UNIVERSITY OF CAPE TOWN MISSION STATEMENT

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

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

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

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

We are committed to academic freedom, critical scholarship, rational and creative thought, and free inquiry. It is part of our mission to ensure that these ideals live; this necessarily requires a dynamic process of finding the balance in a range of choices: choices between freedom and responsibility, rights and obligations, autonomy and accountability, transparency and efficiency, and permanence and transience; and of doing this through consultation and debate.
This handbook is part of a series that consists of
Book 1: Undergraduate Prospectus
Book 2: Authorities and Information of Record
Book 3: General rules and Policies
Book 4: Academic Calendar and Meetings
Book 5: Student Support and Services
Books 6-11: Handbooks of the Faculties of Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law, Science
Book 12: Student Fees
Book 13: Financial Assistance for Undergraduate Students
Book 14: Financial assistance for Postgraduate students
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GENERAL INFORMATION

Undergraduate degrees offered

Bachelor of Medicine and Bachelor of Surgery (MBChB)
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 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

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 Nutrition and Dietetics
- in Pharmacology
- in Physiology
- in Radiobiology

Master’s Degrees:

Master of Medicine (speciality training) (MMed)
- in Anaesthesia
- in Anatomical Pathology
- in Cardiothoracic Surgery
- in Clinical Pharmacology
- in Dermatology
- in Diagnostic Radiology
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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 (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 Bioethics
in Child & Adolescent Psychiatry
in Disability Studies
in Emergency Medicine
in Forensic Mental Health
in Liaison Mental Health
in Maternal & Child Health
in Neuropsychiatry
in Occupational Health
in Paediatric Pathology
in Palliative Medicine
in Sports Medicine
in Sports Physiotherapy

In a number of sub-specialities
in Cardiology (adult and paediatric)
in Child 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 & Foetal Medicine
in Neonatology
in Nephrology (adult and paediatric)
in Paediatric Infectious Diseases
in Paediatric Neurology
in Paediatric Oncology
in Paediatric Pathology
in Pulmonology (adult; 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 Biomedical Engineering
in Genetic Counselling

By dissertation

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

By dissertation:
in Audiology
in Nursing
in Nutrition
in Dietetics
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 and diploma codes

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

Example: BSc Physiotherapy = MB004

Each individual course within a degree or diploma programme has its own code, starting with the
organisational code of the Department that offers it (see notes on course codes below. Departmental codes are given on page 227).

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
MB020  Postgraduate Diploma in Paediatric Radiology
MH001  BSc(Med)(Hons)
MM001  MMed
MM002  MSc in Nursing (by dissertation)
MM004  MSc in Physiotherapy (by dissertation)
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
MM013  MSc in Nutrition (by dissertation)
MM016  MPhil (for subspeciality training)
MM017  MSc in Nursing (by coursework & dissertation)
MM018  MSc in Occupational Therapy (by coursework & dissertation)
MM019  MSc in Audiology (by coursework & dissertation)
MM020  MSc in Speech-Language Pathology (by coursework & dissertation)
MM021  MPhil (by dissertation)
MM023  MSc in Dietetics (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 1st quarter
B 2nd quarter
C 3rd quarter
D 4th quarter
F 1st semester
H Full year - 1st and 2nd semesters
J Summer term 1st session
L Winter term
M Multi-term course
P Summer term 2nd session
S 2nd semester
U Summer term 1st and 2nd sessions
W Full year - 1st and 2nd semesters
X Special allocation
Z Non-standard period
Where to find rules and syllabus information about degrees, diplomas and UCT policies affecting students

(a) All students are required to study
   • the General Rules for students in the Faculty (Page 17)
   • 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 21 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 226).

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 (Duly performed) requirement: Required minimum level of performance during the year to qualify a student to do an examination in a particular course or module.

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

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

Health and Rehabilitation Sciences: Physiotherapy, Occupational Therapy, Audiology, Speech-Language Pathology 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.

OSCE: Objective Structured Clinical Examination.

OSPE: Objective Structured Practical Examination
**Summative assessment:** Final examination/s in a course at the end of the course.

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

**Programme, 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 within the master of Public Health programme).

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

**Semester:** A half-year.

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**Dean's Office, Faculty Office, Education Development Unit and Primary Health Care Unit**

**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: Research and Postgraduate Studies:**  
Prof CL Vaughan, BSc(Hons) *Rhodes* PhD *Iowa*

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

**Health Services Advisor to the Dean:**  
R L Morar, MBChB *Natal*, DHMEF MMed (Community Health) *Cape Town*, FCPHM SA

**Faculty Manager: Academic Administration:**  
B Klingenberg, BA HED *UOFS*

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

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

**Manager: Undergraduate Administration:**  
V Naidoo BCom(Hons) *UWC*

**Manager: Postgraduate Administration:**  
A Winckler, BA *UPE*

**EDUCATION DEVELOPMENT UNIT**  
(*Tel: 021 406 6646*)
RED ALERT: The content provided is out of date and may not reflect the current situation.
Postgraduate student administration matters

Academic Administration section of Faculty Office of Health Sciences

Computer laboratory queries

ICTS, Anatomy Building, Health Sciences campus

Deferred examinations

Records Office (Kramer Law Building)

Fee problems/accounts

Central Fees Office (Kramer Law Building)

Fee payments

Cashier’s office, Kramer Law Building

(09h30 to 15h30)

Financial assistance

Student Financial Aid Office (Kramer Law Building, middle campus)

Postgraduate Funding Office (Otto Beit Building, upper campus)

(021) 650 2125

(021) 650 2206/

(021) 650 3629

Leave of absence

Academic Administration section of Faculty Office of Health Sciences:

Undergraduate: (021) 406 6559

Postgraduate: (021) 406 6327

Medical Library queries

Medical Librarian, Health Sciences Faculty Library

(021) 406 6130

Registration issues

Academic Administration section of Faculty Office of Health Sciences:

Undergraduate: (021) 406 6634

Postgraduate: (021) 406 6751

Other queries

Undergraduate (021) 406 6634

Postgraduate (021) 406 6751

Associated Teaching Hospitals

GROOTE SCHUUR HOSPITAL

Chief Executive Officer:
Dr M S Kariem, MBChB Cape Town MPhil UWC FCPHM SA

RED CROSS CHILDREN’S HOSPITAL

Chief Executive Officer:
D S Erasmus, MBChB BSc (Hons)(Microbiol) MSc (Virol) Cape Town BB&A Hons Stell

VICTORIA HOSPITAL

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

SOMERSET HOSPITAL

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

VALKENBERG HOSPITAL

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

2 MILITARY HOSPITAL

Chief Executive Officer:
Col N P Maphaha

Medical Superintendent:
Lt Col R Ismail, MBChB Cape Town
Student societies and organisations

Health Sciences Students Council (HSSC):
The HSSC is the official representative body for all undergraduate students in the Faculty. Voting members comprise a representative from each MBChB class, one from each class 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 1st 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
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 convenor or from the Faculty Office where necessary.

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

A booklet titled "Don't Panic" is handed to all undergraduate students at registration. This includes (amongst others) maps of the campuses and Groote Schuur Hospital, services available to students, information on and contact details of student organisations, and other helpful information.
Postgraduate students requiring support may contact the Faculty office and/or the academic staff members acting as Portfolio Managers: Postgraduate Student Support. (Call 406 6327 for more information.)

**Undergraduate academic year: 2009**

The 2009 term and registration dates for the various undergraduate degrees are given below.

### MBChB

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth and Fifth Year</th>
<th>Sixth Year</th>
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<tr>
<td>16 Feb - 03 April</td>
<td>19 Jan – 03 April</td>
<td>16 Jan – 03 April</td>
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<td>27 Jul – 04 Sep</td>
<td>20 Jul – 04 Sep</td>
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<td>14 Sep - 18 Dec</td>
<td>Registration date:</td>
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### BSc AUDIOLOGY AND BSc SPEECH-LANGUAGE PATHOLOGY

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<tr>
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<th>2&quot;nd, 3&quot;rd &amp; 4&quot;th Year</th>
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<tr>
<td>16 Feb – 03 April</td>
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<td>14 April - 12 Jun</td>
<td>14 April – 12 Jun</td>
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<td>27 Jul – 04 Sep</td>
<td>27 Jul – 04 Sep</td>
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<tr>
<td>14 Sep - 18 Dec</td>
<td>14 Sep – 18 Dec</td>
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<tr>
<td>Registration date:</td>
<td>Registration date:</td>
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<tr>
<td>04 February 2009</td>
<td>26 January 2009</td>
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### BSc OCCUPATIONAL THERAPY

<table>
<thead>
<tr>
<th>1&quot; Year</th>
<th>2&quot;nd &amp; 3&quot;rd Year</th>
<th>4&quot;th Year</th>
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<td>16 Feb – 03 April</td>
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<td>27 Jul – 04 Sep</td>
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<td>Registration date:</td>
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### BSc PHYSIOTHERAPY

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<th>1&quot; Year</th>
<th>2&quot;nd &amp; 3&quot;rd Year</th>
<th>4&quot;th Year</th>
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<tbody>
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<td>16 Feb – 03 April</td>
<td>19 Jan – 03 April</td>
<td>19 Jan – 03 April</td>
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<tr>
<td>14 April - 12 Jun</td>
<td>14 April – 12 Jun</td>
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<td>14 Sep - 18 Dec</td>
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<tr>
<td>Registration date:</td>
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<td>Registration date:</td>
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**Postgraduate academic year and important dates: 2009**

Unless otherwise indicated, the last date on which postgraduate students doing programmes by coursework and dissertation may be allowed to register or re-register at the Faculty Office is 28 February. Students who register late are subject to a penalty fine. Please note that the payment of fees and registration are separate processes and students must ensure that they make the initial fee payment on or before the due date as stipulated in the 2009 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)**

With this Declaration:

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

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

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

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

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

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

I shall resist institutional and other pressures to work against the tenets of this Declaration and I shall support professional activities to protect colleagues who are threatened with victimisation when acting in accordance with the highest moral standards.

I make this declaration solemnly, freely and upon my honour.


