coordinator Western Cape:
A L Cruickshank, RN Groote Schuur Hospital
Medical Scientist:
S Mowla, PhD Cape Town

Clinical Immunology
H46, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
S R Ress, MBChB Pret FCP (SA)

Lung Infection and Immunity Unit Laboratories

Associate Professor and Head:
K Dheda MBChB Wits FCP (SA) PhD

Post doctoral Scientists:
A Binder PhD
L Semple, MSc PhD Cape Town
G Theron, B Sc (Hons) (Med) Cape Town, MSc UCL PhD Cape Town

Laboratory Technologists:
R Meldau, BSc (Hons) (Med) Cape Town
H Golakai, BSc UZ BSc (Hons) Cape Town MSc Med SU
B Jennings, MSc (Med)

Administrative Assistants:
S Callakoppen
L Viljoen

Laboratory Assistants:
C Jacobs
R Mqambeli

Clinical Pharmacology
K Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:
G Maartens, MB ChB MMed (Int.Med) Cape Town FCP SA DTM&H

Professor:
K I Barnes, MBChB MMed (Clin Pharm) Cape Town

Associate Professors:
M Blockman, MBChB BPharm MMed (ClinPharm) Cape Town
P J Smith, BSc (Hons) PhD Cape Town

Honorary Professor:
J B Nachega, MD (Louvain) MPH (Johns Hopkins) MD USA DTM&H (LSTMH) UK PhD Cape Town

Honorary Research Associates:
T Boyles, MD, UK
Senior Lecturer:
K Cohen, MBChB MSc (Epidemiol) MCFP SA Dip HIV Man Dip Obst SA

Senior Medical Officer:
H McIlherron, MB ChB PhD Cape Town

Medicines Information Centre Pharmacists:
B S Chisholm, BPharm Rhodes
A Swart, BSc (Pharm) Stell
J Talmud, Dip (Pharm) Cape College for Advanced Technical Education

South African Medicines Formulary (SAMF) Pharmacist:
D Rossiter Dip Pharm Pret M Pharm PhD Medunsa

Principal Technical Officers:
A C Evans, Nat Dip (Med Lab Tech) CPUT
G A Gabriels, Nat High Dip (Anal Chem) (Hons) Cape Town

Clinical Skills Unit
G13, New Groote Schuur Hospital

Senior Lecturer & Director:
G Draper, MBChB, MPhil (Higher Ed) Cape Town, FCOG (SA)

Senior Lecturer:
R Weiss, MBChB

Lecturer / Clinical Educators:
NA Moller
G Edelstein

Senior Technical Officer:
L Aubin

Critical Care Medicine
Department of Critical Care, New Groote Schuur Hospital

Head:
I A Joubert, MBBCh Wits DA SA FCA (Crit Care) SA

Associate Professors:
G M Ainslee, MBChB Cape Town FRCP UK
W L Michell, MBChB Cape Town DA SA FFA (Crit Care) SA
P A Wilcox, BSc (Hons) MBChB Birm FRCP UK

Associate Professors Part-time:
J Brink, MBChB Cape Town FCS (Cardiothoracic) SA
K Dheda, MBBCh Wits FCP SA FCCP PhD FRCP London
P L Semple, MBChB MMed PhD Cape Town FCS (Neurosurg) SA

Senior Lecturers Full-time:
M Miller, MBChB Stell FCA SA Cert Crit Care (Anaes)
J Piercy, BSc (Hons) MBBS London FCA SA Cert Crit Care (Anaes)
R I Raine, MBChB FCP SA MMed Cape Town
Honorary Lecturers Part-time:
R Dawson, MBChB Cape Town FCP SA Cert Pulm
H Khalfey, MBChB Cape Town FCP SA Cert Pulm
G Symons, MBChB Cape Town FCP SA

Registrars in Pulmonology:
B Allwood, MBBCh Wits FCP SA
G Calligaro, BSc MBChB Wits FCP SA

Senior technology staff:
G Strathie, B.Tech Durban
Y Wells, Diploma Clinical Technology (Pulmonology / Critical Care)

Dermatology
G23, New Groote Schuur Hospital

Associate Professor and Head:
G Todd, BSc (Agric) UKZN MBChB PhD Cape Town FC Derm SA

Senior Lecturer Full-time:
S J Jessop, MBChB Cape Town FC Derm SA

Senior Lecturers Part-time:
S Christians BSc (Hons) UWC MBChB Medunsa FC Derm SA
S Eisman MBChB Cape Town MRCP UK FC Derm SA
N P Khumalo, MBChB UKZN FC Derm SA PhD Cape Town
R Lehloenyana BSc Lesotho MBChB Medunsa FC Derm SA
R Ngwanya, MBBCh UKZN DTM&H Wits MFGP SA FC Derm SA
S Pathar, MBChB UKZN 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

Associate Professor:
L-G Bekker, MBChB PhD Cape Town DCH DTM&H FCP SA

Medical Researchers:
K Middelkoop, MB ChB Cape Town
C Orrell, MB ChB Cape Town MSc DCH SA
J Pitt, MB ChB Cape Town DCH (DipObstet) 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 Killa, 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, BNP  
M Mtshizana, RN  
L Ncana, RN  
F Smith, SEN  
A Witbooi, SEN

**Diabetic Medicine and Endocrinology**  
*J47, Old Main Building, Groote Schuur Hospital*

**Professor and Head:**
N S Levitt, MBChB MD Cape Town

**Senior Lecturer Full-time:**
I L Ross, MBChB Stell FCP (SA) Cert. Endocrin and Metab SA

**Senior Lecturer Part-time:**
J A Dave, MBChB Cape Town FCP (SA) PhD Cert Endocrin and Metab SA

**Chief Research Officer Part-time:**
K Steyn, MD MBChB Cape Town MSc

**Principal Medical Officer Part-time:**
M W ormald MBChB

**Diabetic Nurse Educator:**
B C Majikela-Dlangamandla, Dip Gen Nursing & Midwifery Dip Comm Nursing Science BA Cur UNISA

**MRC/UCT Drug Discovery and Development Research (DDD) Unit**  
*Institute of Infectious Disease and Molecular Medicine (IIDMM), Wernher & Beit Bldg North, Faculty of Health Sciences Campus*

**Professor and Director:**
K. Chibale, BSc Ed Zambia, PhD Cantab, FRSSAf

**Associate Professor:**
P J Smith, BSc BSc (Hons) PhD Cape Town

*The MRC/UCT Drug Discovery and Development Research (DDD) Unit, amongst other things, focuses on:*
- *Becoming a principal Drug Discovery and Development Research (DDD) Unit in South Africa, in Africa and internationally*
- *Establishment of a scientific infrastructure as well as capacity for drug discovery and development of natural products in the broad sense using general biodiversity, including traditional medicines.*
• Development of infrastructural and operational systems for new drug discovery and development, with special reference to natural product-guided medicinal chemistry as well as biological screening platforms against infectious and other diseases.

• Performing customised synthesis of compounds with important biological activities

• Attracting young South African scientists, and scientists from elsewhere on the African continent, and in doing so to make a concerted effort at transformation and capacity building

• Providing career development opportunities for mid-career researchers

• The introduction of modern innovative drug-discovery tools including novel accessible screening technologies and building a collection of African-generated and owned purified natural products from botanical and other sources

• Enhancing the value of the identified therapeutics, by strengthening pre-clinical development capacity including the introduction of predictive (in silico and in vitro) drug metabolism and pharmacokinetic (DMPK) studies as reflected in the processes of Absorption, Distribution, Metabolism and Excretion (ADME).

Staff
N Chigorimbo-Tsikiwa, BSc Rhodes B Med (Hons) MSc PhD Cape Town
N Dambuza BSc BSc (Hons) MSc Nelson Mandela Metropolitan
K Dhansay BSc MSc Cape Town
K Govender BSc BSc Pharm (Hons) Cape Town
T Kellerman, BSc BSc (Hons) Stellenbosch, MSc Wits, PhD Cape Town
C Lategan, PhD Cape Town
S Louw, BSc MSc PhD Stellenbosch
P Melariri
S Meredith, BSc BSc (Med) PhD Cape Town
J Norman Quality Assurance Manager
S Salie Technical Officer
D Taylor BSc BSc Med (Hons) Cape Town

Geriatric Medicine and the Albertina and Walter Sisulu Institute of Ageing in Africa
L Block, Old Main Building, Groote Schuur Hospital

Acting Head and Senior Lecturer:
S Z Kalula, BSc MBChB Zambia MMed MPhil Cape Town FRCP UK

William P Slater Chair of Geriatrics:
Vacant

Associate Professor:
M Combrinck, MBChB BSc (Med) (Hons) PhD Cape Town FCP SA Neurology MRCP UK DTM&H London

Senior Lecturer:
L de Villiers, MBChB Cape Town FCP SA

Senior Lecturers Part-time:
J A Joska, MBChB MMed (Psych) FC Psych SA
K Ross, MBChB Stell FCP Cert Geriatrics SA
K Thomas, PhD (Clin Psych) Arizona
Senior Scientific Officer:
S G Petros, MPhil UWC PhD Cape Town

Honorary Senior Lecturers:
C De Jager, PhD (Medicine), Cape Town
L Geffen, MBChB Cape Town MCFP SA
D Regensberg, R. N R. M R Geriatric N Hons BA (Cur) UNISA MBA Stell

The Albertina and Walter Sisulu Institute of Ageing in Africa conducts interdisciplinary research in Geriatric Medicine, Neurosciences, Neuropsychology, Old Age Psychiatry and Social Gerontology. Current research thrusts include physical, cognitive and social functioning, quality of life; vascular risk factors and stroke; falls in older persons and quality of care; dementia and risk factors for cognitive disorders; and social and economic well-being.

Hatter Cardiovascular Research Institute
fourth Floor, Chris Barnard Building, Faculty of Health Sciences

Director:
Professor K Sliwa–Hahnle MD Germany PhD Wits DTM &H FECS FACC

Emeritus Professor:
L H Opie, DPhil Oxon MD DSc (Med) Cape Town FRCP UK

Honorary Professors:
P J Schwartz, MD PhD University of Pavia
D M Yellon, PhD FESC FRCP UK

Associate Professor:
S Lecour, PharmD PhD University of Dijon

Hepatology
K-Floor, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
C W N Spearman, MBChB MMed Cape Town FCP SA, PhD Cape Town

Emeritus Professor:
S J Saunders, MBChB MD Cape Town FRCP UK FCP SA

Senior Lecturers Part-time:
M Sonderup, MBChB Cape Town FCP SA

Senior Lecturers Full-time:
H Hairwadzi, MBChB Zimbabwe MMed Cape Town

Infectious Disease and HIV Medicine
G16 Floor, New Groote Schuur Hospital

Associate Professor and Head:
M Mendelson, BSc MBBS PhD Cantab FRCP Lond DTM&H

Professors Part-time:
G Maartens, MBChB MMed (Int.Med) Cape Town FCP SA DTM&H
Associate Professor Part-time:
L G Bekker, MBChB PhD Cape Town DCH DTM&H FCP SA

Senior Lecturer:
H van der Plas, MBChB FCP SA Cert ID(SA) DTM&H

Senior Lecturers Part-time:
G Meintjes, MBChB FCP SA
K Rebe MBChB Cape Town FCP SA DTM&H

Honorary Professor Part-time:
R J Wilkinson MA Cantab PhD BM BCh Oxon DTM&H FRCP Lond

Honorary Associate Professor Part-time:
S Lawn, BMedSci MBBS MRCP (UK) MD DTM&H Dip HIV

Honorary Senior Lecturer Part-time:
K Wilkinson MSc PhD

Lipidology
fifth Floor, Chris Barnard Building, Faculty of Health Sciences Campus