**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 favoritism;
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>2007</td>
<td>Dr I A Joubert</td>
<td>Anaesthesia</td>
</tr>
<tr>
<td>2005</td>
<td>Dr M Blockman</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>2004</td>
<td>Associate Professor V Burch</td>
<td>Medicine</td>
</tr>
<tr>
<td>2003</td>
<td>Associate Professor G Louw</td>
<td>Human Biology</td>
</tr>
<tr>
<td>2003</td>
<td>Dr P Berman</td>
<td>Chemical Pathology</td>
</tr>
<tr>
<td>2002</td>
<td>Associate Professor J Krige</td>
<td>General Surgery</td>
</tr>
<tr>
<td>2001</td>
<td>Dr C Slater</td>
<td>Human Biology</td>
</tr>
<tr>
<td>2000</td>
<td>Associate Professor A Mall</td>
<td>General Surgery</td>
</tr>
<tr>
<td>2000</td>
<td>Professor D Knobel</td>
<td>Forensic Medicine</td>
</tr>
<tr>
<td>1998</td>
<td>Professor MFM James</td>
<td>Anaesthesia</td>
</tr>
<tr>
<td>1993</td>
<td>Professor JC de Villiers</td>
<td>Neurosurgery</td>
</tr>
<tr>
<td>1989</td>
<td>Professor EJ Immelman</td>
<td>General Surgery</td>
</tr>
<tr>
<td>1988</td>
<td>Associate Professor G R Keeton</td>
<td>Medicine</td>
</tr>
<tr>
<td>1987</td>
<td>Dr C Warton</td>
<td>Anatomy &amp; Cell Biology</td>
</tr>
<tr>
<td>1985</td>
<td>Professor A Forder</td>
<td>Medical Microbiology</td>
</tr>
<tr>
<td>1984</td>
<td>Dr AH Robins</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>1982</td>
<td>Professor W Gevers</td>
<td>Medical Biochemistry</td>
</tr>
<tr>
<td>1981</td>
<td>Professor R Kirsch</td>
<td>Medicine</td>
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</table>
GENERAL RULES FOR STUDENTS IN THE FACULTY

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

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

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

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, dress 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 FG7.4.)

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.]

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

Continuous assessment
FG6 The performance of each student is subject to continuous assessment in all courses prescribed for the degree or diploma. The student's 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
FG7.1 Applicants to this Faculty of Health Sciences who have been refused re-registration in
this or another faculty will not generally be accepted.

FG7.2 Except by permission of the Senate, a student shall not be admitted to register in the following academic year of study unless he/she has satisfactorily completed all the courses prescribed and satisfactorily performed all the work required for the preceding year.

FG7.3 A student in any undergraduate degree who fails one or more courses prescribed in any year of study may be required to repeat all courses prescribed for that year, including courses he/she may have passed before, unless the Senate exempts him/her from re-attendance and/or re-examination in a course or courses passed by him/her on grounds that he/she has attained a standard regarded by the Senate as sufficiently high in the course/s concerned.

FG7.4 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 re-admission requirements set for the course or qualification concerned: or
(b) has been found guilty of unprofessional conduct; or
(c) has, following professional assessment, been found unfit to practise healthcare.

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

FG7.6 Except by permission of the Senate, 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.

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

FG7.8 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.

Supplementary examinations and/or additional training time
FG8 An undergraduate student who fails any course or courses may be permitted by the Senate to write a supplementary examination and/or may be required to spend additional 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
and times of examinations and supplementary/deferred examinations (where this applies).

Fieldwork and insurance cover
FG10.1 Undergraduate and some postgraduate students receive clinical instruction in a variety of settings, which include community settings. The Faculty will take every precaution at its disposal to ensure the safety of students who are trained in community settings. While the University arranges professional indemnity and some personal accident insurance cover for all registered students, students who use their own vehicles to travel to fieldwork sites are advised to take out their own insurance cover for their vehicles.

FG10.2 In many cases, University transport is made available to enable groups of undergraduate students to attend fieldwork sites that are some distance from the Faculty's campus. Students who are required to attend fieldwork requirements for which Faculty transport is not available will be responsible for their own transport and transport costs to fieldwork sites.

Withdrawal from a programme or course
FG11.1 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.)

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

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

FG14 Period of registration

14.1 Minimum period
   (a) 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.

14.2 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.

14.3 Re-registration
   A candidate’s progression to the next year of study will be subject to approval of 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.

FG15 Registration dates

15.1 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 1 May.

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

15.3 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.

15.4 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 FG13 on page 20 of this Handbook).

FG16 Examination

16.1 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.

16.2 In the case of examination by coursework and dissertation, a candidate must obtain at least 50% for each coursework component and for the dissertation.

16.3 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 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.

16.4 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.

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

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

16.7 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.

16.8 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.

FG17 Submission of dissertation
17.1 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.
17.2 The University does not undertake to reach a decision on the award of the degree by any specific date.
17.3 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.
17.4 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 a compact disc. Should additional examiners be appointed, extra copies of the dissertation will be required.
17.5 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.
17.6 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.)

FG18 Revision of dissertation
18.1 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.
18.2 No candidate shall be invited more than once to revise and resubmit his/her dissertation.
**FG19**

**Upgrading from master’s 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.)*

**FG20**

**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.

**FG21**

**Concessions**

Any exemption from or modification of the above rules shall be subject to the Senate's approval.
# 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, Peninsula Maternity, Jooste, Red Cross War Memorial Children's and Princess Alice Orthopaedic Hospitals, and by the staff of the City Park Hospital, Valkenberg Hospital, day hospitals, municipal clinics, the Public Vaccination Station and at various fieldwork sites. Every student is expected to provide himself/herself with the required instruments for clinical work.

## MBChB Curriculum (MB014)

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

The curriculum structure is set out below.

Each year is divided into two semesters. Year 1, for example, consists of semester 1 (January to June) and semester 2 (July to November).]

### Programme convenor:

Prof V Burch (Department of Medicine)

### Curriculum outline

The courses prescribed for each semester are as follows:

#### Semesters 1 and 2 (first year)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPH1001F</td>
<td>Becoming a Professional</td>
</tr>
<tr>
<td>HUB1006F</td>
<td>Introduction to Integrated Health Sciences: Part 1</td>
</tr>
<tr>
<td>CEM1011F</td>
<td>Chemistry for Medical Students</td>
</tr>
<tr>
<td>HUB1007S</td>
<td>Introduction to Integrated Health Sciences: Part 2</td>
</tr>
<tr>
<td>PHY1025S</td>
<td>Physics</td>
</tr>
<tr>
<td>PPH1002S</td>
<td>Becoming a Health Professional</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 FBA6.3 below.]
FBA4.2  **Semesters 3 to 6 (second and third years)**

LAB2000S  Integrated Health Systems Part IB  
PPH2000W  Becoming a Doctor Part IA  
SL2002H  Becoming a Doctor Part IB  
HUB2017H  Integrated Health Systems Part IA  
PPH3000H  Becoming a Doctor Part 2A  
SL3002F  Becoming a Doctor Part 2B  
LAB3009H  Integrated Health Systems Part 2  
MDN3001H  Introduction to Clinical Practice

In semester 4, one of the following Special Study Modules:-  

FBA4.3  **Semesters 7 and 8 (fourth year)**

PRY4000W  Psychiatry  
OBS4003W  Obstetrics  
MDN4011W  Medicine (including Dermatology)  
PPH4013W  Public Health  
PPH4014W  Primary Health Care (including Family Medicine)  
MDN4015W  Pharmacology and Applied Therapeutics

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

FBA4.4  **Semesters 9 to 10 (fifth year)**

AAE5000H  Anaesthesia  
PPH5000H  Primary Health Care Elective  
PED5001W  Paediatrics (including Paediatric Surgery)  
MDN5002W  Medical and Surgical specialities (including Dermatology, Neurology, Neurosurgery, Ophthalmology, Otorhinolaryngology and Rheumatology)  
OBS5003W  Obstetrics and Gynaecology  
CHM5003W  Surgery (including General Surgery, Plastic Surgery and Urology)  
MDN5003H  Pharmacology and Applied Therapeutics  
CHM5004H  Trauma  
CHM5005H  Orthopaedic Surgery  
LAB5008H  Forensic Medicine

FBA4.5  **Semesters 11 and 12 (sixth year)**

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

**Duly Performed requirements**

FBA5.1  Students must meet the Duly Performed (DP) requirements for a course that has such requirements in order to qualify to write the examination in that course. DP requirements reflect their importance in the development of professional attitudes. Continuous assessment, contribution to team and group work, responsibility for self-learning and respect amongst fellows are key features of the curriculum that are assessed in DP requirements.
26 RULES AND CURRICULA FOR UNDERGRADUATE PROGRAMMES

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 convenor 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, students could be refused a DP, and hence refused access to the final examination.

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. Students are required to obtain an overall pass mark of at least 50% for each course and, if the course includes more than one subcomponent or more than one discipline, to pass each of the subcomponents of the course with at least 50%.

FBA6.2 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.

FBA6.3 Failure of a course in semesters 1 and 2
(a) Any student who fails PPH1001F, HUB1006F and/or CEM1011F will be transferred to the Intervention Programme (IP). The following courses must be passed during the Intervention Programme by a student who enters the Intervention Programme after Semester 1:
Intervention Programme Part 1:
• HUB1010S Fundamentals of Integrated Health Sciences Part 1
• CEM0011S Chemistry for Medical Students
Intervention Programme Part 2:
• HUB1011F Fundamentals of Integrated Health Sciences Part 2
• CEM1011X Chemistry for Medical Students
(b) Once the student has passed HUB1010S, HUB1011F, CEM0011S and CEM1011X, he/she may proceed to Semester 2 of the standard curriculum. He/she will register for:
• HUB1007S Introduction to Integrated Health Sciences Part 2
• PHY1025S Physics
• PPH1002S Becoming a Health Professional.
(c) Once the student has passed these three courses, he/she may proceed to semester 3 (second academic year of the standard curriculum).
[Note: A student who fails any course in the Intervention Programme may be refused readmission. See Readmission Rule FBA8.1(c)]
(d) Unless Senate rules otherwise, a student who was not required to enter the Intervention Programme and fails HUB1007S or PPH1002S or PHY1025S is required to enter the Intervention Programme Part 2.

FBA6.4 Failure of a course in Semesters 3 to 6 (second and third academic years of study)
A student who fails any course in the second or third year MBChB may be required to repeat all courses, including those already passed.

FBA6.5 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.

FBA6.6 In the case of courses that are not written off at the end of semester 8 (year 4) - e.g. Anaesthesia and Neonatology - but where the mark is carried over and included in a course mark in semesters 9 and/or 10 (fifth year), a student has to obtain an overall pass mark for the in-course assessments in fourth year in order to qualify to proceed into fifth year. Where the student does not obtain such overall pass-mark, he/she may be required to undergo additional clinical training at the end of semesters 8 and 10 (at the end of fourth and/or fifth year) 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, via the Faculty Examination Board, may require the student to repeat the whole year, including the courses he/she has already passed.

FBA6.7 A student who has passed but obtained less than 55% for any of the courses in semesters 7 and 8 (fourth year), or who, in the opinion of the Examination Board, has otherwise not obtained a sufficiently solid foundation in any clinical course or subcomponents of such course, may be required to undergo additional, remedial clinical training in the disciplines/s concerned during the primary health care elective block (PPH5000H) in the fifth year, and undergo an assessment during and/or at the end of such additional training time.

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 convenor 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 17.] A student may be refused permission to renew his/her registration in the following semester if he/she
(a) fails to meet DP (Duly Performed) requirements in any course that has such requirements;
(b) fails a course which he/she is repeating;
(c) is in the Intervention Programme and fails any course in it;
(d) fails to complete the courses prescribed for semesters 1 and 2 (first year) by the end of his/her second year of study;
(e) fails to complete the courses prescribed for the first six semesters (years 1 to 3) by the end of his/her fifth year of study;
(f) fails to complete the courses prescribed for the first eight semesters (years 1 to 4) by the end of his/her sixth year of study;
(g) will be unable to complete the whole degree within 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 287 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 course, as well as CEM1011X, if they have not successfully completed CEM1011F. CEMO011S is in the first part of the Intervention Programme (second semester) and together with CEM1011X (a first semester course the following year), is equivalent to a CEM1011F credit.]

Course convenor: 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 and the practical is three hours. Students have daily contact with 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 (Duly Performed) 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 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 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.

PPH1001F BECOMING A PROFESSIONAL

Course convenor: Ms L Olckers.

Course outline: This is a first semester course which introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional as well as a member of a professional team. 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 (Duly Performed) requirements, which entail:

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

Absence on the ground of illness requires a medical certificate. Validity of absence on 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.

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**PPH1002S  BECOMING A HEALTH PROFESSIONAL**

**Course convenor:** Ms L Olckers.

**Course outline:** This is a second semester course, which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The 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). 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 (Duly Performed) 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 1
Course convenor: Dr G Gunston.
Course outline: This is a first semester course that introduces students to the whole person via the bio-psycho-social model. Using the human life cycle as the theme of the course, students 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 that meets twice a week. In these groups students discuss and analyse a number of carefully designed cases that illustrate the key issues that they are required to learn. In addition, students are provided with a range of other resources [e.g. lectures and practical sessions] to help them learn.

Apart from providing students with the means to develop content knowledge, a key aim of the PBL curriculum is to allow students the structured opportunity to develop important professional life skills [e.g. work effectively in teams, learn independently, problem-solve and think critically]. The course is also a key diagnostic course, and there is regular assessment to help determine whether students have the requisite foundational knowledge and skills to participate and learn successfully in the subsequent semesters of the MBChB programme.

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
• weekly problem-based learning sessions
• scheduled tutorials
• scheduled BHS practical sessions
and complete
• all set written activities
• all scheduled in-course assessment activities.

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

Assessment: Students are required to write a number of in-course assessments and an end-of-course assessment. The written assessments use a case-based format. In addition, students have to complete a BHS (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:

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<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assessment one</td>
<td>10%</td>
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<tr>
<td>Assessment two</td>
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<tr>
<td>Assessment three</td>
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<tr>
<td>BHS practical activities</td>
<td>5%</td>
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<tr>
<td>BHS test</td>
<td>5%</td>
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<td>BHS practical examination</td>
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**HUB1007S INTRODUCTION TO INTEGRATED HEALTH SCIENCES PART 2**

**Course convenor:** Dr G Gunston.

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

Students 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
  - scheduled BHS practical sessions

- 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 an end-of-course assessment. The written assessments use a case-based format. In addition, students have to complete two BHS practical assessments, a test and an examination. In order to pass Introduction to Integrated Health Sciences Part 2, a student must obtain an overall assessment mark of 50%.

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

The weighting of assessment components is as follows:
Assessment one 10%
Assessment two 15%
Assessment three 50%
Practical activities 5%
Computer-based MCQ 5%
Test 5%
Practical examination 10%.

HUB1010S FUNDAMENTALS OF INTEGRATED HEALTH SCIENCES PART 1
Course convenor: Dr R Alexander.
Course outline: This is a semester course which revisits the content of the course HUB1006F Introduction to Integrated Health Sciences Part 1. 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. Ongoing 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 of an effective health professional.

DP requirements: In order to progress to HUB1011F Fundamentals of Integrated Health Sciences Part 2, students must meet the following DP (Duly Performed) requirements:
• Attendance of and participation in all activities: PBL, lectures, tutorials, practicals
• Completion of all set assignments
• 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 70% of the semester mark. Class work and assignments contribute 30% of the semester mark. There is no summative examination for this course.

CEM1011F CHEMISTRY FOR MEDICAL STUDENTS
(Faculty of Science)
Course convenor: To be announced.
Course outline: This is a compulsory half-course offered by the Department of Chemistry for first year medical students. It does not qualify as a first year course in the Faculty of Science. It is an introductory course in chemistry specifically designed to provide first-year medical students with knowledge of the fundamental aspects of chemical theory. At the same time the course is used as a diagnostic tool to explore students' scientific knowledge and the possible need for intervention. The course comprises 60 formal contact hours during which selected topics in physical and organic chemistry that are relevant to biochemistry, physiology, pharmacology, chemical pathology and
medical microbiology are covered. Topics have been selected to equip students with the basic understanding of those key chemical principles they require for the medical programme. The formal contact sessions are augmented by a practical course 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 (Duly Performed) requirements, which entail:

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

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

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

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**CEM1011X CHEMISTRY FOR MEDICAL STUDENTS**

*(Faculty of Science)*

[Students in the Intervention Programme are required to take this course if they have not successfully completed CEM1011F. CEM1011X is in the second part of the Intervention Programme (first semester) and students continue with this course after completing CEMO011S the previous year. The CEM1011X course commences at the beginning of the year and is completed in June at the end of the first semester. The CEM1011X course, together with CEMO011S, is equivalent to a CEM1011F credit.]

**Course convenor:** Dr S Wilson.

**Course outline:** CEM1011X is a foundational chemistry course and, together with CEMO011S, 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 CEM1011X course comprises three lectures and one three-hour tutorial session per week in the first quarter of the first semester and one three-hour tutorial session in the second quarter of the first semester.

**DP requirements:** To qualify for the summative assessment (final examination) in June, students have to meet the DP (Duly Performed) 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 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 2
Course convenor: Dr R Alexander.

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

DP requirements: To qualify for the final examination, students must meet the following DP (Duly Performed) requirements:

- Attendance of and participation in all activities: PBL, lectures, tutorials, practicals
- Completion of all set assignments
- 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 assessments that will examine the range of knowledge, skills and attitudes developed in this course. These assessments will contribute 60% of the total mark, and a final, end-of-programme examination will contribute 40% of the total mark for the course.

PHY1025S PHYSICS FOR MEDICAL STUDENTS
(Faculty of Science)
Course convenor: Prof C M Comrie.

Course outline: Topics covered include: Mathematical skills for physics; Newton's laws of translational motion, force, friction, work and energy; bodies in static equilibrium; density and pressure in fluids; fluid flow, viscosity, wave motion, transverse and longitudinal waves, interference of waves; sound, ear's response to sound, interference, Doppler effect, ultrasound and medical imaging; temperature, gas laws, heat, heat transfer; 1st law of thermodynamics, human metabolism and 1st law, 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 (Duly Performed) 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 1A
(SLL2002H BECOMING A DOCTOR PART 1B)
PPH3000H BECOMING A DOCTOR PART 2A
(SLL3002H BECOMING A DOCTOR PART 2B)

Course convenors: Assoc Prof D Hellenberg and Sr R Nash; Mr I van Rooyen (School of Languages and Literatures).

Course outline: The course runs over semesters 3 to 5 and occupies 40% of students' total study time in semesters 3 to 5. It consists of and integrates three main sections:
1. Clinical methods
2. Language and communication
3. Family Medicine.

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 Xhosa in semester 2, students will learn how to communicate with patients whose language (English, Afrikaans or Xhosa) and culture are different from their own. This includes not only linguistic skills, but also an awareness of the contribution of cultural background to the doctor's and patient's concept of health and illness and to the doctor-patient relationship. By the end of the course, students will be able to establish a relationship with a patient and obtain the main points of history in English, Xhosa and Afrikaans. The focus is on oral communicative competence rather than written skills. (See separate outlines for SLL2002H and SLL3002H on p37 and p40 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 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 their own, through group tutorials, peer learning and self-directed learning. Language learning also makes use of group work, the language laboratory, peer learning and multimedia sessions. A small group tutorial environment permits students’ discussion of the doctor-patient relationship and the consultation prior to working with patients. Later, learning takes place in community practices, clinics and other centres, 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:**
- 36 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**
- 66 hours of practicals.

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:**
- 27 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**
- 30 hours of practicals.

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
- 15 hours of field work.

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

**Clinical skills**
- 54 hours of practicals.

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

**DP requirements:** To qualify for the summative assessment at the end of semester 4, students have to meet the DP (Duly Performed) requirements, which entail:
- Attending clinical skills sessions
- Attending language and communication activities, tutorials, and practicals
- 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 (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 Xhosa) at a level sufficient for a basic sharing of health-related information.

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

The in-course assessments (ISCEs held at the end of semester 3 and midway through semester 4) constitute 50% of the final mark for year 2 and the OSCE 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) will contribute equally to the course mark and have 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.

Failure to pass the assessment at the end of semester 4 and failure to pass a supplementary assessment will require a student to repeat all courses in semesters 3 and 4, excluding the Special Study Module, unless the student has previously passed this with 60%. 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.

A summative assessment at the end of semester 5 contributes 40% of the total marks for the BaDr course.

SLL2002H BECOMING A DOCTOR PART 1B (Faculty of Humanities)
Course convenor: Mr I van Rooyen.
Course outline: "Afrikaans: Kommunikasievaardighede vir Dokters": The content of the Afrikaans course is synchronised with the content for PPH2000W Becoming a Doctor Part 1A. The focus of the Afrikaans course is on communication skills, and specifically on those skills that may be required for doctor-patient interaction, including skill in asking questions and in effectively entering into dialogue with a patient. The course focuses on the unique pronunciation and stylistic variants of individual patients, culture-specific words and expressions, and the possible 'indigenisation' of language.

DP requirements: At least 90% class attendance; completion of all in-course assessments.
Assessment: Two oral summative assessments in semester 3, and two oral summative assessments in semester 4.

Course convenor: Prof A Morris.
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 4 hours of face-to-face learning
- A minimum of 18 hours of supervisor-directed learning
- A minimum of 72 hours of self-directed learning and/or practical/field-work activity
- 60 hours of self-learning.

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

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

Assessment in SSMs is based on a referenced written report of 2500-3000 words, relating to the field of work and subject to a formative process throughout the SSM. Performance is marked, using a criterion-based marking schedule, which is described in the SSM information booklet. A random selection of all SSM reports (and those with borderline or very high or low marks), are double-marked by the module convenor and a second marker (either another member of staff in that unit, or the overall convenor, or the external examiner). The SSM Moderating Board decides the final mark. Students who fail the SSM are required to re-submit an improved written report during Semester 4.