Professor and Head:
A D Marais, MBChB Cape Town FCP SA

Clinical Research Fellow:
D J Blom, MBChB MMed (Med) PhD Cape Town FCP SA

Medical Officers Part-time:
B C Brice MBChB Cape Town
K H Wolmarans, MBChB Pret

Research Officer:
D M Blackhurst, PhD Cape Town

Medical Gastroenterology
E23, New Groote Schuur Hospital

Associate Professor and Acting Head of GI Clinic:
J E J Krige, MBChB MSc FACS FRCS Edin FCS SA

Head: Medical Gastroenterology:
D Levin, MBChB MBA FCP SA Cert Gastro

Senior Lecturers Full-time:
E Deetlefs, MBChB Pret FCP SA
S Hlatshwayo, BSc MBChB Cape Town HDipInt Med FCP SA Cert Gastro
N Rajabally, MBChB Wits FCP SA
G Watermeyer, MBChB Cape Town FCP SA Cert Gastro

Senior Lecturers Part-time:
A K Cariem, MBChB Cape Town FCP SA
A H Girdwood, MBChB Wits FRCP Edin
Nephrology and Hypertension
E13 New Groote Schuur Hospital (Nephrology) and E17 Cardiac Clinic, New Groote Schuur Hospital (Hypertension)

Principal Specialist and Head:
B L Rayner, MBChB Cape Town MMed (Med) FCP SA

Emeritus Professor:
L H Opie, MD DPhil DSc FRCP DMed (Hon)

Associate Professor:
C R Swanepoel, MBChB Cape Town FRCP UK

Senior Specialist/ Senior Lecturer:
Z Barday, MBChB FCP SA

Senior Specialist:
C Arendse, MBChB, FCP (SA), Cert of Nephrology

Specialist Part-time:
I Okpechi MBChB FACP, Cert of Nephrology, PhD

Medical Officers Part-time:
Y Trinder (Research Co-ordinator), MBChB Birm

Control Technologist:
M Maree, Nat Dip Cape Town B Tech CPUT

Social Worker:
L Hlakudi, BA Soc Work University of Fort Hare Pub Management (Hons) Stell

Neurology
E8, New Groote Schuur Hospital

Associate Professor and Head:
R W Eastman, MBChB Cape Town FRCP UK

Associate Professors:
A Bryer, MBChB Wits FC Neurol SA MMed Neurol Cape Town FCP SA PhD Cape Town
J Heckman, MBChB Wits FCP Neurology SA MMed Neurol PhD Cape Town
M Combrink, MBChB PhD Cape Town FCP Neurology SA BSc (Hons) MRCP UK DTM&H London
B M Kies, MBChB Cape Town FCP SA FRCP UK FC Neurol SA

Senior Lecturer Full-time:
E B Lee Pan, MBChB Cape Town MMed Neurol Stell

Occupational Medicine Unit
E16, Occupational Medicine Clinic, New Groote Schuur Hospital

Professors:
R I Ehrlich, (Head) BBusSc MBChB Cape Town DOH Wits FFCH SA FCPHM SA PhD Cape Town
M F Jeerbay, MBChB UKZN DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan
Honorary Research Associate:
S Adams, MBChB DOH MMed Cape Town MFamMMed Stellenbosch FCPHM SA

Pulmonology
Respiratory Clinic, Ward E16, Groote Schuur Hospital and University of Cape Town Lung Institute

The Division of Pulmonology includes a clinical service providing instruction in all aspects of respiratory medicine including allergy, critical care and occupational lung disease, in association with other departments and divisions in the faculty. The University of Cape Town Lung Institute and laboratories of the Lung Infection and Immunity Unit, provide opportunities for post-graduate students including basic and clinical research, and epidemiology.

Professor and Head:
E D Bateman, MBChB MD Cape Town DCH FRCP UK

Professors:
R I Ehrlich, (Head: Occupational Medicine*) BBusSc MBChB Cape Town DOH Wits MFOM UK FFCH SA FCPHM SA PhD Cape Town
P Potter, (Head: Allergology Unit) BSc (Hons) MBChB MD Cape Town DCH FCP Paed SA FACAAI
M Jeebhay, MBChB UKZN DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan
[*Jointly with School of Public Health and Family Medicine]

Emeritus Professor:
S R Benatar, MBChB DSc (Med) Cape Town FFA SA FRCP (Hon) FCP SA (Hon)

Associate Professors:
G M Ainslie, MB ChB Cape Town FRCP UK
K Dheda, (Head: Lung Infection and Immunity Unit) MBBCh Wits FCP SA PhD London
P A Willcox, BSc (Hons) MBChB Birm FRCP UK

Senior Lecturer Full-time:
R I Raine, (Head: Respiratory Critical Care) MBChB FCP SA MMed Cape Town

Honorary Senior Lecturers Full-time:
R Dawson, MBChB Cape Town FCP SA (Cert Pulm)
L R Fairall, MBChB PhD Cape Town
D Hawarden, MBChB Cape Town BSc (Hons)
H Khalfey, MBChB Cape Town FCP (SA) (Cert Pulm)
G Symons, MBChB Cape Town FCP SA Dip.PEC Cape Town
R N van Zyl-Smit, MBChB Cape Town FCP (SA) Cert Pulm (SA) MRCP UK Dip HIV Man(SA) MMED Cape Town

Honorary Lecturer Full-time:
M E Bateman, MBChB Cape Town

Research Officers Full-time:
S Adams, MBChB DOH (Post grad Diploma in Occ Health) MMed (Occ Med) Cape Town FCPHM (Occ Med) SA
B Bam, Dip Clin Tech (Pulm)
D Carter, Dip Nursing
R Cornick, MBChB MPhil (Public Health) Cape Town
S du Plooy, Dip Clin Tech (Pulm)
B Draper, MBChB Pret MMed (Public Health) Cape Town FCPHM SA
J Etheridge, Dip Clin Tech (Pulm/Crit Care)
M Evreva, Dip Nursing
G Faris Adv Cert Adult Education Cape Town General Nursing (Midwifery, Oncology, Psych)
D Georgeu, Dip Nursing
R Gillespie, B Nursing (General Psychiatry) Dip Midwifery Dip IC Hons B Nursing (Education and Community Health) Masters of Nursing
H J Golakai, BSc Univ Zululand BSc (Hons) Cape Town MSc Med Stell
B Green, Dip Nursing
J Holborn, Dip Nursing
S Hood, Dip Med Tech (Lab)
N James, B Tech Clinical Technology (Pulm)
L Kapa, Dip Clin Tech (Pulm)
R Lehloeny, BSc MBChB FCDerm SA
L Lenders, BSc (Hons) (Med) Cape Town
R Meldau, BSc (Hons) (Med) Cape Town
K Narunsky, MBChB Cape Town
M B Ngobese, Dip Clin Tech (Pulm)
A Olkers, Dip Clin Tech (Pulm)
J Peters, MBChB Cape Town FCP SA
J Philips, Dip Nursing
A Smith, Dip Nursing
G Symons, MBChB Cape Town FCP SA
N Tsutsu, Dip Clin Tech (Pulm/Card)
V Timmermann MSc Pret
K Uebel, BSc Med MBBS Australia DCH DO MFam Med UOFS
Y Wells, Dipl Clin Tech (Pulm/Crit Care)
S Wessels, BA (Hons) (Sociology) MA (Psych) North West
C Wilson, Dip Nursing

Principal Scientific Officers:
A Binder, PhD (Biology) Germany
L Semple, BSc (Hons) MSc PhD UCT
G Theron, BSc (Hons) MSc PhD UCT

Research Officers Part time:
B Allwood, MBChB Cape Town FCP SA
G Calligaro, MBChB Cape Town FCP SA
E Dommisse, MBChB Cape Town MRCGP UK DCH SA DRCOG UK
S Haumann, MBChB Stellenbosch
J Holtzhausen, MBChB Stellenbosch

Rheumatology
J Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:
A A Kalla, MBChB MD Cape Town FCP SA

Senior Lecturers Full-time:
A Gcelu, MBChB Cape Town FCP SA
M T L Nyo, MBChB Cape Town FCP SA

Senior Lecturers Part-time:
R Breeds, MBChB Cape Town FCP SA
C Ranier-Pope, MBChB MMed (Paed) Cape Town DCH RCP&S London Reg Paed Rheumatology
B Sarembock, MBChB Cape Town FCP SA
Staff in Associated Hospitals who teach undergraduate and postgraduate students

GF JOOSTE HOSPITAL

Senior Lecturer and Head:
N Schreuder, MBChB FCP SA

Professor Part-time:
V Burch, MBChB Wits FCP SA MMed Cape Town

Associate Professor Part-time:
P A Goldberg, FCS SA

Senior Lecturers Full-time:
R Burton, MBChB Cape Town FCP SA
C Kenyon, MBChB Cape Town FCP SA
A Van Rooyen, MBChB Cape Town FCP SA
N Wearne, MBChB PhD FCP SA

Senior Lecturers Part-time:
G Meintjies, MBChB FCP SA
K Rebe, MBChB Cape Town FCP SA

Lecturers Full-time:
D Allard (Specialist Surgeon) Belgium
M Kisela (Specialist Surgeon) Belgium
J Venster (Head of Unit) MBChB

NEW SOMERSET HOSPITAL

Senior Lecturer and Head:
Y Vallie, MBChB FCP SA

Senior Lecturers Full-Time :
Dr NA Gogela, MBChB Cape Town FCP SA
Dr MS Moosa, MBChB Natal 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

VICTORIA HOSPITAL

Senior Lecturer and Head:
C Cupido, MBChB Cape Town FCP SA

Senior Lecturers Full-time:
J Dave, MBChB PhD Cape Town FCP SA Cert Endocrinol SA
L Jones (Head of Unit), FCS SA
Senior Lecturers Part-time:
H Allison, FCS SA
S Cullis, FCS SA
J M G du Toit, MBChB Cape Town 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 UK

Honorary Senior Lecturers Part-time:
S Mathee, MBChB Cape Town
J Kuehne, MBChB Cape Town MPhil (Applied Medical Ethics) Stell

GEORGE HOSPITAL

Head:
Dr TJ Gould, MBChB MMed (internal medicine) Wits
Professor and Head:
L A Denny, MBChB Cape Town PhD Cape Town MMed (O&G) FCOG (SA)

Professor and Chair:
Z M van der Spuy, MBChB Stell PhD Lond FRCOG FCOG (SA)

Emeritus Professors:
D A Davey, PhD Lond FRCOG
J Dommisse, MBChB Cape Town FRCOG

Honorary Professors:
D J M Ncayiyana, MD Groningen FACOG
P Soothill, MBBS Lond MD MRCOG
P Steer, MBBS Lond MRCS LRCP MD MRCOG FRCOG
W Utian, MBCh Wits MD PhD DSc (Med)

Honorary Associate Professor:
S W Lindow, MBChB Sheffield MMed (O&G) MD FRCOG FCOG (SA)

Emeritus Associate Professors:
B Bloch, MBChB MMed Cape Town FCOG
E J Coetzee, MBChB Cape Town FRCOG FCOG (SA)
H A van Coeverden de Groot, MBChB Cape Town FRCOG (Community Obstetrics)

Associate Professors Full-time:
J Anthony, MBChB Cape Town FCOG (SA) MPhil Stell
S J Dyer, MBChB Munich FCOG (SA) MMed (O&G) PhD Cape Town
S R Fawcus, MA (Hons) MBBS Lond MRCOG
A Kent, MBChB Cape Town FRCOG MPhil Cape Town

Chief Specialist Level 2 Service and Head New Somerset Hospital:
G A Petro, MBChB Cape Town FCOG (SA)