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**HUB2017H (Semesters 3 and 4) LAB2000S (Semester 4) INTEGRATED HEALTH SYSTEMS PART 1 A AND B**

**LAB3009H (Semesters 5 and 6) INTEGRATED HEALTH SYSTEMS PART 2**

**Course convenors:** Dr C Slater (HUB2017H), Dr J Ramesar (LAB2000S), Prof G Louw and Dr V Leaner (LAB3009H).

**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 results when the normal structure and function change during illness and disease, the impact on the well-being of the individual, family and society, and the role of the health care services in alleviating illness. The approach of this course remains that of supported problem-based learning, as begun in earlier semesters. This entails case-based, group learning supported by lectures, practicals and stand-alone modules. Students develop the key life skills that are the central-requirements of an effective health care professional, including that of a multidisciplinary team approach. Twenty cases, all of which have relevance 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.

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

**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 (Duly Performed) requirements:

- Attend problem-based learning sessions
- Attend tutorials, stand-alone units and practicals
- Complete set assignments
- Sit assessment activities.

In cases where students fail to complete a particular in-course assessment, they must apply for a deferred class test to the course convenor. Students may not miss problem-based learning sessions without a valid reason and 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 problems will be considered on an individual basis.

**Assessment:** Students are required to complete a series of in-course assessments, based upon learning objectives and practicals, which contribute 60% the final assessment at the end of semester 4. A summative assessment is held at the end of Semester 4, contributing 40% to the total mark. Assessment tasks include written papers, assignments that form part of a portfolio and practical examinations. Regular self-assessment activities provide feedback to students on their progress.

Students must achieve an overall pass in semesters 3 and 4 in order to progress to semester 5. The result of the assessments in semester 3 and 4 are carried forward as in-course marks to contribute to the final semester 6 mark. All the in-course assessments comprise 60% of the total final mark. The final examination is at the end of semester 6, and constitutes 40% of the total final mark.

An Assessment Board meets at the end of semester 4 to examine students' academic performance during semesters 3 and 4, based on in-course, performance-based assessments, and a summative assessment taken at the end of semester 4, to determine whether they may progress to semester 5. Students have to obtain an overall pass mark comprising marks for all in-course assessments and the summative assessment at the end of semester 4. If students fail to pass these assessments, they are be required to repeat all courses in semesters 3 and 4, including the Special Studies Module, if they passed such courses with less than 60% or failed them.
to apply the principles learnt in the Integrated Health Systems courses to clinical practice. Students rotate through five clinical attachments of three weeks each. These attachments cover the domains of adult health and illness, women's health and illness, perinatal health and illness, mental health and illness and a clinical skills module. Within these attachments, students interview, examine and assess patients in hospitals and health care institutions. The purpose of the attachments is to build upon the core knowledge and clinical skills learnt in semesters 3-5 through the medium of exposure to patients, and to give students added confidence in their interaction with patients. These clinical attachments are complemented by a study and tutorial programme introducing the principles of medical ethics, therapeutics and genetics.

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

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

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

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

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

**Course convenor:** Mr I van Rooyen.

**Course outline:** "Afrikaans: Kommunikasievaardighede vir Dokters": The course further develops the skills learnt in the second year. Attention is given to history-taking within a clinical context and responses to individual speech acts.

**DP requirements:** At least 90% class attendance. Completion of all in-course assessments.

**Assessment:** Two oral summative assessments.

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**PRY4000W PSYCHIATRY**

**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.

**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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**OBS4003W OBSTETRICS**

**Course convenors:** Dr G Draper and Dr L Schoeman.

**Course outline:** The block consists of an eight-week programme which is shared between obstetrics and neonatology. It builds on the introduction provided in the Year 3 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.

**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.

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**MDN4011W MEDICINE**

**Overall course convenor:** Prof V Burch.

**INTERNAL MEDICINE**

**Course convenor:** Prof V Burch.

**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, New Somerset Hospital and Khayelitsha Community Health Centre. During the year, students undertake clinical clerkship attachments at assigned health care service sites. During each attachment, students have daily access to the wards and clinics from 08h00 –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.

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

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

Course outline: Dermatology is offered to fourth year MBChB students as 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:
• 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.

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 4th year portfolio.

PPH4013W PUBLIC HEALTH

Course convenor: Prof L London.

Course outline: This is an eight-week course integrated with the course PPH4014W Primary Health Care, comprising 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, evidence-based practice, occupational and environmental health, communicable disease control, health economics and health needs of vulnerable groups, aiming to prepare students for population-orientated practice in South Africa.

Fieldwork: Students conduct community-based research projects in Khayelitsha, Blaauwberg, Vanguard and in two placements with local NGOs, TAC and CANSA. They also undertake on-site visits to health services in communities, factories and special settings as part of their learning experience.

Assessment: A two-hour written examination takes place at the end of the course. Students' assignments include a project protocol, project presentation and a written report. 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.

PPH4014W PRIMARY HEALTH CARE

[Note: This course also includes family medicine and palliative care.]

Course convenors: Mrs M J Keikelame, Dr S Saban, Dr L Gwyther.

Primary health care:

Course outline: This course is an integrated eight-week block rotation offered by the School of Public Health and 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 four community-based teaching sites, namely: Khayelitsha, Vanguard, Woodstock and Mamre/Atlantis. This placement provides students with the opportunity to engage with communities
and to gain a contextual understanding of factors affecting health. Through practical 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.

**Assessment:** In-course assessment counts 80% of all PHC/health promotion projects listed below:
- Group projects: Health promotion oral presentations and written report
- Individual projects: Reflective journal and written assignment.

**Family medicine and palliative care:**

**Course outline:** This block includes rotations in family medicine and palliative care. It builds on the BaDr semester, focusing on the foundations and principles of family medicine and palliative care and the practice of essential skills. It includes a CHC (community health centre) patient consultation and management, general practice and hospice attachments.

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

**Assessment:** The family medicine/ palliative care assessment comprises 20% of the PPH4014W total mark.

In order to pass PPH4014W, 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.

**MDN4015W  PHARMACOLOGY AND APPLIED THERAPEUTICS**

**Course convenor:** Assoc Prof K I Barnes.

**Course outline:** This course is integrated within two of the rotations in 4th 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.

**Assessment:** This course will be 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 will be 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>10%</td>
</tr>
<tr>
<td>In-course assessment (foundation in clinical pharmacology)</td>
<td>10%</td>
</tr>
<tr>
<td>Acute care therapeutics end-of-block assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Foundation in clinical pharmacology end-of-block assessment</td>
<td>40%</td>
</tr>
<tr>
<td>Multi-disciplinary portfolio task assessment</td>
<td>15%</td>
</tr>
</tbody>
</table>

**AAE5000H  ANAESTHESIA**

**Course convenor:** Dr R Nieuwveld.

**Course outline:** Anaesthesia is formally taught in the 4th and 5th years of study with a case studies component in 6th year. The four-week 4th year course is presented within the medicine block and is based on tutorials with clinical teaching and exposure in the operating theatres. In the 5th year, practical clinical instruction is presented, offering clinical anaesthesia exposure integrated with surgery and offered over the four-week orthopaedics and trauma rotation. The 4th and 5th years' learning in anaesthesia must be considered as a single continuum.

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

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

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

In 6th year, the student is required to compile a portfolio of four clinical case studies of patients they have clerked during their cutting specialties rotations, discussing the peri-operative and anaesthetic management.

DP requirements: A logbook of skill tasks to be performed is prescribed for the 4th year and must be completed and signed off. Failure to complete these requirements may prevent the student from writing the final 5th year 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>
</tr>
</thead>
<tbody>
<tr>
<td>4th Year end-of-block clinical exam</td>
</tr>
<tr>
<td>4th Year end of year exam</td>
</tr>
<tr>
<td>5th Year clinical case assessments (4)</td>
</tr>
<tr>
<td>5th Year end of year exam</td>
</tr>
</tbody>
</table>

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

Students who fail to achieve 30 out of 55 (55%) in 4th year may be required to attend further training at the end of the 4th year (Rule FBA6.6 on p27).

The Anaesthesia mark for the course AAE5000H is finalised at the end of the 5th year, but Anaesthesia will be represented in the multidisciplinary portfolio examinations at the end of 6th year, where the clinical case studies may be assessed.

PPH5000H PRIMARY HEALTH CARE ELECTIVE

Course convenor: J Irlam.

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

The elective serves two categories of student:

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

These students are required to undertake the elective at a placement of their choice:
(a) 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 convenor.

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

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

Assessment of clinical placement: A pass/fail assessment is made, based on:
- A written elective report by the student.
• A standardised evaluation by the external supervisor. Students who fail are required to repeat three weeks of their placement at a location to be selected by the Faculty.

**Category 2:** Students who have achieved less than 55% in one or more of their 4th year courses are placed at a local secondary teaching hospital to enhance their skills in the discipline in which they are weakest.

**Supervision:** Supervision is by a Faculty 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.

*[Note: Please see rule FBA7 on page 27 relating to the Primary Health Care Elective.]*

**PED5001W  PAEDIATRICS (including Paediatric Surgery)**

**Course convenors:** Dr S Delport and Dr A Spitaels.

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

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

- Knowledge of common core paediatric diseases and conditions
- Skills such as taking a paediatric history; ability to examine a child or adolescent; 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
- **Must recognise:** Requiring awareness of the topic and its inclusion in a differential diagnosis - omission of which could be detrimental to the child.

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

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

**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 four components, as follows:

<table>
<thead>
<tr>
<th><strong>% contribution total mark</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (bedside tutorials)</td>
<td>25%</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
End-of-year written paper 30%
Neonatal medicine (from 4th year) 20%

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.

MDN5002W  MEDICAL AND SURGICAL SPECIALTIES

Overall course convenor: Dr S Jessop.

[This eight-week block 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, the student 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, the student fails the course and will have to repeat 5th year.
- Portfolio cases from each speciality are required for the portfolio examination in 6th year.

DERMATOLOGY

Course convenor: Assoc Prof G Todd.

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

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:
In-course assessment (written case handed in for marking during the week rotation) 15%
End-of-block OSCE (includes clinical cases, paper cases, slides ulcers, therapeutics) 45%
End-of-year short answer written examination based on slides 40%

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

NEUROLOGY AND NEUROSURGERY

Course convenors: Neurology Assoc Prof R Eastman; Neurosurgery: Prof G Fieggen.

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 specialty
  - radiologic assessment.
- Professional behaviour appropriate to clinical practice.