Senior Lecturers Full-time:
T A Horak, MBChB Stell FCOG (SA)
S Jeffrey, MBChB Stell FCOG (SA) Subspeciality Urogynaecology (RCOG)
N Matebese, MBChB UKZN FCOG (SA)
T Matinde, MBChB Zimbabwe D Obst COG SA FCOG (SA) FRANZCOG-FICS
M Matjila, BSc MBChB UKZN FCOG (SA)
N H Mbatani, MBChB Medunsa FCOG (SA)
L J Rogers, MBChB Cape Town MMed (O&G) FCOG (SA) Subspeciality Gynaec Oncology (RCOG)
L Schoeman, MBChB Cape Town MMed (O&G) FCOG (SA)
V Stefan, Medic Dip PhD Bucharest
C J M Stewart, BA, MBChB MMed (O&G) Cape Town FCOG (SA) MRCOG
H van Zyl, MBChB Stell FCOG (SA)

Lecturers Full-time:
S Allie, MBChB Cape Town FCOG (SA)
K J O’Callaghan, MBChB Cape Town FCOG (SA)
L Walmsley, MBChB *Pret* FCOG (SA)

**Senior Registrars Full-time:**
T Adams, MBChB *Cape Town* FCOG (SA) (Gynaecological Oncology)
G Chilopora, MBBS *Malawi* FCOG (SA) MMed (O&G) (Maternal and Fetal Medicine)
A N Muse MBChB *Medunsa* MMed (O&G) (Maternal and Fetal Medicine)
M Patel MBChB *Cape Town* FCOG (SA) MMed (O&G) (Reproductive Medicine)

**Senior Lecturers Part-time:**
A Alperstein, MBChB *Wits* FRCOG
C M C Dehaeck, MBChB *Stell* FCOG (SA)
P R de Jong, MBChB *Pret* MMed (O&G) *Cape Town* FCOG (SA) MRCOG
L S Matthews (Ultrasound) MBChB MD *Cape Town*
J O Olarogun, MBBS *Ilorin* Dip Obst *SA* FCOG (SA) MMed *Cape Town*
P J Roos, MBChB *Cape Town* FRCOG
R P Soetens, MD *Leiden* PhD Nijmegen

**Lecturers Part-time:**
P G Barnard, MBChB *Cape Town* FCOG (SA) FRCOG
E Basson, MBChB *Stell* FCOG (SA)
U Botha, MBChB *Stell* FCOG (SA) MMed *Cape Town*
G Breeds, MBChB *Cape Town* FCOG (SA)
F K Chimusoro, MBChB *Zimbabwe* FCOG (SA)
D R Dalrymple, MB BCh *Wits* FCOG (SA) FRCOG
A R Dhansay, BSc *UDW* MBChB *UKZN* FCOG (SA)
D Dumbrill, MBChB *Cape Town* FCOG (SA) MRCOG DA (SA)
S S Edelstein, MBChB *Cape Town* FCOG (SA) MMed (O&G) (Reproductive Medicine)
E Gaertner, MBChB *Stell* Dip Mid COG (SA) DA FCOG (SA)
L Graves, MBBCh *Wits* FCOG (SA)
B R Howard, MBChB *Cape Town* FCOG (SA)
L Jansen MBChB *Cape Town* FCOG (SA)
M Kleyn MBChB *Cape Town* FCOG (SA)
H Manyonga, *Zimbabwe* MRCOG FCOG (SA)
J K Marcus, PGDN *Cape Town* Adv Mid, RM RPN RCN RG MPsychN
G Mohlabu, MBChB *Medunsa* FCOG (SA)
A P Newham, MBChB *Cape Town* FCOG (SA)
N Mtimkulu, MBChB *Cape Town* FCOG (SA)
J Parkes, MBBCh *Wits* FCOG (SA) MRCOG FRCOG
M S Puzev, MBChB MMed *Cape Town* FCOG (SA)
J R Robinson, MB BS *Perth* MRACOG FCOG (SA) MRCOG
S W Sandler, MBChB *Cape Town* FRCOG MA *Stell*
C A Thomas, MBChB *Cape Town* MMed (O&G) FCOG (SA)
D L Woods, MBChB *Cape Town* FRCP DCH RCP&S

**Honorary Senior Lecturers:**
I Berkowitz (Livingstone Hospital), MBChB *Cape Town* FRCOG
M Besser, BA MD *Harvard*
J Hofmeyr (Cecilia Makiwane & Frere Hospitals), MBChB *Wits* MRCOG
M Mbenge, (Dora Nginza Hospital), MBChB *Pret* MMed (O&G) FCOG (SA)
C P Nel, MBChB *Cape Town* MRCOG, FRANZCOG FRCOG
R W Rush, MBChB *Cape Town* FRCOG
M G Shelton, MBChB *Cape Town* FRCOG
J O van Helsdingen, MBChB *Cape Town* FRCOG
E van Wyk, (HoD Wynberg Military Hospital) MBChB *Cape Town* FCOG SA
Honorary Lecturers:
F Abdurahman (Wynberg Military Hospital), MBChB Cape Town FCOG SA
S MacPherson (Wynberg Military Hospital), MBChB Cape Town FCOG SA

Medical Officers/Honorary Lecturers:
R D Boa, MBChB Wits
A Boutall, MBChB Stell
A Ciesielski, MBChB Cape Town
S N Constantatos, MBChB Cape Town
L Diedericks, MBChB Cape Town
C Floweday, MBChB Cape Town
L E Kantor, MBChB Cape Town
V J Magan, MBChB Cape Town MRCOG
S A Mullins, MBChB Cape Town
J McInroy, MBChB Cape Town
M E Moss (Family Planning), MBChB Manchester DCH (Head of Family Planning and Reproductive Health)
L Muller, MBChB PhD Stell
D Nage, MBChB Medunsa
V Perrot, MBChB Cape Town DFFP MRCGP
B Schilder, MBChB Cape Town
K Soeters, MD Leiden
M Stein, MBChB Wits
PSYCHIATRY AND MENTAL HEALTH

J Block, E36A, Anzio Road, Groote Schuur Hospital, Observatory

Professor and Head:
D J Stein, BSc (Med) MBChB Cape Town FRCPC PhD DPhil Stell

Sue Struengmann Professor of Child & Adolescent Psychiatry & Mental Health:
Vacant

Vera Grover Chair of Intellectual Disability:
C M Adnams, BSc UKZN BSc Med (Hons) MBChB Cape Town FCP SA

Emeritus Professors:
L S Gillis, MD DPM Wits FRC (Psych) UK
C D Molteno, MBChB MMed (Paed) MD Cape Town BA (Hons) (Sociology) PhD UNISA DCH RCP UK
B A Robertson, MD Cape Town Dipl Psychiat McGill FCPsych SA
D A White, MBChB MMed (Psych) Cape Town FCPsych SA
T Zabow, MBChB DPM Cape Town FCPsych SA MRCPsych UK

Associate Professors:
A Berg, MBChB Pret MPhil (Child Adolesc Psych) Cape Town FCPsych SA
S Z Kaliski, BA MBChB Wits MMed (Psych) PhD Cape Town FCPsych SA
C A Lund, MSoc Sci (Clin Psych) Rhodes MA PhD Cape Town

Senior Lecturers:
L Abrahams, MPsych UWC
R R Allen, BSc (Comp Science Maths Stats) MBChB Cape Town FCPsych SA MBA Cape Town
R B H Anderson, MSc (Clin Psych) Cape Town
I Bauhardt-Jung, Dip Psych Germany
S E Baumann, MBChB Cape Town MRCPsych UK
M Campbell, MA (Clin Psych) Stell
O Coetzee, MA (Clin Psych) Potchefstroom
C De Clerq, MBChB Pret FCPsych SA
W De Jager, MA (Clin Psych) UPE
A L Fourie, MA (Clin Psych) UPE
L Frenkel, MA (Clin Psych) Wits
J Hoare, MBChB Cape Town MRCPsych FCPsych SA
N R Horn, MBChB Cape Town PGDip CogTher Manchester MRCPsych UK
J Joska, MBChB MMed (Psych) Cape Town FCPsych SA
M Karjiker, MBChB Cape Town FCPsych SA
N Lalkhen, MA (Clin Psych) Stell
S J Lay, MA (Clin Psych) Cape Town
I Lewis, BSc MBChB MMed (Psych) Cape Town FCPsych SA
A Marais, MA (Clin Psych) Stell
P Milligan, MBChB Cape Town FCPsych SA
J S Parker, MBChB Cape Town FCPsych SA
M Saptouw, MA (Clin Psych) UWC
N Shorthall, MBChB Cape Town MRCPsych UK
P Smith, MBChB Cape Town FCPsych SA
H Soltan, MA (Clin Psych) UPE
H Thornton, MA (Clin Psych) Rhodes PhD Stell
T Timmermans, MBChB Cape Town FCPsych SA
B Vythilingum, MBChB UKZN MMed Stell FCPsych SA
P F Williams-Ashman, MBBCh Wits FC (Psych) SA
D A B Wilson, BSc MBChB Cape Town FCPsych SA
J Yako, MA (Clin Psych) Cape Town

Lecturers:
J Bentley, BSc (Med) MBChB Cape Town FCPsych SA
J Benson-Martin, MBChB Cape Town
Q Cossie, MBChB
B Eike, MBChB MD Germany
A J Hooper, MBChB Cape Town FCPsych SA
G Marinus, MBChB Stell MPublic (Admin) UWC Dipl (Health Management) Cape Town
Z Parker, MA Cape Town M Psych UWC
T Swart, MSc (Clin Psych) UKZN
H Temmingh, MBChB MMed (Psych) Stell FCPsych SA
Z Vally MA (Clin Psych) Stell

Honorary Professors:
J Jacobson, MA PhD Harvard
S Jacobson, BA Brandeis MA PhD Harvard
J van Honk, PhD Utrecht
J Leff

Honorary Senior Lecturers:
B Myers, MSocSc (cum laude) Natal PhD Cape Town
C F Ziervogel, MBChB Cape Town FCPsych SA

Honorary Lecturers:
L Andersen, PhD Hofstra
L Cluver, DPhil Oxford
H Gouse, PhD Cape Town
U Meys, MBBCh Wits MPhil (Child Adol Psych) Cape Town FCPsych SA
N Nkowane, MBChB UKZN FCPsych SA
K Stoloff, MBChB Cape Town MRCPych UK FCPsych SA
B Wirz, MSocSci (Clin Soc Work) Cape Town

Research Officers:
T Badenhorst, MA (Clin Psych) UCT
N J Bikwana, BPA Stell BA (Hons) UWC HDE Cape Town
S D Cooper, BA (Hons) MPH Cape Town
B L Evans, MA (Clin Psych) UNISA
S Field, BA Hons Rhodes MA Southampton
A Gevers, MA (Clin Psych) Missouri-St.Louis
S Honikmann, MBChB MPhil (MCH) Cape Town DCH SA DObstet SA
J Ipser, MA (Psychology) Cape Town
A Kleinhans, HDE UWC MSc Open
S Kleintjies, M A (Clin Psych) MPhil (Child Adol Psych) Cape Town
C C Le Fleur-Bellerose, MSocSci Cape Town
R J Paulsen, MA UWC
S A Skeen, MPH Sydney

Clinical Research Fellow:
N Matross, MBChB MMed (Psych) Cape Town
Adolescent Health Research Unit

Director:
Vacant

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 envisages building on existing research and collaborations to co-ordinate and facilitate research on all aspects of adolescent health. The specific aims of the Unit 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.