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

Core curriculum:
A core curriculum has been defined for each of the four components of the course. The required learning is categorised in two ways:
- A list of core clinical problems students are expected to be able to evaluate clinically, e.g. a patient presenting with hemiparesis
- A list of core clinical topics students are expected to be knowledgeable about, e.g. stroke.

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

Assessment: Students undergo formative 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:

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

OPHTHALMOLOGY

Course convenor: Dr N du Toit.

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

**Core learning outcomes:** The course is based on a list of core learning outcomes, categorised into the widely used framework of
- core knowledge
- skills, including clinical, clinical reasoning and procedural skills
- professional behaviour and personal attributes.

**Core curriculum:**
A core curriculum had been defined for the ophthalmology course. The required learning is categorised in two ways:
- **Core clinical problems** which students are expected to be able to evaluate clinically e.g. a patient presenting with acute red eye
- **Core clinical topics** students are expected to be knowledgeable about, e.g. glaucoma.

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

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

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

**Formative assessment** occurs in the block.

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

<table>
<thead>
<tr>
<th>% contribution</th>
<th>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 convenor:** 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.)

**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>Assessment Method</th>
<th>% Contribution to Total Mark</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 convenors:** 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.

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

*Formative assessment* occurs in each block.

*Summative assessment* is based upon components as follows:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>% Contribution to Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-block clinical exam</td>
<td>50%</td>
</tr>
</tbody>
</table>
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.

 Chun 5003W  SURGERY
[This course includes general surgery, plastic surgery and urology.]
Overall course convenor: Dr D Stupard.

GENERAL SURGERY
Course convenor: Dr D Stupard.
Course outline: In the 5th year general surgery is learned at Groote Schuur Hospital within specialised units (hepatobiliary, vascular, colorectal, breast and endocrine). The 5th year surgery programme is carefully planned around an integrated, student-centred, problem-based core curriculum designed for the modern medical student. A series of daily seminars serves to present the essential core curriculum in general surgery and is representative of the common important clinical presentations, the recognition and initial management of which are of relevance to general practitioners in South Africa. The provision of essential core knowledge is supported by notes and supplemented by daily handouts of the core surgical seminars. Fundamental to the departmental philosophy of empowering students are the interactive bedside tutorials where students develop and enhance their clinical proficiency and diagnostic skills and are encouraged to acquire the empathy and communication competence intrinsic to the surgical ethos of excellence in holistic patient care. 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.
Assessment: Assessment is both formative and summative.
Formative assessment: Students are provided with feedback from their tutors informally during their block. This is not recorded, and has no part in the final promotion mark.
Summative assessment is based upon:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</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-block written paper</td>
</tr>
<tr>
<td>End-of-year written exam (incorporating the surgical specialities)</td>
</tr>
</tbody>
</table>

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

PLASTIC SURGERY
Course convenor: Assoc Prof D Hudson.
Course outline:
Core learning outcomes:
• Knowledge of the important conditions requiring treatment by a plastic surgeon, e.g. skin cover, grafts and flaps, trauma, cosmetic surgery, burns
• Skills of examination, initiating treatment and in selecting patients for referral to a specialist centre.

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

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

UROLOGY
Course convenor: Dr R Barnes.

Course outline: During the eight-week general surgery block in 5th year, students have three seminars covering urology topics and attend Urology Outpatients.

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

Core curriculum:
Core topics have been identified.

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

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

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

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

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Year in-course assessments</td>
</tr>
<tr>
<td>4th Year end-of-block assessment</td>
</tr>
<tr>
<td>5th Year in-course assessments</td>
</tr>
<tr>
<td>5th Year end-of-block assessment</td>
</tr>
<tr>
<td>5th Year final MCQ assessment</td>
</tr>
</tbody>
</table>

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

OBS5003W OBSTETRICS AND GYNAECOLOGY
Course convenors: Dr N Mbatani and Dr A Horak.

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 level of understanding of obstetric referral problems at tertiary level. The combined obstetrics and gynaecology clinical teaching is complemented by tutorials and clinical skills sessions.

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

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

Summative assessment is based upon the following components:

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

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**CHM5004H TRAUMA**

[This course is integrated with orthopaedics and anaesthetics in a four-week block.]

**Course convenors:** Assoc Prof A Nicol, Assoc Prof P Navsaria 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”.

**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 during the block.

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

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-course examination (OSCE and written examination)</td>
</tr>
<tr>
<td>End-of-year written examination</td>
</tr>
</tbody>
</table>
Students must achieve a final year mark of 50% or more to pass the course.

CHM5005H  ORTHOPAEDIC SURGERY

Course convenor: 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 specialty
  - carrying out procedures specific to the specialty
  - 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
</tr>
</tbody>
</table>

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

Pass/fail and medal 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 and for the top students in the event that a clear distinction between the top performers cannot be drawn.

Candidates who fail this examination will spend an additional two weeks in training at the end of the year but prior to commencing the 6th year, as a ‘clinical attachment’ to a registrar in the Division.

Students must achieve a final year mark of 50% or more to pass the additional assessment.

LAB5008H  FORENSIC MEDICINE

Course convenor: Prof L J Martin.

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

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

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

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

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

Assessment: Assessment is both formative and summative.

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

Summative assessment is based upon:

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment</td>
</tr>
<tr>
<td>End-of-year written paper</td>
</tr>
</tbody>
</table>

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

CHM6000W  SURGERY

Course convenor: Dr D Stupart.

Course outline: The surgery curriculum extends over the 5th and 6th years of the MBChB degree. The surgery teaching programme in the 6th year incorporates a ‘hands-on’ practical eight-week rotation during which student interns implement the clinical and management components of the theoretical background of surgery they were exposed to in their 5th year. The goals of the 6th year course are to consolidate and refine clinical examination, diagnosis and management of the major symptom complexes in surgery. The differential diagnosis and basic and specialised investigations 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.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>% Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance record</td>
<td>20%</td>
</tr>
<tr>
<td>Procedural skills</td>
<td>20%</td>
</tr>
<tr>
<td>Examination skills</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation and communication skills</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical acumen and patient management</td>
<td>20%</td>
</tr>
</tbody>
</table>

**MDN6000W**  **MEDICINE**

**Overall course convenor:** Prof V Burch.

**INTERNAL MEDICINE**

**Course convenors:** Prof V Burch and Assoc Prof Blockman.

**Course outline:** This is an eight-week student internship that builds on the Year 4 and 5 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 12 patient records is required.

As was the case in 4th and 5th 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 Years 4 and 5.

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.

**Assessment:** Assessment includes the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>% Contribution</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 convenors: 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. Additionally, lectures are given to help consolidate learning. 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.

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

Assessment:
• Dermatology is examined as part of the general medical clinical and portfolio examinations at the end of the block
• A minimum of two dermatology cases should be included in the portfolio for 6th year.
• A short answer examination based on slides is held at the end of the year.

OBS6000W OBSTETRICS AND GYNAECOLOGY

Course convenors: Dr C J M Stewart and Dr N 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.

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) and 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 multidisciplinary 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</td>
</tr>
<tr>
<td>End-of-block OSPE</td>
</tr>
<tr>
<td>Multidisciplinary portfolio assessment at the end of the block</td>
</tr>
</tbody>
</table>

PED6000W PAEDIATRICS (including Paediatric Surgery)

Course convenors: Dr J Burgess and Dr S Salie.

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

Core learning outcomes: The student will demonstrate:

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

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

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

The core topics have been subdivided into:

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

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

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

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

Summative assessment is based upon six components as follows:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>% Contribution to Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course assessment (presentation of cases)</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-block clinical exam</td>
<td>20%</td>
</tr>
<tr>
<td>End-of-neonatal block assessment</td>
<td>15%</td>
</tr>
<tr>
<td>A MCQ (written) paper</td>
<td>20%</td>
</tr>
<tr>
<td>An oral based on the portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Slide show quiz</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 subject to a pass/fail clinical re-examination at the end of the year.

PPH6000W FAMILY MEDICINE

Course convenors: Dr G Bresick and Dr M Namane.

Course outline: The four-week 6th year Family Medicine clerkship emphasises the integration of clinical, public health and behavioural science knowledge and skills required for primary care/family practice. Students are expected to apply the knowledge, skills and professional values gained in all disciplines to date, especially family medicine and palliative care, to the diagnosis, management and continuing care of patients presenting with undifferentiated and differentiated problems. Learning materials and texts used during earlier curricular exposures to family medicine will provide the theoretical base for learning, practice and research; 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.
Students are 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 learning activities.

**Assessment:**

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

Students who do not achieve an exemption in the end of block clinical examinations (less than 60%) or who obtain less than 50% for the overall block are 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). Students who have not passed the clinical examinations with 60% and the other three assessment components with 50% will repeat the course.

**PRY6000W  PSYCHIATRY**

**Course convenor:** Dr D Wilson.

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

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

**Assessment:**

<table>
<thead>
<tr>
<th>% contributions to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-course and portfolio assessment</td>
</tr>
<tr>
<td>Oral examination</td>
</tr>
<tr>
<td>OSCE</td>
</tr>
<tr>
<td>EMI/ MCQ</td>
</tr>
<tr>
<td>Multi-disciplinary examination</td>
</tr>
</tbody>
</table>

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

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

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

Candidates who do not meet certain minimum requirements by mid-year of the first semester of study will be required to transfer to an Intervention Programme. (see FBB3 below).]
Programme convenor: Assoc Prof S Singh (Division of Communication Sciences, Department of Health & Rehabilitation Sciences)

Duration of programmes
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
- PSY1001W Psychology 1
- PPH1001F Becoming a Professional
- PPH1002S Becoming a Health Professional
- AHS1003F Speech and Hearing Sciences
- HUB1014S Anatomy for Communication Sciences
- AHS1025S Early Intervention
- ELL1032F Introduction to Language Studies
- AHS1042F Human Communication Development

Course for Audiology students
- AHS1022S Anatomy and Physiology of Hearing

Course for Speech-Language Pathology students:
- ELL1033S Introduction to Applied Language Studies

FBB2.2 Any student who fails one or more of the following courses will be required to enter the Intervention Programme:
- AHS1003F Speech and Hearing Sciences
- ELL1032F Introduction to Language Studies
- AHS1042F Human Communication Development.
[Note: See rule FBB3 on the Intervention Programme.]

FBB2.3 Second year:
Common courses for Speech-Language Pathology and Audiology students:
- AHS2000F Phonological and Articulation Disorders
- AHS2001F Developmental Language Disorders
- AHS2005H Clinical Speech Therapy and Audiology
- PSY2006F Research in Psychology 1
- PSY2010S Cognition and Neuroscience
- ELL2018F Linguistics 2A
- AHS2045F Becoming a Communication Therapist
- AHS2047S Paediatric Rehabilitative Audiology
- AHS2051S Language Learning Disability
  Plus a course in Sign Language.