Addiction Psychiatry

Senior Lecturer:
D A B Wilson, BSc MBChB Cape Town FCPsych SA

Child and Adolescent Psychiatry

Associate Professor:
A Berg, MBChB Pret FCPsych (SA), M Phil (Child & Adolescent Psychiatry) Cape Town

Consultation-Liaison Psychiatry

Senior Lecturer:
B Vythilingum, MBChB UKZN MMed Stell FCPsych SA

Forensic Psychiatry

Associate Professor:
S Z Kaliski, BA MBChB Wits MMed (Psych) PhD Cape Town FCPsych SA

Psychiatric Intensive Care

Senior Lecturers:
R R Allen, BSc (Comp Science Maths Stats) MBChB Cape Town FCPsych SA MBA Cape Town
P Milligan, MBChB Cape Town FCPsych SA

Intellectual Disability Psychiatry

Professor:
C M Adnams, BSc UKZN BSc Med (Hons) MBChB Cape Town FCP SA

Neuroclinic / Psychotherapy

Senior Lecturer:
L Frenkel, MA (ClinPsych) Wits
Neuropsychiatry

Senior Lecturer:
J Joska, MBChB MMed (Psych) Cape Town FCPsych SA

Public Mental Health

Associate Professor:
C A Lund, MSoc Sci (Clin Psych) Rhodes MA PhD Cape Town

Senior Lecturer:
J S Parker, MBChB Cape Town FCPsych SA

Centre for Public Mental Health

Department of Psychiatry and Mental Health, University of Cape Town and Department of Psychology, University of Stellenbosch

Director and Assoc Professor:
C Lund, BA Hons (Psych), MA, MSocSci (Clin Psych), PhD Cape Town

Mental health is increasingly acknowledged as a major public health and development issue. Currently mental disorders account for five of the 10 leading causes of health disability, and by the year 2020 it is estimated that unipolar depression will be the second leading cause of health disability in the world. In South Africa, neuro-psychiatric disorders are ranked third after HIV/AIDS and other infectious diseases in their contribution to the total burden of disease. Mental distress and disorder are higher among poor, marginalised and disrupted communities; and among those with the least agency and power within these communities, such as children, women, the elderly, refugees and those with disabilities. The economic and social burden of mental disorders affects not only individuals, but also their families and communities. In spite of these overwhelming needs, many low and middle income countries, particularly those in Africa, are poorly equipped to address mental health. In Africa, 70% of countries spend less than 1% of their meagre health budgets on mental health. A crucial gap is the overall policy, service and legislative framework that enables governments to deliver these intersectoral interventions and address mental health systematically as a public health and development issue.

The objectives of the Centre are:
1. To undertake high quality research in the areas of public mental health, mental health policy, services, legislation and human rights.
2. To develop capacity in Africa for public mental health, mental health policy, planning and legislation, through accredited academic teaching programmes, such as a Postgraduate Diploma and MPhil in Public Mental Health.
3. To provide consultancy services to provincial and national government in South Africa, governments in other African countries, and international health and development agencies, with the goal of strengthening mental health policy and systems.
4. To advocate for the inclusion of mental health on health policy and development agendas in Africa.
Professor and Director:
L London, MBChB MMed MD Cape Town BScMed (Hons) DOH Wits

Family Medicine
Level 2, Falmouth South, Faculty of Health Sciences Campus

Associate Professor and Head:
D Hellenberg, MBChB Cape Town MFam Med Stell FCFP (SA) Certificate in Policy, Planning and Management for Health Sector Reform COPHE Western Cape ACLS

Senior Lecturers Full-time:
G Bresick, MBChB Cape Town DCH SA MPH Cape Town
A De Sa, MBChB Cape Town MCFP SA
E De Vries, MBChB Stell MFam Med Medunsa
A Isaacs, MBChB Cape Town M Fam Med Stell
T Motshoi, MBChB MFamMed Dip Fam Med Cape Town
M Namane, MBChB MPhil (Fam Med and PHC) Cape Town BSc (Lab Sciences) MSc (Immunology) UNIN Certificate in Community Rheumatology Pretoria
B Schweitzer, MBChB Wits DA SA MFGP SA MPrax Med Medunsa

Senior Lecturer Part-time:
E Gwyther, MBChB Cape Town Dip Pall Med MSc Pall Med Wales MFGP Cape Town

Lecturers Full-time:
N Parker, MBChB Cape Town
L Ganca, BA SocSc (Social Work Hons) Cape Town Dip Sec Education Transkei

Lecturers Part-time:
A J Barnard MBChB Cape Town Dip Anaes MFGP MPhil Pall Med Cape Town
S Bhagwan, MBChB Natal; PG Dip Fam Med Cape Town
S N Furman, MBChB Cape Town FCFP SA
Z Jaffer, MBChB Cape Town
S Mobbs, MBChB Pret MPraxMed Medunsa
M Navsa, MBChB Cape Town MPhil in Fam Med & PHC Cape Town
M S Saban, MBChB Cape Town MFamMed Stell FCFP SA
J Stidworthy, Dip Gen Nursing Pmb; Dip Midwifery East London; Dip Psych Nursing Cape Town
V Tanser, MBChB Cape Town MRCGP DFFP

Honorary Visiting Associate Professor:
A W Barday, MBChB Cape Town FCFP SA DPT+M Wit

Honorary Lecturers:
S Craven, MBChB Oxon LRCP
J Dhansay, MBChB MFGP SA DPT+M Wits
B Kruger, MBChB Cape Town; M Phil (Fam Med and Primary Care) PG Dip Occ Health PG Dip Health Management Cape Town; PG Dip Comm Health Stell
M Meiring, MBChB Pretoria; FDPaeds (CMSA) MMed (Paeds) Wits
J L Smith, MBChB Cape Town DCH DA MFGP SA
J Venter, MBChB Free State
Facilitators (Becoming a Doctor - Semesters 3-5):
N Allie, MBChB Cape Town
N Beckett, BSc Rhodes BSc Hons (Med Sc) MBChB Stell
F Begg, MBChB Cape Town
O Brey, MBChB Cape Town Postgrad Dip Fam Med Cape Town
E Domnisse MBChB Cape Town MRCGP DCH
S Furman, MBChB Cape Town FCFP SA
G Jacobs, MBChB Cape Town
R Loghdey, MBChB Cape Town MFamMed Stell
S A Moola, MBBCh Wits
M I Moosa, MBChB Cape Town FCFP SA
V Patel, MBChB Cape Town M Fam Med Stell
A Pillay, MBChB Cape Town
A Smith, MBChB Cape Town Dip in Fam Med Cape Town
R Tayob, MBChB Wits

Registrars
Dr G Dunbar
Dr S Marimuthu
Dr S Moola
Dr J Te Riele

Dr W Langenhoven
Dr Malan
Dr K Mpepo
Dr P Pillay
Dr R Wymer
Dr C Draper
Dr Dhaya

Public Health
Level 3, Falmouth South, Faculty of Health Sciences Campus

Professor and Head:
L London, MBChB MMed MD Cape Town BScMed (Hons) Stell DOH Wits FCPHM (SA)

Professor and Deputy-Head:
D McIntyre, BCom BA (Hons) MA PhD Cape Town

Professors:
R Ehrlich, BBusSc MBChB Cape Town DOH Rand MFOM UK PhD Cape Town FFCH SA FCPHM SA (Occ Med)
L Gilson, BA (Hons) Oxford MA East Anglia PhD London
M Jeebhay, MBChB UKZN DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan
J Myers, BSc MBChB MD Cape Town DTM&H FOM UK

Associate Professors:
D Cooper, BSoSc BA (Hons) PhD (Public Health) Cape Town

Associate Professors Part-time:
L Myer, BA (Hons) Rhode Island MA Cape Town MPhil PhD Columbia MBChB Cape Town
G Perez, BDentistry Algiers DHSM MDent (Community Dentistry) Wits (Deputy Dean; joint Faculty –Department appointment)
M L Thompson, PhD Gottingen BSc (Hons) Natal

Senior Lecturers Full-time:
S Cleary, BA Rhodes BA Hons (Econ) MA (Econ) PhD Cape Town
D Coetzee, BA Cape Town MBChB DPH DTM&H DOH Wits FFCH SA MSc (Epi) Columbia
J Irlam, BSc (Med) (Hons) MPhil Cape Town (Joint School - Directorate of Primary Health Care appointment)
J Moodley, MBChB Natal, MMed (Pub Health) Cape Town
E Sinanovic, BSc Zagreb Dip Fin Mgt Maastricht MCom (Econ) Cape Town, PhD (Health Econ) London
V Zweigenthal, BSc Wits BSocSc (Hons) MBChB Cape Town DTM&H DPH Wits FCPHM (SA)
Specialist Scientists - Biometricians:
H Carrara, BSc (Genetics and Microbiology) Wits MPH Sweden
R Sayed, MSc Karachi

Lecturers Full-time:
F Amien, BChD M ChD (Community Dentistry) Cape Town
J Keikelame, MPhil (Education Support) Cape Town BSocSci (Hons) (Psych) UNIBO (Joint School-Directorate of Primary Health Care appointment)
L Olckers, MPhil Education (Higher Education Studies) BSocSc SW (Hons) Cape Town

Lecturers Part-time:
G Kew, MBChB DOH Cape Town
S Manjra, MBChB Natal MMedSc (Occ Health) Birm BSc (Med)(Hons) Sports Meds DOH Cape Town
R Morar, MBChB Natal DHMEF Cape Town MMed Comm.H Cape Town FCPHM (SA) (joint Faculty-Department appointment)
T Young, MBChB Cape Town FCPHM SA MMed Cape Town

Chief Research Officer / Associate Professor:
H Schneider, MBChB Cape Town DCH DTMH MMed (Public Health) Wits

Principal Research Officers:
A Boulle, MBChB Cape Town MSc Lond FCPHM SA
A Dalvie, BSc BScMed (Hons) (Sports Science) MSc (Med) PhD Cape Town
A Rother, BA MA PhD (Sociology) Michigan

Senior Research Officers:
C Colvin, MPH Cape Town PhD Virginia
M Davies, MBChB Cape Town
J Harries, BA BA (Hons) MA Cape Town
P Orner, BA BA (Hons) MA MPhil Cape Town

Research Officers Full-time:
O A Alaba, BSc (Economics) Ado-Ekiti MSc (Economics) PhD (Economics) Univ. of Ibadan.
J Ataguba, BSc Hons (Econ) Nigeria MPH (Health Econ) Cape Town
N Fick, BA Hons (Psychology) Stell
H Haricharan, MA (Soc Anthropology) Cape Town, M Journalism Canada
Z Holtman, BA BA Honours (Psych) Unisa MA (Research Psychology) Cape Town
A Honda, BA Japan MA Philippines MSc Japan PhD London
N Jacobs, BA Unisa Honours (Bus Mngment & Admin) Cape Town
N Maxwell, RSCN Edinburgh
M Osler, BS Colorado MPH Cape Town
K Stinson, MMus MPH Cape Town

Research Officers Part-time:
R Baatjies, B Tech M Tech CPUT, MPH Wits
V Govender MPH (International Health) Boston MCom (Health Econ) Cape Town
M Heap, PhD Cape Town

Junior Research Officers Full-time:
A Africa, BTech Environ Health CPUT
S Crede, BSc (Physio) Cape Town
J Gillespie
M Orgill, BAdmin (Econ & Pub Admin) BAdmin Hons (Econ) UWC MPhil (Public Policy) Cape Town
Site Facilitators: (Joint School - Directorate of Primary Health Care appointment):  
Vacant

**Honorary Professors:**
S Birch, MSc (Fiscal Studies) Bath D Phil York  
GJ Churchyard, MB ChB M Med (Internal Medicine), PhD Wits, FCPsa  
G Mooney, MA Edinburgh  
W Pick, MBChB Cape Town DPH DT+M&H Wits FFCH SA MSc(Med) Cape Town  
G Walt, Dip Soc Admin. BSc PhD London School of Economics and Political Science