Course for Speech-Language Pathology students:
- ELL2019S Linguistics 2B

Course for Audiology students:
- AHS2046S Diagnostic Audiology

FBB2.4 Third year:
Common courses for Speech-Language Pathology and Audiology students:
- PSY3007S Research in Psychology 2
- PSY3008F Health Psychology

Courses for Speech-Language Pathology students:
- AHS3003F Fluency Disorders
AHS3004H Clinical Speech Therapy 2
AHS3049S Voice and Resonance Disorders
AHS3071F Acquired Neurogenic Language Disorders
AHS3072S Paediatric Motor Speech Disorders and Dysphagia
AHS3073F Adult Motor Speech Disorders and Dysphagia

Courses for Audiology students:
AHS3008H Clinical Audiology 2
AHS3062F Rehabilitation Technology
AHS3064F Diagnostic Audiology in Special Populations
AHS3065S Adult Rehabilitative Audiology
AHS3074S Vestibular and Occupational Audiology
AHS3075F OAEs and Electrophysiology

FBB2.5 Fourth year:

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

Courses for Speech-Language Pathology students:
AHS4005H Clinical Speech Therapy 3A
AHS4006H Clinical Speech Therapy 3B
AHS4068S Seminars in Speech-Language Pathology

Courses for Audiology students:
AHS4008H Clinical Audiology 3A
AHS4009H Clinical Audiology 3B
AHS4069S Seminars in Audiology

Intervention programme

FBB3.1 Upon entering the Intervention Programme after semester 1, students will de-register from PSY1001W for the remainder of the year.

FBB3.2 The following courses must be satisfactorily completed during the Intervention Programme by a student who enters the Intervention Programme after semester 1:

*Intervention Programme Part 1:*
- AHS1031S Preparation for Entry-level Psychology for Health and Rehabilitation Sciences
- ELL1034S Linguistics Foundation
- AHS1041S Fundamentals of Speech and Hearing Sciences
- AHS1043S Foundational Concepts in Human Communication Development.

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:*
- ELL1035F Sociolinguistics Foundation (Speech-Language Pathology students)
- AHS1036F Foundational Concepts in Early Intervention
- AHS1037F Foundations of Anatomy and Physiology of Hearing (Audiology students).

FBB3.4 At the start of semester 2 of the Intervention Programme, students will re-register for
Psychology PSY1001W. Students who had 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 not take the examination and fails the course.

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

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

**Progression rules**

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

<table>
<thead>
<tr>
<th>A: Course</th>
<th>B: Prerequisite</th>
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<tbody>
<tr>
<td>AHS2001F</td>
<td>ASH1001F</td>
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<tr>
<td>AHS2010S</td>
<td>PSY1001W, and</td>
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<td>PSY2006F</td>
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<td>AHS2046S</td>
<td>AHS1003F</td>
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<td>AHS2047S</td>
<td>AHS2001F</td>
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<td>AHS2051S</td>
<td>AHS2001F</td>
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<td>AHS3007S</td>
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<td>AHS3008F</td>
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<td>PSY2009F, or</td>
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<td></td>
<td>PSY2005S</td>
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</table>

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

FBB5.3 Students are required to pass AHS3073F (i.e. Adult Motor Speech Disorders and Dysphagia) and AHS3071F (Acquired Neurogenic Language Disorders) and ASH3003F (Fluency Disorders) in order to continue with the second semester of the third year clinical practical course AHS3004H (Clinical Speech Therapy 2). If a student should fail either 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 in the following year. Students will retain credit for the clinical hours obtained in the first semester of the clinical course AHS3004H.

FBB5.4 In order for a student to progress to Clinical Speech Therapy 2 or Clinical Audiology 2, he/she is required to pass both the speech therapy and the audiology components of the clinical course AHS2005H.
FBB5.5 If a student is registered only for theoretical modules for any semester, he/she continues to be involved in clinical work, under the direction of the clinical co-ordinator, and receives credit for additional clinical hours.

FBB5.6 A compulsory course in sign language is offered to all students. A student who fails this course is required to repeat it and pass it successfully before he/she will be allowed to graduate.

FBB5.7 Except in Semester 1 of First Year, a student who fails a coursework assessment will be required to take a supplementary formative assessment within two weeks of the date of the assessment. The pass mark for the supplementary assessment is 50%.

FBB5.8 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 is 80, to be completed according to annual requirements prior to the fourth year of study.

FBB5.9 Students are required to pass the OSCE (observed structured clinical examination) in each fourth year clinical course and will need to repeat the final examination if it is failed.

Readmission rules (standard programme and Intervention Programme)
[Note: These rules must be read in conjunction with the general rules on page 17 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 (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;
(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
FBB8 The degree may be awarded with distinction. (See page 287 for more detail.)

Courses for BSc Audiology and BSc Speech-Language Pathology:

PPH1001F BECOMING A PROFESSIONAL
Course convenor: Ms L Olckers.
Course outline: This is a first semester course which introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first
building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional as well as a member of a professional team. 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 (Duly Performed) requirements, which entail:
• Attending all small group learning sessions
• Completing set assignments
• Undergoing assessment activities.

Absence on the ground of illness requires a medical certificate. Validity of absence on 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.

**PSY1001W PSYCHOLOGY I**

*(Faculty of Humanities)*

**Course convenor:** To be advised.

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

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

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

**Assessment:** Coursework (term assignments and test) counts 60%; one two-hour examination in June counts 20%; and one two-hour examination in October counts 20% towards the final mark. Students are expected to complete both June and October examinations as well as meet the DP requirements before being awarded a pass in this course.
PPH1002S  BECOMING A HEALTH PROFESSIONAL

Course convenor: Ms L Olckers.

Course outline: This is a second semester course, which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The 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 (Duly Performed) 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.

AHS1003F  SPEECH AND HEARING SCIENCES

Course convenor: Dr L Ramma.

Course outline: Acoustics, psychoacoustics, and the acoustics of speech as related to sound, hearing and speech production.

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

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

HUB1014S  ANATOMY FOR COMMUNICATION SCIENCES

Course convenor: 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%.
AHS1022S  ANATOMY AND PHYSIOLOGY OF HEARING
Course convenor: Mrs C Rogers.
Course outline: Anatomy, physiology and pathologies of the peripheral and central auditory system, including embryology and genetics.
Contact time: Four one-hour lectures per week.
Assessment: Coursework - 60%. Final assessment June - 40%.

AHS1025S  EARLY INTERVENTION
Course convenor: Ms V Norman.
Course outline: Early childhood intervention for communication and feeding difficulties. Includes rationale, theory, principles of identification assessment and intervention, models of service delivery and application to the South African context.
Contact Time: Five one-hour sessions per week. (60 hours).
Assessment: Two assignments (60%); one final examination (40%).

AHS1031S  PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES
Course convenors: IP coordinator 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 PSY1001W. Students are introduced to the building blocks and core principals and concepts of PSY1001W, 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 re-entry into PSY1001W, 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: Coursework counts 50% of the final mark; final summative assessment counts 50%.
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.

ELL1032F  INTRODUCTION TO LANGUAGE STUDIES
(Faculty of Humanities)
First year, first-semester course, four lectures per week plus tutorials.
Course convenor: Prof R Mesthrie.
Course outline: Introduction: description vs prescription; speech vs writing; competence vs performance. Phonetics: the international phonetic alphabet; articulatory phonetics; classification of sounds; suprasegmentals. Phonology: phoneme/allophone. Morphology and syntax: morphemes; word-formation; constituents; phrase structure; elements of generative grammar. Semantics and pragmatics: approaches to meaning; sense/reference; truth value; semantic features; speech acts; pragmatic rules. Sociolinguistics: standard vs dialect; social and regional variation; gender; register. Psychology of language: the mental lexicon; elements of neurolinguistics. Historical linguistics: language families; introduction to language change; language contact.
DP requirements: All written work to be handed in and at least 75% attendance of tutorials.

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

ELL1033S  INTRODUCTION TO APPLIED LANGUAGE STUDIES
(Faculty of Humanities)
Course convenor: Prof R Mesthrie.
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)
Course convenors: IP coordinator and Prof K McCormick.
Entrance requirements: 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 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: Formative assessment is by means of weekly tasks, some of which are marked by the tutor, some of which are online exercises which provide means whereby students can assess the appropriateness of their responses to the tasks. Summative assessment is through two class tests and one two-hour written examination.

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)
Course convenors: IP coordinator and Prof K McCormick.
Entrance requirements: 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: Formative assessment is by means of weekly tasks, some of which is marked by the tutor, some of which are on-line exercises, or exercises in the language laboratory, which provide the means whereby students can assess the appropriateness of their responses to the tasks. Summative assessment are through two essays and one two-hour written examination.

AHS1036F  FOUNDATIONAL CONCEPTS IN EARLY INTERVENTION
Course convenors: IP coordinator and Dr M Pascoe.
Course outline: This course encompasses the rationale, theories, principles and models for early communication intervention, especially with children. It aims to prepare students for what they will encounter in AHS1025S Early Intervention upon re-entry into the standard curriculum.
Course content includes:
- The 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.
- Application of knowledge and primary health care principles to the promotion of normal communication development and the prevention of communication disorders.
- Application of knowledge and primary health care principles to the identification, assessment and holistic management of children (and their families) with speech, language, hearing, feeding and swallowing challenges.
- Holistic management strategies within culturally relevant frameworks.

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

Course outcomes:
Students will be able to understand and describe:
- Theories of early intervention.
- Appropriate tools for identification and assessment.
- Strategies for holistic intervention within a culturally relevant framework.
- The nature of service delivery at all levels of health care.
Assessment: Coursework counts 50% of the final mark; final summative examination counts 50%. Assessment strategies utilised include written tests, assignments and oral presentations.

AHS1037F  FOUNDATIONS OF ANATOMY AND PHYSIOLOGY OF HEARING
Course convenors: IP coordinator and Mrs C Rogers.
Course aims:
- This course aims to facilitate an understanding of the
  - anatomy of the hearing structures and mechanisms
  - physiology of hearing
  - pathologies that impact hearing ability
- To apply knowledge gained to the
  - promotion of hearing
  - prevention of disease
  - and education of peers.
- To equip students with the knowledge and skills necessary to otoscopically identify outer and middle ear pathology.
Course outline: This course prepares students for AHS1022S Anatomy and Physiology of Hearing for which they register upon re-entry to 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 hearing
Assessment: Coursework counts 50% of the final mark; final summative examination counts 50%. Assessment strategies utilised include written tests, assignments and oral presentations.