**Honorary Associate Professors:**
L Bourne, BSc (Dietetics) UKZN BSc (Med) Hons MSc (Med) PhD MPH Cape Town  
C Mathews, BA UKZN BSocSc (Hons) MSc (Com Health) PhD Cape Town

**Visiting Professors:**
L Baldwin-Ragaven, AB USA MDCM CCFP FCFP Quebec  
A Barday, MBChB Cape Town FCFP SA Dip Tropical Med Wits  
L Braun, BA New York PhD (Pathobiology) Maryland  
S Guttmacher, MPhil PhD Columbia  
T Rehle, MD Munich MPH London PhD Antwerp  
L Rosenberg, BA New York MS Boston ScD (Epidemiology) Harvard  
S Shapiro, MBChB MRCP London FRCP Edinburgh

**Honorary Senior Lecturers:**
N Siegfried MBChB Cape Town D Phil Oxford MPH (Hon) Sydney FCPHM SA  
J Skords-Worrall, PhD London School of Hygiene & Tropical Medicine  
M Stuttsford, BSc (Hons) MA (SocSci) Natal PGCE Coventry PhD London  
J te WaterNaude, MBChB MPhil Cape Town FCPHM SA

**Honorary Lecturers:**
M R Abbas, MBChB Cape Town MFGP SA  
G Baron, MBChB M Fam Med Medunsa  
D Brink, MBChB Cape Town  
S Craven, MBChB Oxon LRCP  
J Dhansay, MBChB Cape Town FCFP SA DPT+M Wits  
E Goemare, MSc MD DTMH Belgium  
B Kruger, MBChB MPhil (Fam Med & Prim Health Care) PG Dip Occ Health PG Dip Health  
Mgmt Cape Town PG Dip Comm Health Stell  
M Meiring, MBChB Pretoria FCPaes CMSA MMed (Paeds) Wits  
D Pienaar, MBChB MMed (Public Health) Cape Town  
J L Smith, MBChB Cape Town DCH DA MFGP SA  
A Thompson, MBChB DOH Cape Town AMP Manchester  
J Venter, MBChB Free State  
H Williams, MBChB

**Honorary Research Associates:**
S Adams MBChB MMed (Occ Health) Cape Town  
M B Cornell, MPH Cape Town  
J Corrigall, MBChB MMed (Public Health) Cape Town  
N Ford, BSc (Microbiology) Warwick PDip (Humanitarian Assist) Liverpool MPH Cape Town  
K Hildebrand, BSc Sussex MSc London  
M Hoffman, BScMed (Hons) MBChB DCM Cape Town  
D Knight, MBChB MMed (Public Health) Cape Town  
R Matzopoulos, BBusSc MPhil (Epidemiology) Cape Town  
G Van Cutsem, PGDip (Tropical Med) PGDip (Med Sci) MBChB Belgium MPH Cape Town
Registrars in Public Health Medicine or Occupational Medicine:
Dr G Bernhardt  
Dr A Burdzik  
Dr A Dearham  
Dr M Dombo  
Dr R English  
Dr I Govender  
Dr M Mothemela  
Dr N Peer  
Dr H Mwanga

Health Economics Unit
School of Public Health and Family Medicine, Falmouth Annex, Faculty of Health Sciences Campus

Director:
S Cleary, BA Rhodes Hons (Econ) MA (Econ) PhD Cape Town

Professor:
D McIntyre, BCom Hons (Econ) MA (Econ) PhD Cape Town

Senior Lecturer:
E Sinanovic, BSc Zagreb Dip (Fin Mgt) Maastricht MCom (Health Econ) Cape Town PhD (Health Econ) London

Lecturers /Research Officers:
O A Alaba, BSc (Econ) MSc (Econ) PhD (Econ) Nigeria  
J Ataguba, BSc (Econ) Nigeria MPH (Health Econ) Cape Town  
V Govender, MCom (Health Econ) Cape Town MPH (International Health) Boston  
A Honda, BA (Sociology) MSc (Int Health) Tokyo PhD (Health Econ) London  
M Orgill, BAdmin (Econ & Pub Admin) BAdmin Hons (Econ) UWC MPhil (Pub Policy) Cape Town

Postdoctoral students:
J Daire, BSc Nursing Malawi MA (Health Mngt, Planning & Policy) UK PhD Cape Town  
E Worku, BA (Econ) Addis Ababa MA (Monetary Econ) India PhD (Econ) UWC

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, Protea, Lower Campus

Director:
N Henwood, BA (Hons) PG Dip (Occ Health) Cape Town

The IHRG undertakes training, research, investigation, curriculum and resource development in order to build occupational health and safety (OH&S) capacity in trade union organisations. 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 OH & S capacity 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.

Staff:
I Abrahams, Education and Training Co-ordinator, Dip Adult Ed Cape Town
R J Jordi, Curriculum Co-ordinator, MPhil (Env Science) BA (Hons) (African Studies) Cape Town
A Ryklief, Health Facilitator, HDE PG Dip (Occ Health) Cape Town
B Wood, Case Adviser
NMfiki, Trainer Matric

Centre for Infectious Disease Epidemiology and Research (CIDER):
Division of Public Health, Level 5, Falmouth South, Faculty of Health Sciences Campus

Director:
D Coetzee, BA Cape Town MBBCh DPH DTM&H DOH Wits FCPHM SA MSc (Epi) Columbia

The Centre for Infectious Disease Epidemiology and Research has a strong base that spans a number of disciplines. The Centre conducts public health research integrating laboratory, clinical, epidemiological, social science and health systems research into priority infectious diseases in southern Africa in order to improve the prevention and management of these diseases.

Operations research is conducted for the Provincial and National Departments of Health in areas such as models of care for people with HIV/AIDS and TB, integration of TB and HIV services, Prevention of Mother to Child Transmission of HIV (PMTCT) and provider initiated HIV testing. A particular area of research is human resources, including task shifting and the use of lay health workers to support infectious diseases services. Studies are also conducted on the influence of HIV on other aspects of public health including women’s health and mental health. The Centre also monitors and evaluates infectious disease programmes and services, for example the evaluation of childhood vaccination coverage and services.

The Centre established and helps maintain an efficient and sustainable information system in the antiretroviral therapy (ART) and selected tuberculosis services in the Western Cape Province. This system has consistently produced high quality data, allowing individual sites, district and provincial authorities to obtain precise information on coverage and outcomes at population level, plan service improvements, set realistic targets, budget appropriately, and interpret other sources of data such as general mortality trends. The ART monitoring system now forms part of the monitoring and evaluation framework for the HIV/AIDS National Strategic Plan and will be used throughout the country. The Centre also provides projections of the service and financial implications of HIV for the Province. The Centre is also developing tools and indicators for measuring and evaluating PMTCT programmes in resource limited settings.
The Centre continues to be involved in the surveillance of trends in mortality in collaboration with the Medical Research Council. This involves the estimation of current mortality rates in South Africa using empirical data and demographic projection models that incorporate the impact of HIV/AIDS. These projection models are also used to help understand the role of sexual behaviour and sexually transmitted infections in the spread of HIV, and the likely impact of HIV prevention and treatment programmes at a national level.

In partnership with the University of Berne in Switzerland, the Centre houses and manages the southern African component of IeDEA (International Epidemiological Databases to Evaluate AIDS) collaboration, which bring together data from 20 cohorts of people on antiretrovirals in the region. The detailed monitoring of HIV cohorts provides important clinical and programmatic insights that have led to modified treatment guidelines and practices.

Since 2001 epidemiological and research support has been provided to infectious disease services in Khayelitsha. The Centre Monitors the Khayelitsha ART cohort and is best known for demonstrating the feasibility and effectiveness of ART and PMTCT in resource-poor settings.

**Staff**

A Boulle, MBChB Cape Town MSc Lond FCPHM SA
D Besada, BSc Toronto
C Colvin, BA MA PhD Virginia MPH Cape Town
M Cornell, MPH Epi Cape Town
M Davies, MBChB Cape Town
N Ford, BSc Warwick DHA Liverpool MPH Cape Town
E Goodman, BSc Hons Stellenbosch
A Grimsrud, BSc Alberta MPH Cape Town
K Hildebrand, BSc Sussex MSc London
L Johnson, BBusSc PGDipActSc PhD Cape Town AIA
R Kanjanda, BSc Hons MBA Zimbabwe
N Makola, Bed PDM Stellenbosch
N Maxwell, RSCN Edinburgh
G Mothoagae, BSc Cape Town
L Myer, BA Brown MA MBChB Cape Town Mphil PhD Columbia
M Osler, BS Colorado MPH Cape Town
M Rangaka, MBChB Cape Town MSc London
H Schneider, MBChB Cape Town DCH SA DTM&H MMed Wits
K Stinson, MMus MPH Cape Town
G van Cutsem, BSc FNDP MD UCL DTM ITM Antwerp MPH Cape Town

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**Centre for Occupational and Environmental Health Research (COEHR)**

*Division of Public Health, Falmouth South, Faculty of Health Sciences Campus*

**Professor and Director:**

J E Myers, BSc MBChB MD Cape Town DTM&H Lond MFOM UK FCPHM (DOM) (SA)

**Professor and Associate Director (Environmental Health):**

L London, MBChB MMed MD Cape Town BScMed (Hons) DOH Wits

**Professor and Associate Director (Clinical Occupational Medicine Services):**

R Ehrlich, BBusSc MBChB DOH MFOM FFCH (SA) FCPHM (SA) Occ Med PhD
The Centre for Occupational and Environmental Health Research 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.

Academic Staff:
A Africa BTech Environ Health CPUT
R Baatjes, B Tech M Tech CPUT, MPH Wits
A Burdzik, MBChB
A Dalvie, BSc BSocMed (Hons) (Sports Science) MSc (Med) PhD Cape Town
L Grainger, BSocSc Hons (Nurs.) Dip Nurs.Educ Natal PhD (SocSc)
Z Holtman, MA
A Lopata, BSc Hons Siegen MSc Düsseldorf PhD Cape Town
M Mothemela, MBChB
H Mwanga, MBChB
A Rother, BA MA PhD (Sociology) Michigan
M L Thompson, BSc (Hons) Natal PhD Gottingen
G Todd, BSc (Agric) Natal MBChB Cape Town FFDerm (SA) PhD Cape Town

Honorary Research Associates:
S Adams, MBChB DOH
D Knight, MBChB MMed (Public Health) Cape Town
H Williams, MBChB

Administrative Staff:
N Strydom - Financial Administrator
S Ferguson - Unit Administrator

Women's Health Research Unit
School of Public Health and Family Medicine, Level 3, Falmouth South, Faculty of Health Sciences Campus

Director:
A/Prof D Cooper, Senior Lecturer Associate Professor B SocSci BA (Hons), PhD (Public Health) Cape Town

Associate Director:
Jane Harries, Senior Researcher BA (Hons) MPhil MPH 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.

• HIV/AIDS and Reproductive Health
• Health systems research: reproductive health
• Termination of pregnancy (TOP)
• Female cancers
• Contraception
• Gender and HIV

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.