AHS1041S  FUNDAMENTALS OF SPEECH AND HEARING SCIENCES
Course convenors: IP co-ordinator 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.
Assessment: Coursework counts 60% of the final mark; final summative examination counts 40%. Assessment strategies utilised include written tests, assignments and oral/ poster presentations.

AHS1042F  HUMAN COMMUNICATION DEVELOPMENT
Course convenor: Dr M Pascoe.
Course outline: Scope of speech-language pathology and audiology practice; the communication chain; anatomy and physiology of speech and hearing; sign language development; principles of
normal development; key aspects of communication development in pre-school and school-aged children.

**Contact time:** Four one-hour periods per week.
**Assessment:** A test counts 30% of the final mark; one case presentation counts 20%; the final assessment counts 50%.

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**AHS1043S FOUNDATIONAL CONCEPTS IN HUMAN COMMUNICATION DEVELOPMENT**

**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 key aspects of communication development in children aged 0-3 years, 3-6 years, and 6 + years.

**Assessment:** Coursework – 60%; written examinations – 40%.
This includes: Two in-course assessments – comprising either tests (of 90 minutes duration) or assignments with presentations. Each assessment contributes 30% to the final mark.

**Final assessment:** One two-hour written examination.

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**AHS2000F PHONOLOGICAL AND ARTICULATION DISORDERS**

**Course convener:** Dr M Pascoe.


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

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

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**AHS2001F DEVELOPMENTAL LANGUAGE DISORDERS**

**Course convener:** Ms P G Sorour.

**Course outline:** Approaches to classification and the biological and environmental factors associated with language disorders; assessment, diagnosis and treatment of developmental language disorders.

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

**Assessment:** Coursework - 60%. Written examinations in June - 40%.
AHS2005H  CLINICAL SPEECH THERAPY AND AUDIOLOGY  
Course convenors: Dr L Ramma (Audiology) and Dr M Pascoe (Speech-Language Pathology).  
Course outline: Health promotion in early communication, early intervention, clinical assessment  
and management of cases with articulation, phonological, language and hearing problems. Hearing  
screening.  
Contact time: Total for the year: Fifty hours in Speech-Language therapy, and fifty hours in  
Audiology.  
Fieldwork: Observation and clinical practice at schools, preschools, Vanguard and Brooklyn Chest  
Hospital. Observation of ENT surgery at Red Cross and Groote Schuur Hospitals.  
Assessment: Evaluation of audiology clinical work = 50%; evaluation of SLP clinical work = 50%.  

PSY2006F  RESEARCH IN PSYCHOLOGY 1  
(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.]  
Course convenor: To be announced.  
Entrance requirements: Students must have passed PSY1001W and MAM1014F and  
MAM1016S, or have passed PSY1001W 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)  
Course convenor: Ms S Malcolm-Smith.  
Prerequisite: Students must have passed PSY1001W and PSY2006F.  
Course outline: An introduction to cognitive psychology and neuroscience. This is a study of the  
brain structures and function that are involved in cognition and the research methods we use to learn  
about these things. The processes include perception, memory, and language. Typical research  
methods are introduced as exercises. Disorders of cognition resulting from brain damage give  
evidence of how the brain works.  
Contact time: Four lectures per week.  
DP requirement: Completion of all coursework.  
Assessment: Coursework (tests and practical assignments) count 50%; one two-hour examination in  
October counts 50% towards the final mark.  

ELL2018F  LINGUISTICS 2A  
(Faculty of Humanities)  
Course convenor: Mr S Bowerman.  
Course outline: The course consolidates and extends the work of the first year in linguistics and  
comprises a detailed study of (i) morphology, (ii) syntax, and two of the following: semantics,  
discourse analysis, psycholinguistics, language in South Africa.  
Contact time: Five lectures per week plus tutorials.  
DP requirements: All written work to be handed in and at least 75% attendance of tutorials.  
Assessment: Four essays or other written assignments set during the semester count 12½% each  
(50%); one 2 ¼-hour examination in June counts 50% of the final mark.
ELL2019S LINGUISTICS 2B
(Faculty of Humanities)
Course convenor: Mr S Bowerman.
Course outline: This course consolidates and extends the work of the first year in linguistics and comprises a detailed study of (i) phonetics, (ii) phonology, and the remaining two of the following from ELL2018F: semantics, discourse analysis, psycholinguistics, language in South Africa.
Contact time: Five lectures per week plus tutorials.
DP requirements: All written work to be handed in and at least 75% attendance at tutorials.
Assessment: Four essays or other written assignments set during the semester count 12½% each (50%); one two hour examination in October/November counts 50% of the final mark.

AHS2045F BECOMING A COMMUNICATION THERAPIST
Course convenor: Dr M Pascoe.
Course outline: The course provides an interface between the theoretical and practical aspects of patient management. It includes: Professional accountability, including test use and administration, treatment design, goal-setting and monitoring, therapy skills and managing the difficult patient; screening for hearing loss, professional communication, including professional liaison, report-writing, and patient-and-family counselling; ethics and human rights.
Contact time: Four one-hour lectures per week.
Screening: Four hours per week (four weeks).
Assessment: Coursework - 60%. Written examinations in June - 40%.

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

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

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

SIGN LANGUAGE
Course convenor: Ms E Coop (Disability Unit).
Course outline: Basic sign language competence, profession-specific vocabulary, insight into the deaf culture, practical work.
Contact time: First semester: Two hours per week; second semester: Two hours per week
Assessment: Coursework will be examined.

AHS3003F  FLUENCY DISORDERS
Course convenor: Assoc Prof H Kathard.
Contact time: Three one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3004H  CLINICAL SPEECH THERAPY 2
Course convenor: Ms P Sorour.
Course outline: Assessment and management of speech and language problems in children and adults in a variety of settings.
Contact time: Total for the year: Approximately 120 hours.
Fieldwork: Clinical practice in schools and at sites for adult neurological rehabilitation.
Assessment: Evaluation of clinical work - 80%; OSCE in November - 20%.

PSY3007S  RESEARCH IN PSYCHOLOGY 2
(Faculty of Humanities)
Course convenor: Dr F Boonzaier.
Prerequisite: Students must have passed 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.

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

PSY3008F  HEALTH PSYCHOLOGY
(Faculty of Humanities)
Course convenor: Dr H Schomer.
Prerequisite: Students must have passed either PSY2008F, or PSY2009F, or PSY2005S.
Course outline: This course introduces students to psychological theories, principles and methods applicable to various health care settings. Topics range from cognitive behaviour analysis and change strategies and health style change to mind-body interventions, stress inoculation and psychoneuroimmunology. The course is broadly concerned with the interface of psychological health and physical well-being.
Contact time: Four lectures and one practical/tutorial per week.
DP requirements: Completion of all coursework.
Assessment: Coursework (essays and tests) counts 50%; one two-hour examination in June counts
50% towards the final mark.

AHS3049S  VOICE AND RESONANCE DISORDERS
Course convenor: Dr M Pascoe.
Course outline: Nature, assessment and management of individuals' voice disorders, assessment and management of patients with voice disorders and laryngeal and cleft lip and palate.
Contact time: Four one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3062F  REHABILITATION TECHNOLOGY
Course convenor: Ms L Petersen.
Course outline: Amplification and cochlear implant technology, components, selection criteria and assessment, fitting and programming processes for adults and children. Rehabilitation requirements and outcomes.
Contact time: Three one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in June - 40%.

AHS3064F  DIAGNOSTIC AUDIOLOGY IN SPECIAL POPULATIONS
Course convenor: Ms L Petersen.
Course outline: Diagnostic principles and practices for paediatric, 'difficult-to-test', pseudohypacusis populations, site of lesion testing and central auditory processing disorders.
Contact time: Three one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in June - 40%.

AHS3065S  ADULT REHABILITATIVE AUDIOLOGY
Course convenor: Dr L Ramma.
Course outline: Models of audiological rehabilitation for adults and teenagers with acquired and congenital hearing loss for individualised management. Tinnitus management.
Contact time: Three one-hour lectures per week. One one-hour workshop.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3071F  ACQUIRED NEUROGENIC LANGUAGE DISORDERS
Course convenor: Mrs R Hewetson.
Course outline: Nature, assessment and management of aphasia, TBI, right hemisphere language disorders and dementia.
Contact time: Four one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in June - 40%.

AHS3072S  PAEDIATRIC MOTOR SPEECH DISORDERS AND DYSPHAGIA
Course convenor: Ms V Norman.
Contact time: Six one-hour lectures per week.
Assessment: Coursework - 60%. Written examinations in November - 40%.

AHS3073F  ADULT MOTOR SPEECH DISORDERS AND DYSPHAGIA
Course convenor: Assoc Prof S Singh.
Course outline: Nature, assessment and management of dysarthria and apraxia of speech. The
nature of swallowing disorders, assessment and management of dysphagia.

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

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

**AHS3074S VESTIBULAR AND OCCUPATIONAL AUDIOLOGY**

**Course convenor:** Dr L Ramma.

**Course outline:** Vestibular assessment and management. Impact of occupational noise on the individual and comprehensive hearing conservation. Audiology applications in primary health care.

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

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

**AHS3075F OAEs AND ELECTROPHYSIOLOGY**

**Course convenor:** Mrs C Rogers.

**Course outline:** Screening and diagnostic OAEs, auditory evoked potentials, including EcochG, standard and stacked ABR, and later evoked potentials.

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

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

**AHS4000W RESEARCH REPORT**

**Course convenor:** Ms L Petersen.

**Course outline:** Report on research project in either speech-language pathology or audiology, depending on the chosen degree programme.

**Contact time:** One hour per week per project.

**Assessment:** Research report - 100%.

**AHS4005H CLINICAL SPEECH THERAPY 3A**

**Course convenor:** Mrs V Norman.

**Course outline:** Assessment and management of speech, language, feeding and swallowing problems in children and adults.

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

**Fieldwork:** Clinical placements for six weeks (four days per week) in two of the following blocks: (i) In- and out-patient management at secondary and tertiary hospitals; (ii) paediatric management at special schools; (iii) adult management at rehabilitation centres; (iv) community-based work at off-campus sites.

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

**AHS4006H CLINICAL SPEECH THERAPY 3B**

**Course convenor:** Mrs V Norman.

**Course outline:** Assessment and management of speech, language, feeding and swallowing problems in children and adults.

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

**Fieldwork:** Clinical placements for six weeks (four days per week) in two of the following blocks (different from the blocks completed in the first semester): (i) In- and out-patient management at secondary and tertiary hospitals; (ii) paediatric management at special schools; (iii) adult management at rehabilitation centres; (iv) community-based work at off-campus sites.