Staff

S Cishe, Research Study Coordinator BSc (Chemistry) Cape Town BA (Social Work) Fort Hare
S Crede, Research Study Coordinator BSc (Physiotherapy) Cape Town
D Constant, Data Analyst Researcher BSc (Physio) BSc (Hons) MSc (Anatomy) MPH (Public Health) Cape Town
J Harries, Senior Researcher, BA (Hons), MPhil, MPH Cape Town
M Hoffman, Honorary Assoc Research Assoc Professor, BScMed (Hons) MBChB DCM Cape Town
S Mall, Research assistant -BA (Hons) MA (Public Health) Cape Town
M Manga, Research assistant BSc (Micro) BSc(Hons) MSc Med (Human Genetics) Wits PhD (Meds)BA (Hons) MA (Public Health) Cape Town
C Mathews, Senior Researcher BA (Hons) MSc Med PhD (Public Health) Cape Town
S May, Administrator BScSoC Cape Town
J Moodley, MBChB Natal MMed (Public Health) Cape Town
C Morroni, Senior researcher, BA (Hons) Social Anthropology, Harvard MA (Public Health) Cape Town, MPhil (Epidemiology), PhD (Epidemiology) Columbia
N Ngwayi, Field worker BScSoC (Governance & Political studies) BScSoC (Hons) Social Development Cape Town
P Orner, Senior Researcher BScSoC BA (Hons) MA (Res Psy) MPhil Women’s and Gender Studies Cape Town
RADIATION MEDICINE

L Block, Groote Schuur Hospital

Professor and Head:
R Abratt, MBChB Pret MMed (Rad Oncol) Cape Town FC Rad Onc SA

Medical Physics
L Block, Groote Schuur Hospital

Head:
J K Hough, MPhil Cape Town

Lecturers:
T Kotze, PhD Stell
G Maree, PhD Cape Town
C Trauernicht, BSc (Hons) Stell MSc(Med) Cape Town

Nuclear Medicine
C4/C3, New Groote Schuur Hospital

Head of Division and Senior Lecturer Full-time:
T Kotze, MBChB Wits FCNP SA

Senior Lecturer Part-time:
A B Fataar, MBChB Cape Town MMed (Nuclear Medicine) Cape Town

Radiation Oncology
L Block, Groote Schuur Hospital

Professor and Head:
R Abratt, MBChB Pret MMed (Rad Oncol) Cape Town FC Rad Onc SA

Senior Lecturers Full-time:
A J Hunter, BSc (Med) (Hons) PhD Cape Town UCT
Z Mohamed, MBChB Stell MMed (Rad Onc) Cape Town
E M Murray, MBChB MMed (Rad Onc) Cape Town FC Rad Onc SA
J Parkes, MBChB Cape Town FC Rad Onc SA
A L Van Wijk, MBChB Cape Town FC Rad Onc SA

Lecturers Full-time:
S Dalvie, MBChB Cape Town FC Rad Onc SA MMed Rad Onc UOFS
A S Hendriks, BSc (Hons) PhD Cape Town
B Robertson, MBChB Cape Town FC Rad Onc SA
J Wetter, MBChB Cape Town FC Rad Onc SA MMed Rad Onc UOFS

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:
N Ahmed, MBChB FCRad (Diag) SA
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 FRCR UK
L C Handler, MBChB MMed (Rad D) Cape Town

Lecturer Full-time:
J R Kieck, MBChB Stell FC Rad (Diag) SA

Paediatric Radiology
B3, Red Cross Hospital

Senior Lecturers Full-time:
T N Kilborn, MBChB Cape Town FCR UK
N A Wieselthaler, MBChB Cape Town FCRad (Diag) SA
**SURGERY**

**Professor and Head:**
D Kahn, MBChB Birmingham ChM Cape Town FCS SA

**Emeritus Professors:**
D M Dent, MBChB ChM Cape Town FCS SA FRCS UK FRCPS Glasgow (Hon)
E J Immelman, MBChB Cape Town FCS SA FRCS UK
J Terblanche, MBChB Cape Town FCS SA FRCS UK FRCPS Glasgow FACS (Hon) FACP (Hon) FRCS UK (Hon) FRCS Ed FMC SA FRCSI (Hon)

**Cardiothoracic Surgery**
*Groote Schuur Hospital & Red Cross Children's Hospital*

[The Division of Cardiothoracic 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 centering on myocardial regeneration, restenosis and angio-genesis in tissue engineering.]

**Chris Barnard Chair of Cardiothoracic Surgery Professor and Head:**
P Zilla, MD Vienna DMed Zurich PhD Cape Town PD Vienna

**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:**
A Brooks, MBChB Stell FCS SA
J Hewitson, MBChB Cape Town FCS SA
P Human, PhD Cape Town
L Moodley MBChB Natal FCS SA
J Scherman MBChB Cape Town FCS SA

**Cardiovascular Research Unit**
*Third Floor, Chris Barnard Building, Faculty of Health Sciences*

**Professor and Director:**
P Zilla, MD Vienna DMed Zurich PhD Cape Town PD Vienna

**Deputy Director:**
P Human, PhD Cape Town

**Senior Lecturers:**
D Bezuidenhout, PhD Stellenbosch
N H Davies, PhD Cape Town
T Franz, PhD Bremen

**Emergency Medicine**
*Metro EMS, Karl Bremer Hospital*

**Associate Professor and Head:**
L Wallis, MBChB  *Edinburgh* MD DIMC RCS Dip Sport Med *Glasgow* FRCS (A&E) *Edinburgh* FCEM  *UK* FCEM  *SA*

**Honorary Senior Lecturers:**  
W Smith, MBChB *Cape Town* EMDM

**Honorary Lecturers:**  
B Bonner, MBBC  *Wits* DA  *SA*  
S R Bruinjs, MBChB *Pret* Dip PEC  *SA*  
S Gottschalk, MBChB *Cape Town* Dip PEC  *SA*  
S Le Roux, MBChB *Pret*  
C H Robertson, MBChB *Cape Town*

**General Surgery**  
*J Floor, Old Main Building, Groote Schuur Hospital*

**Professor and Head:**  
D Kahn, MBChB *Birm* ChM *Cape Town* FCS  *SA*

**Professors:**  
P C Bornman, MMed Surg FRCS Ed FCS  *SA* FRCS *Glasgow*  
J E J Krige, MBChB *Cape Town* FRCS *Edin* FCS  *SA*  
A Mall, BSc (Med)(Hons) MSc *Cape Town* PhD *Newcastle-upon-Tyne*

**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 ChM *Cape Town* FCS  *SA* FRCS  *UK* FRCPs *Glasgow* 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*  
W L Michell, MBChB *Cape Town* FFA DA  *SA* (Head: Surgical Intensive Care Unit)  
P Navsaria, MBChB *Cape Town* FCS  *SA*  
A J Nicol, MBChB *Cape Town* FCS  *SA* (Head: Trauma Unit)  
E Panieri, MBChB *Cape Town* FCS  *SA* (Head: Oncology, Endocrinology)

**Senior Lecturers Full-time:**  
N G Naidoo, MBChB  *UKZV* FCS  *SA* (Head: Vascular Unit)  
S Edu, Dip in Medicine  *Romania* FCS  *SA*  
E Muller, MBChB *Pret* MRCS FACS  *SA*  

**Senior Lecturers Part-time:**  
H F Allison, MBChB *Cape Town* FRCS *Edin* FCS  *SA*  
D Anderson, MBChB *Cape Town* FCS  *SA*  
C Apostolou, MBBC  *Wits* 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*  
M A T Jonker MBChB *Cape Town*  
B Kavin, MBBC  *Wits* 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 UKZN FCS SA
H Spilg, ChM Cape Town FCS SA
G N Stapleton, MBChB MMed Cape Town FCS SA
J A Tunnicliiffe, MBChB Cape Town FCS SA
H I Yakoob, MBChB Cape Town FCS SA

Honorary Senior Lecturers:
S Pillay (Livingstone Hospital), MBChB Ireland FCS SA

Lecturers Full-time:
S Burmeister, MBChB Cape Town FCS SA
M Hewat, MBChB Cape Town FCS SA
S Ibirogba, MBChB Ilorin H Dip Surg SA FCS SA
I Marr, MBChB Cape Town FCS SA
M Nel, MBChB Cape Town FCS SA
C Troskie, MBChB Pret FCS SA

Neurosurgery
H53, Old Main Building, Groote Schuur Hospital

Helen & Morris Mauerberger Professor and Head:
A G Fieggen, BSc (Med) MBChB Cape Town MSc London MD Cape Town FCS SA

Emeritus Professors:
J C Peter, MBChB Cape Town FRCS Edin
J C de Villiers, MD Cape Town MD Stell DSc UWC FRCS UK FRCS Edin

Associate Professors:
A A Figaji, MBChB MMed Cape Town PhD Cape Town FCNeurosurg SA
P L Semple, MBChB MMed Cape Town PhD Cape Town FCS SA
A G Taylor, MBBCh Wits MMed Cape Town MSc Paris/Mahidol FCS SA

Senior Lecturers:
D E J Le Feuvre MBChB MMed Cape Town MSc Paris/Mahidol FCS SA
D G Welsh, MBChB Cape Town FRCS London FCS SA

Senior Lecturers Part-time:
N D Fisher-Jeffes, MBChB Stell FCS SA
C F Kieck, MBChB Stell MD Cape Town FCS SA
R L Melville, MBChB Cape Town FCS SA
S A Parker, MBChB Cape Town FCS SA

Lecturers:
MJA Gowen MBChB Cape Town FCNeurosurg SA
L C Padayachy, MBChB Pretoria FCNeurosurg SA
S J Röthemeyer, MBBCh Wits FCNeurosurg SA

Lecturers Part-time:
D Carter, BSc MBChB Cape Town FCS SA
G A White, MBChB Cape Town FCS SA
**Ophthalmology**

_H52, Old Main Building, Groote Schuur Hospital_

**Morris Mauerberger Professor of Ophthalmology and Head:**
C Cook, MBChB _Cape Town FCS (Ophth) SA FRCOphth MPH Cape Town_

**Emeritus Professor:**
A D N Murray, MB BCh _Wits FRCS Edin FRCOphth FCOphth SA_

**Director Community Eye Health Institute:**
D Minnies NHDMT (Haematology) _SA MPH Cape Town_

**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 _Wits FCS (Ophth) SA_

**Senior Lecturers Part-time:**
J de Villiers MBChB _Cape Town FCS (Ophth) SA_
D Harrison, MBChB _Cape Town FCS (Ophth) SA_
F Hurley, MBChB _Wits FCS (Ophth) SA_
M Johnston, MBChB _Cape Town FCS (Ophth) SA_
F J Kupper, MBChB MMed (Ophth) _Cape Town DO RCP Lond RCS UK_
A Perrott, MBChB _Cape Town FCS (Ophth) SA_
P S C Steven, MBChB _Cape Town DOMS RCP Lond RCS UK_
K Suttle, MBChB _Cape Town FCS (Ophth) SA_
M Vayanos, MBChB _Cape Town FCS (Ophth) SA_

**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:**
S Dix-Peek, MBBCCh _Wits FCS SA (ORTH) MMed (ORTH) Cape Town_
R Dunn, MBChB _Cape Town FCS SA (ORTH) MMed (ORTH) Cape Town_
N Kruger, MBChB _Cape Town FCS SA (ORTH)_
S Maqungo MBChB _Natal FC Ortho SA_
S Roche, MBChB _Cape Town LMCC Canada FCS SA (ORTH)_
M Solomons, MBChB _Cape Town FCS SA (ORTH)_

**Senior Lecturer Five-eighths:**
G Grobler, MBChB _Cape Town FRCS Edinburgh 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)
P Polley, MBChB Cape Town FCS-SA (ORTH)
L T Sparks, MBChB Cape Town FRCS UK

Honorary Senior Lecturers:
M Bartman, MBChB Pret FCS SA (ORTH)
B Bernstein, MBChB Wits 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)
I D Learmonth MBChB Stell, FRCS Eng, FCS SA (ORTH)
D E Pollock, MBChB Cape Town FCS SA (ORTH)
P Rowe, MBChB Wits FCS SA (ORTH)
B C Vrettos, MBChB Zimbabwe FRCS Eng FCS SA (ORTH) MMed (ORTH) Cape Town

Honorary Lecturers:
M Maree MBChB Cape Town FC SA (ORTH)
R Von Bormann, MBChB Cape Town FC SA (ORTH), DA SA

Otorhinolaryngology
H53, Old Main Building, and Ward F8, Groote Schuur Hospital, Red Cross War Memorial Children’s Hospital and New Somerset Hospital

Leon Goldman Professor of Otorhinolaryngology and Head:
J J Fagan, MBChB Cape Town FCS-SA MMed Cape Town

Emeritus Professor:
S L Sellars, MA MB BChir Cambridge FRCS England FCS SA FACS Hon FRCSI FRCS Ed

Senior Lecturers Full-time:
G J Copley, MBChB Cape Town FCS (Otol) SA
D E Lubbe, MBChB Stell FCS (Otol) SA
E Meyer, MBChB Pretoria FCS (Otol) SA

Lecturer Five-eighths:
A van Lierop, MBChB Stell FCS (Otol) SA

Lecturers Part-time:
M D Broodryk, MB BCh Stell FCS (Otol) SA
P J De Waal, MBChB Cape Town FCS (Otol) SA
L Nel, MBChB Pret FCS SA
O W Raynham, MBChB Stell FCS (Otol) SA
P S Traub, MBBCh Wits FCS (Otol) SA
M J R Vanlierde, MBChB Cape Town FCS (Otol) SA

Paediatric Surgery
Institute of Child Health, Red Cross Children's Hospital, Rondebosch

Charles F M Saint Professor of Paediatric Surgery and Head:
A J W Millar, MBChB Cape Town FRCS UK FRCS Edinburgh FRACS DCH (RCP & S Eng) FCS SA
Professor:
A B Van As, MBChB Netherlands FCS SA PhD Cape Town MBA SA

Adjunct Professor:
R A Brown, MBChB Cape Town MPhil (Ancient Cultures) Stell DCH SA FRCS Edinburgh FCS (Surg) SA

Emeritus Professors:
S Cywes, MBChB Cape Town MMed (Surg) SA FACS (Ped) FRCS UK & Edinburgh FRCPS Glasgow FAAP (Hon) FCS (Hon) SA DSc (Hon) Cape Town
M R Q Davies, MBChB Pret MMed (Surg) FCS SA FRCS UK & Edinburgh
H Rode, MBChB Pret MMed (Surg) UPE FRCS Edinburgh FCS SA

Associate Professors:
A A Figaji, MBChB MMed (Neurosurg) FC (Neurosurg) SA
T Hoffman, MBChB Cape Town FCS Orth SA
D A Hudson, MBChB Cape Town FCS (Plastic) FRCS
A Numanoglu, MBChB Turkey FCS SA

Senior Lecturers:
S G Cox, MBChB Cape Town FCS SA Cert Paed Surg SA
S Dix-Peek, MBChB Cape Town FCS (Orth) SA
R Grötte, MB BS Newcastle FRC (Ophth) UK FRCS Edinburgh DO RCP London RCS UK FRC Ophth
J S Karpelowsky, MBBCh Wits FCS SA Cert Paed Surg SA PhD
J Lazarus, MBChB Cape Town FCS (Urol) SA

Research Social Worker:
R Albertyn, BSocSci (MW) UOFS BA (Hons) (GMW) Stell PhD Cape Town

Child Accident Prevention Foundation of South Africa (Childsafe):
P Nyakaza, BA (Social Work) UWC

Senior Medical Technologist:
J Raad, Dip Med Tech (Microbiol) (Haem) Johannesburg

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

Consultant Full-time:
Dr K G Adams MBChB Cape Town FC Plast (Plast & Recon Surg) SA

Senior Lecturers Part-time:
D B Fernandes, MBChB FRCS Edin
S Geldenhuys MBChB FCS SA
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
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 UKZN

Maxillo-facial Prosthetics Technologist:
R Wallis, Dip Dent Tech SA Cert in Advanced Orthodontics and Maxillofacial Techn

Surgical Gastroenterology

Professor and Head:
J E J Krige, MBChB Cape Town MSc FCS(SA) FACS FRCS

Associate Professor and Head Colorectal Clinic:
P A Goldberg, MBChB Cape Town FCS SA

Lecturer:
S Burmeister, MBBCh Cape Town FCS (SA)

Junior Consultants:
M Bernon, MBBCh Cape Town FCS (SA)
G Chinnery, MBBCh Pretoria FCS (SA)

Urology
E26, New Groote Schuur Hospital

Head:
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

Lecturers:
J M Lazarus, MBChB Cape Town FCS (Urol) SA
S Sinha, MBBS Ranchi, H Dip Surg SA, FRCS Glasg, FCS (Urol) SA
**MBChB**

Weighting of points:

<table>
<thead>
<tr>
<th>Preclinical Years (Semesters 1 – 6)</th>
<th>First (75%+)</th>
<th>Upper second (70 to 74%)</th>
<th>Lower second (60 to 69%)</th>
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<tr>
<td><strong>FIRST YEAR</strong> (6 first year courses)</td>
<td>4</td>
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<tr>
<td><strong>SECOND YEAR</strong></td>
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<tr>
<td>Integrated Health Systems Part 1A and 1B</td>
<td>10</td>
<td>8</td>
<td>4</td>
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<tr>
<td>Becoming a Doctor Part 1A</td>
<td>4</td>
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<tr>
<td>Becoming a Doctor (languages) Part 1B</td>
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<td>1</td>
<td>½</td>
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<tr>
<td>Special Study Module</td>
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<td>1</td>
<td>½</td>
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<td><strong>THIRD YEAR</strong></td>
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<tr>
<td>Integrated Health Systems Part II and IIB</td>
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<tr>
<td>Becoming a Doctor Part IIA</td>
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<tr>
<td>Introduction to Clinical Practice</td>
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<tr>
<th>Clinical Years: Total 119</th>
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<tr>
<td>4 Medicine</td>
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<td>8</td>
<td>4</td>
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<tr>
<td>Obstetrics &amp; Gynaecology</td>
<td>6</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Public Health</td>
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<td>Health Promotion</td>
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<td>Psychiatry</td>
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<td>3</td>
<td>2</td>
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<td>5 Anaesthesia (incl fourth year)</td>
<td>5</td>
<td>3</td>
<td>2</td>
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<tr>
<td>General Surgery</td>
<td>6</td>
<td>4</td>
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<td>Trauma</td>
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<tr>
<td>Forensic Medicine</td>
<td>4</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Medical &amp; Surgical Specialities (incl Orthopaedic surgery)</td>
<td>8</td>
<td>6</td>
<td>2</td>
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<tr>
<td>Pharmacology (incl fourth year)</td>
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<tr>
<td>Paediatrics (incl fourth year)</td>
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<tr>
<td>Primary Health Care Elective</td>
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<tr>
<td>6 Medicine</td>
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<tr>
<td>Surgery</td>
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<td>Family Medicine</td>
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<tr>
<td>Psychiatry</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

Overall Total: 179
Award of degree with First Class Honours or with Honours:
First Class Honours : 150 - 175 points (maximum 175 points)
Honours : 130 - 149 points

Distinctions:
In Preclinical Exams : 45 - 56 points (Maximum 56 points)
In Clinical Exams : 90 - 119 points (maximum 119 points)

Distinction in Final Clinical Examinations (at the discretion of the Final Year Exam Board):
30 - 40 points (maximum 40 points)

For students who transfer from other universities/faculties, an average will be allocated for their previous courses, based on achievement at UCT. “Repeat” results do not count.

Health and Rehabilitation Sciences:

BSc Audiology and BSc Speech-Pathology:
Degree with distinction calculation is based on the average of the marks obtained for all courses from the first to the fourth year of study. Distinction is awarded for an average of 75% - 100%.

BSc Occupational Therapy:
Degree with distinction calculation is based on the average of the marks obtained for all courses from the first to the fourth year of study. Distinction is awarded for an average of 75% - 100%.

BSc Physiotherapy:
Degree with distinction calculation is based on the average of the marks obtained for all courses from the first to the fourth year of study. Distinction is awarded for an average of 75% - 100%.
CLASS MEDALS, DEAN’S MERIT LIST AND PRIZES

[Note: Any student taking a course for a second time is ineligible for a prize or class medal.]

MEDALS

MBChB

Class medal for best overall performance in
  PPH1001F Becoming a Professional, and
  PPH1002S Becoming a Health Professional

Class medal for best overall performance in
  HUB1006F Introduction to Integrated Health Sciences Part I, and
  HUB1007S Introduction to Integrated Health Sciences Part II

Class medal for best overall performance in
  HUB2107H Integrated Health Systems Part IA, and
  LAB2000S Integrated Health Systems Part IB, and
  LAB3009H Integrated Health Systems Part II

Class medal for best overall performance in Pathology components in
  HUB2107H Integrated Health Systems Part IA, and
  LAB2000S Integrated Health Systems Part IB, and
  LAB3009H Integrated Health Systems Part II

Class medal for best overall performance in
  PPH2000W Becoming a Doctor Part IA, and
  SLL2002H Becoming a Doctor Part IB, and
  PPH3000F Becoming a Doctor Part IIA, and
  SLL3002F Becoming a Doctor Part IIB

Final year class medal for best overall performance in
  PRY6000W Psychiatry

Final year class medal for best overall performance in
  OBS6000W Obstetrics & Gynaecology

Final year class medal for best overall performance in
  MDN6000W Medicine

Final year class medal for best overall performance in
  CHM6000W Surgery

Final year class medal for best overall performance in
  PED6000W Paediatrics

Final year class medal for best overall performance in
  PPH6000W Family Medicine

Gold medal for overall top performance throughout the MBChB programme
HEALTH & REHABILITATION SCIENCES

BSc Occupational Therapy:

(a) A class medal to be awarded for top performance for the following clusters:
   - AHS3058W Foundations and Methods 1 & AHS4021W Foundations & Methods 2
   - AHS3059W Theory and Practice 1 & AHS4022W Theory & Practice 2
   - AHS3060W Practice Learning 1 & AHS4023W Practice Learning 2.
   (Medals will be awarded only to fourth year students following consistently top
    performance – i.e. average of 75% or above - in the above courses that straddle third and
    fourth year.)

(b) Distinction for degree: Overall average of 75% throughout all four years of study.

(c) Gold medal for overall top performance throughout BSc Occupational Therapy (provided
    an average of 75% or above has been obtained through all four years of study).

BSc Physiotherapy:

(a) Medal awards at the end of final year in the following three professional courses, provided a result of 75%
    or above has been obtained in each case:
   - AHS4065W Clinical Physiotherapy III
   - AHS4071H Applied Physiotherapy III

(b) Distinction for the degree: Overall average of 75% throughout all four years of study.

(c) Gold medal for overall top student (provided an average of 75% or above has been
    obtained through all four years of study).

BSc Audiology and BSc Speech-Language Pathology:

(a) (i) Best performance in each year of study (provided an average of 75% or above is obtained);
   (ii) The best clinical performance in the following courses, provided a result of 75% is
        obtained in each case:
   - AHS3004H Clinical Speech Therapy II (third year BSc Speech-Language Pathology);
   - AHS3008H Clinical Audiology II (third year Audiology);
   - AHS4005H Clinical Speech Therapy IIIA and AHS4006H Clinical Speech Therapy
     IIIB (combined) (fourth year Speech-Language Pathology)
   - AHS4008H Clinical Audiology IIIA and AHS4009H Clinical Audiology IIIB (combined)
     (fourth year Audiology).

(b) Distinction for degree: Overall average of 75% throughout all four years of study.

(c) Gold medal for overall top performance throughout BSc Audiology and BSc Speech
    Language Pathology (provided an average of 75% or above has been obtained through all
    four years of study).

DEAN’S MERIT LIST

MBChB

- All MBChB students in years 1 to 5 who have a full course load and an overall average of 75%
  with no course less than 70% will be acknowledged on the Dean’s Merit List (each year).
CLASS MEDALS, DEAN’S MERIT LIST AND PRIZES

- All Health & Rehabilitation Science students in years 1 to 3 who have a full course load and an overall average of 70% or more will be acknowledged on the Dean’s Merit list (each year).
- The name of the student in each discipline who is deemed to have made the most progress academically over the four years of study in each programme will be placed on the Dean’s Merit list.

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.

DEAN’S PRIZE
For the most improved student in the fifth year MBChB class.

FORMAN PRIZE
For the undergraduate student who has made a special contribution to student affairs.

JOCELYN HELLIG PRIZE
For the top final year MBChB student.

BARNARD FULLER PRIZE
For the best student qualifying for MBChB with first class honours.

PROFESSOR MARY ROBERTSON PROGRESS PRIZE
For the graduating female MBChB student who made the most progress over the six years of study.

PROFESSOR MARY ROBERTSON PRIZE FOR EXCELLENCE
For the top female MBChB graduate

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 Fifth Year MBChB student in Anaesthesia

3M SOUTH AFRICA (PTY) LTD RECOGNITION AWARD For 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 student in fifth 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

LAFRAS STEYN CLINICAL LABORATORY SCIENCES PRIZE Awarded at the bi-annual research day for the best student oral presentation of the day.

Anatomical Pathology

BJ RYRIE BOOK PRIZE For meritorious work in Anatomical Pathology in third year MBChB.

RO C KASHULA PRIZE For the best Anatomical Pathology essay in Semester 5 MBChB
PAULINE HALL BOOK PRIZE
For the postgraduate student who has produced the best publication in a peer-reviewed journal, or has produced the best master’s or doctoral dissertation/thesis, or who has done the best presentation at an international conference on a hepatobiliary subject. (Should there be no suitable postgraduate student nominee, the award may be given to a postdoctoral fellow or a staff member).

Chemical Pathology
RAYMOND ZETLER BOOK PRIZE
For the MBChB student with the best examination results in third year Chemical Pathology.

Forensic Pathology
DIVISIONAL PRIZE
For the top student in LAB5008H Forensic Pathology.

Haematology
H S EBRAHIM MEMORIAL MEDAL
Awarded on the results of the Third, Fourth and Sixth Year MBChB examinations on haematology, with the final result being decided by an oral examination.

Medical Microbiology
THE ARDERNE FORDER BOOK PRIZE
Awarded to the MBChB student who has shown the most improvement in Medical Microbiology (Semesters 3 to 5).

Virology
GOLDA SELZER PRIZE
For a female medical student, for achievement in Virology in second and third year MBChB (in HUB2017H, LAB2000S and LAB3009H).

DEPARTMENT (SCHOOL) HEALTH & REHABILITATION SCIENCES

Communication Sciences and Disorders (Audiology and Speech-Language Pathology)

SA ASSOCIATION OF AUDIOLOGISTS PRIZE
For the best clinical performance in Audiology.

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 student who maintained the highest academic standard over four years, with a minimum average of 75% throughout the programme.

SASLHA (W. CAPE) PRIZES
For the student who has made the most significant progress in clinical application in Audiology and for the student who has made the most significant progress in clinical application in Speech Language Pathology.

SUSAN SWART PRIZE
To the best Audiology student who has maintained the highest academic standard over four years, provided a minimum average of 75% has been obtained throughout the programme.
THE SOUTH AFRICAN SPEECH-LANGUAGE-HEARING ASSOCIATION PRIZE
Awarded to the best final year student in Audiology: Clinical, provided an average of at least 75% has been obtained.

THE SOUTH AFRICAN SPEECH-LANGUAGE-HEARING ASSOCIATION PRIZE
Awarded to the best final year student in Speech-Language Pathology – Clinical, provided an average of at least 75% has been obtained.

**Nursing and Midwifery**

PROFESSORIAL AWARD
For the graduating student who has achieved the highest aggregate mark for the Postgraduate Diploma in Nursing.

HENRIETTA 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 stream 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.

NEPHROLOGY NURSING AWARD
For the best student in the Nephrology Nursing pathway of the Postgraduate Diploma in Nursing.

NEUROSCIENCE NURSING AWARD
For the best student in the Neuroscience Nursing pathway of the Postgraduate Diploma in Nursing.

THE CRITICAL CARE SOCIETY OF SOUTHERN AFRICA AWARD (CAPE WESTERN BRANCH)
For the student who has shown a high level of academic acumen, as well as particular aptitude in the practice of Critical Care Nursing in the Adult Critical Care pathway of the Postgraduate Diploma in Nursing.

**Occupational Therapy**

OCCUPATIONAL THERAPY
For the BSc Occupational Therapy student/s who presented
### ASSOCIATION OF SOUTH AFRICA (OTASA)
- **PRACTICE LEARNING MERIT AWARD**: For the best final year BSc Occupational Therapy student/s in fieldwork.

### Physiotherapy
- **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 clinical 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 final Year BSc Physiotherapy.
- **TIM & MARILYN NOAKES AWARD**: For the BSc Physiotherapy student with the overall highest marks during second and third year clinical practical courses.

### DEPARTMENT OF HUMAN BIOLOGY
- **IONE SELLARS MEMORIAL PRIZE**: For the best student in Anatomy & Physiology II for Health & Rehabilitation Sciences. (HUB2015W)
- **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 LAB3009H Integrated Health Systems Part 2
- **MR DRENNAN MEMORIAL PRIZE**: For the best student in HUB2017F and LAB2000S Integrated Health Systems Parts 1A and Part 1B in second year MBChB
- **UCT SURGICAL SOCIETY PRIZE**: For the second year MBChB student with the highest score in the Anatomy sections of OSPE and SAQ examinations throughout the year.

### Nutrition and Dietetics
- **ABBOTT NUTRITION JEVITY PLUS PRIZE**: For the top final year student in Clinical Dietetics in the BSc Medicine (Honours) in Nutrition & Dietetics.
JOAN HUSKISSION RESEARCH PRIZE  For the best Nutrition and Dietetics Honours research project.

KAGISO KHULANI SUPERVISION PRIZE  For the top final year student in Food Service Management in the BSc Medicine (Honours) in Nutrition and Dietitics.

McMAHON COMMUNITY NUTRITION PRIZE  For the top final year student in Community Nutrition in the BSc(Med) (Honours) in Nutrition and Dietitics programme.

NESTLÉ AWARD  For the most outstanding final year student in the BSc Medicine (Honours) in Nutrition and Dietitics.

**DEPARTMENT OF MEDICINE**

**General**

BERNARD PIMSTONE AWARD  For the best young laboratory investigator.

DEPARTMENT OF MEDICINE PRIZE  For the best young clinical investigator.

ADCOCK INGRAM PHARMACEUTICALS AWARDS (3 awards)  
(a) For the best student in Introduction to Clinical Practice – third Year MBChB MDN3001H  
(b) For the best overall student in Medicine - fourth Year MBChB  
(c) For the best student in Clinical Medicine - sixth Year MBChB.

DR FRANCOIS MAJOOS PRIZE  For the top MBChB student in the fourth year Medicine.

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.

JIM Mc GREGOR PRIZE  For the Medical undergraduate student who performs best in the neurology part of the course MDN5002W.

WILL-FRID EXNER BAUMANN MEMORIAL MEDAL  For the best results in final year Medicine in MBChB.

SIDNEY STEIN DERMATOLOGY PRIZE  For the Sixth Year MBChB student with the best overall results in Dermatology.

PROFESSOR NORMAN SAPEIKA AWARD  For the best fifth year MBChB Pharmacology student.

**DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY**

ALAN ALPERSTEIN PRIZE  For the Registrar who has shown the greatest improvement in surgical skills.

CUTHBERT CRICHTON  For the best student in Obstetrics in Fourth Year MBChB
OBSTETRICS PRIZE (OBS4003W)

JAMES T LOUW PRIZE: For the best student in Gynaecology at the end of Fifth Year MBChB.

CUTHBERT CRICHTON PRIZE: For the best student in Obstetrics and Gynaecology in the final MBChB examinations.

BASIL BLOCH AWARD: For contributions to Oncology.

S J BEHRMAN AWARD: For the best dissertation in the Master of Medicine degree in Obstetrics & Gynaecology

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 registrar research presentation in Obstetrics.

GOLDEN SPECULUM AWARD: For the best registrar research presentation in Gynaecology.

YVONNE PARFIT 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 AWARD: For the most distinguished final year MBChB student in Psychiatry (PRY6000W)

PROFESSOR MARY ROBERTSON PRIZE: For the registrar who has done the best paper on women’s mental health at a national conference

DEPARTMENT (SCHOOL) OF PUBLIC HEALTH AND FAMILY MEDICINE


JOHN FLEMING BROCK PRIZE: For the best fourth year Public Health MBChB student/s. (PPH4013W)

ETHNE JACKE PRIZE: For the student graduating with the best Masters of Public Health dissertation, provided a minimum of 70% has been obtained (exclusive of the David Bourne prize).

SOUTH AFRICAN ACADEMY OF FAMILY PRACTICE PRIZE: For the top student in final year MBChB Family Medicine.

FAMILY: For the best student in final year MBChB Primary Health Care
PRACTICE/PRIMARY CARE PRIZE

ISADORE JACOB WALT PRIZE For the best student in Primary Health Care in fourth year MBChB (PPH4043W)

DAVID BOURNE PRIZE For the student graduating with the highest marks in the Masters of Public Health, subject to a minimum of 70% overall.

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.

FACULTY OF HEALTH SCIENCES SURGERY PRIZE For the final year MBChB student who has shown the greatest promise in surgery in the final MBChB examination (the student with the second highest mark).

DR KATHY CHUBB MEMORIAL PRIZE (also listed under School of Child & Adoles. 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 most distinguished student in the final MBChB surgical examination (the student with the highest mark).

LENNOX GORDON PRIZE For an original, distinguished publication by a Registrar in Surgery.

GEORGE SACKS PRIZE IN SURGERY For outstanding postgraduate research in Surgery.

Neurosurgery

KAY DE VILLIERS PRIZE (Undergraduate) For the best performance in Neurosurgery in MDN5002W

JONATHAN PETER PRIZE (Postgraduate) For a postgraduate student who has produced the best journal publication.

Ophthalmology
J S DU TOIT MEMORIAL PRIZE For the winner of a competition in Ophthalmology open to Fifth year MBChB students.

WELCH ALLYN S.A For the top student in Ophthalmology – Fifth Year MBChB.

Orthopaedic Surgery

SMITH & NEPHEW For the best Fifth year MBChB student in Orthopeadic Surgery.

SYNTHES PRIZES (a) For the best fifth 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.

SIDNEY CYWES PRIZE For the best achievement in Paediatric Surgery in the final year of the MBChB programme.

Urology

DONAL BARNES PRIZE For the best performance in an end-of-block viva examination and the Urology case report

PHILIP SMITH PRIZE For the best postgraduate student in Urology.
## UNDERGRADUATE ELECTIVE CODES:

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The University of Cape Town uses the Peoplesoft electronic student administration system. In terms of this system, each programme must have at least one plan code and all students must have at least one plan. Plans represent majors or areas of specialisation. Programmes without majors or specialisations have a single plan of *GENERAL*. Plans are specific to each programme. Where a postgraduate programme has more than one stream, each stream will have its own plan. Since applicants apply by using plan codes, and students register against these codes (with effect from 2011) these are given below for ease of reference.

The degree and diploma codes and titles, as well as the plan codes, are given below:

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