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

**AHS4008H CLINICAL AUDIOLOGY 3A**

**Course convenor:** Ms L Petersen.

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

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

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

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

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### AHS4009H CLINICAL AUDIOLOGY 3B

**Course convenor:** Ms L Petersen.

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

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

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

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

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### AHS4067F SEMINARS IN COMMUNICATION SCIENCES

**Course convenor:** Mrs V Norman.

**Course outline:** Professional practice issues

**Contact time:** One three-hour seminar per week; three two-hour tutorials a week

**Assessment:** Coursework – seminar paper 60%; oral presentation 40%.

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### AHS4068S SEMINARS IN SPEECH-LANGUAGE PATHOLOGY

**Course convenor:** Ms P Sorour.

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

**Contact time:** One three-hour seminar per week; two hour-tutorials twice a week.

**Assessment:** Coursework – seminar paper 60%; oral presentation; 40%.

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### AHS4069S SEMINARS IN AUDIOLOGY

**Course convenor:** Mrs C Rogers.

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

**Contact time:** One three-hour seminar per week; two hour tutorials, twice a week.

**Assessment:** Coursework – seminar paper 60%; oral presentation; 40%.

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

[Note: 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 convenor:** Assoc Prof L van Niekerk (Division of Occupational Therapy, Department of Health & Rehabilitation Sciences).

**Duration of the degree programme**

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

**Curriculum for the Four-Year Programme**

| FBC2.1 | First year: | PSY1001W | Psychology 1 |
|        |            | PPH1001F | Becoming a Professional |
|        |            | PPH1002S | Becoming a Health Professional |
|        |            | HUB1019F | Anatomy and Physiology 1A |
|        |            | HUB1020S | Anatomy and Physiology 1B |
|        |            | AHS1032S | Occupational Perspectives on Health and Well-being |
|        |            | AHS1035F | Human Occupation and Development |

| FBC2.2 | A student who fails one or more of the following courses will be required to enter the Intervention Programme: |
|        | - AHS1035F Human Occupation and Development |
|        | - HUB1019F Anatomy and Physiology 1A |
|        | [See rule FBC3 for the Intervention Programme.] |

| FBC2.3 | Second year: |
|        | BUS1004W | Introduction to Management |
|        | PSY2003S | Social Psychology and Intergroup Relations |
|        | PSY2009F | Development Psychology |
|        | HUB2015W | Anatomy and Physiology 2 for Health and Rehabilitation Sciences |
|        | AHS2043W | Occupational Therapy 2 |

| FBC2.4 | Third year: |
|        | PRY3001H | Psychiatry (for Occupational Therapists) |
|        | AHS3039W | Clinical Sciences |
|        | AHS3058W | Foundations and Methods 1 (OT) |
|        | AHS3059W | Theory and Practice 1 (OT) |
|        | AHS3060W | Practice Learning 1 (OT) |
|        | AHS3078H | Research Methods and Biostatistics 1 |

| FBC2.5 | Fourth year: |
|        | AHS4021W | Foundations and Methods 2 (OT) |
|        | AHS4022W | Theory and Practice 2 (OT) |
|        | AHS4023W | Practice Learning 2 (OT) |

**Intervention Programme**

| FBC3.1 | Upon entering the Intervention Programme after semester 1, students will de-register from PSY1001W for the remainder of the year. |

| FBC3.2 | 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: |
|        | AHS1031S Preparation for Entry-level Psychology for Health and Rehabilitation Sciences |
|        | HUB1015S Fundamentals of Anatomy and Physiology 1A |
AHS1038S Fundamentals of Human Occupation and Development 1A

FBC3.3 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:*
- HUB1016F Fundamentals of Anatomy and Physiology 1B
- AHS1044F Fundamentals of Human Occupation and Development 1B.

FBC3.4 At the start of semester 2 of the Intervention Programme, students will re-register for PSY1001W. A student who has failed PPH1001F Becoming a Health Professional will register for this course as well.

FBC3.5 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.

**DP (Duly Performed) requirements**

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

**Readmission rules**

*Note: These rules must be read in conjunction with general rules on page 17 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;

(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. (See page 287 for more detail.)
Courses for BSc Occupational Therapy:

**PPH1001F BECOMING A PROFESSIONAL**

**Course convenor:** Ms L Olckers.

**Course outline:** This is a first semester course which introduces all first year students registered in the Faculty of Health Sciences to the process of developing professional conduct. As the first building block in this process, the course aims to promote the conduct, attitudes and values associated with being a professional as well as a member of a professional team. 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 (Duly Performed) requirements, which entail:

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

Absence on the ground of illness requires a medical certificate. Validity of absence on 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.

**PSY1001W PSYCHOLOGY I**

*(Faculty of Humanities)*

**Course convenor:** To be announced

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

**Contact time:** Four lectures per week, and such tutorial work as may be required.
**DP requirements:** Satisfactory completion of all term assignments by due date, completion of all class tests, and completion of the June examination.

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

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**PPH1002S  BECOMING A HEALTH PROFESSIONAL**

**Course convenor:** Ms L Olckers.

**Course outline:** This is a second semester course, which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The 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 (Duly Performed) 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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**BUS1004W  INTRODUCTION TO MANAGEMENT**

*(Faculty of Commerce)*

**Course convenor:** Ms N Frey.

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

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

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

Contact time: Three lectures per week. Students will be required to attend one tutorial per week.

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>10%</td>
</tr>
<tr>
<td>Class Tests</td>
<td>16%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>7%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>7%</td>
</tr>
<tr>
<td>May/June first Semester test</td>
<td>30%</td>
</tr>
<tr>
<td>October/November examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

HUB1015S FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY 1A

Course convenors: IP Co-ordinator and Department of Human Biology staff member – to be announced.

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: Course work 50%; final summative examination 50%.

Assessment strategies include tutorial tasks, written tests, poster presentations and oral examinations.

HUB1016F FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY 1B

Course convenors: IP Co-ordinator and Department of Human Biology staff member – to be announced.

Course outline: This course is designed to prepare students for what they will encounter in HUB1020S Anatomy and Physiology 1B 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 will be 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 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: Course work 50%; final summative examination 50%.
Assessment strategies include tutorial tasks, written tests, poster presentations and oral examinations.

**HUB1019F ANATOMY AND PHYSIOLOGY 1A**  
**Course convenor:** Dr L M Davids.  
**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.

**HUB1020S ANATOMY AND PHYSIOLOGY 1B**  
**Course convenor:** Dr L M Davids.  
**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.

**AHS1031S PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES**  
**Course convenors:** IP Co-ordinator 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 PSY1001W. Students are introduced to the building blocks and core principals and concepts of PSY1001W, 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 re-entry into PSY1001W, 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:** Coursework counts 50%; final summative assessment 50%.  
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.

**AHS1032S OCCUPATIONAL PERSPECTIVES ON HEALTH AND WELL-BEING**  
**Course convenor:** Ms E Ramugondo.  
**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 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.

AHS1035F HUMAN OCCUPATION AND HUMAN DEVELOPMENT
Course convenor: Ms E Ramugondo.

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 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. 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: Formative assessment contributes 50% of the course mark. It consists of one class test, a practice learning journal, a learning portfolio and a presentation on art forms. Summative assessment contributes 50% of the course mark and consists of a written paper at the end of the first semester.

AHS1038S FUNDAMENTALS OF HUMAN OCCUPATION AND DEVELOPMENT

Course convenors: IP coordinator and Ms E Ramugondo.

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:** Coursework 50%; final summative assessment 50%.

Assessment strategies include written tests, assignments, oral testing and the keeping of a reflective journal.

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**AHS1044F  FUNDAMENTALS OF HUMAN OCCUPATION AND DEVELOPMENT 1B**

**Course convenors:** IP coordinator and Ms E Ramugondo.

**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 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, 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:** Coursework 50%. Final summative assessment 50%.

Assessment strategies include written tests, an occupation-focused project, as well as a learning portfolio that documents various dimensions of humans in their occupational environments.

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**PSY2003S  SOCIAL PSYCHOLOGY AND INTERGROUP RELATIONS**

*Faculty of Humanities*

**Course convenor:** Dr C Bandawe.

**Prerequisite:** PSY1001W.

**Course outline:** This course introduces students to group conflict and tolerance in South Africa and
to some of the social psychological processes involved in intergroup relations. 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)*

**Course convenor:** Dr L Wild.

**Prerequisite:** PSY1001W.

**Course outline:** This course introduces some of the major theoretical approaches to explaining general patterns and individual differences in human development from conception to death. Most of the material 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 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 2 FOR HEALTH AND REHABILITATION SCIENCES

**Course convenors:** Dr D Querido and Dr C Warton.

**Prerequisite:** HUB1020S Anatomy and Physiology 1B.

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

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

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

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**AHS2043W** OCCUPATIONAL THERAPY 2

**Course convenor:** Ms L Cloete.

**Course outline:** Human functioning in self-care, productivity and leisure and participation in valued life tasks and contexts from an occupational performance and biopsychosocial performance components perspective. Occupational therapy processes and assessment techniques for identifying individual health and occupational needs, interests and capacities are mastered using a range of profession-specific methods models and theories. Biomechanics, ergonomics and kinesiology support the development of clinical competencies. Disability studies and theory of health promotion and community development form the backdrop to fieldwork. Community education projects enable students to integrate occupational therapy perspectives with the primary health care philosophy.

**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. The summative assessment consists of
a paper and an objective, standardised practical examination.

PRY3001H  PSYCHIATRY FOR OCCUPATIONAL THERAPISTS
Course convenor: Dr P Williams-Ashman.
Course outline: This course, designed for BSc Occupational Therapy 3 students, covers the following: Definition, aetiology, clinical signs and symptoms, assessment and management, course and prognosis of the major psychiatric conditions as classified in the DSM IV and ICD 10 classifications of psychiatric disorders.
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.

AHS3039W  CLINICAL SCIENCES
Course convenor: Ms H Buchanan and Ms R Parker.
Course outline: This course covers the aetiology, clinical signs and symptoms, assessment and medical and surgical treatment of patients in all age groups suffering from conditions encountered in occupational therapy and physiotherapy.
Contact time: Wednesday, Thursday, Friday 13h00 - 13h50 and Thursday 08h00 - 08h50.
Assessment: Formative assessments include a one-hour microbiology examination and a three-hour paper in June. If either of the June tests cannot be written due to illness, students will be required to write a deferred test in the third term. The usual procedure with regard to producing a medical certificate must be followed in order to qualify for the deferred test. The year mark contributes 45% of the course mark. The summative examination consists of one three-hour paper covering the year's work (excluding microbiology), which contributes 55% of the final mark.

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

AHS3059W  THEORY AND PRACTICE I (OT)
Course convenor: Ms R Galvaan.
Course outline: Theory of occupational therapy and clinical reasoning including understanding illness and disability experiences or health, development and occupational needs from clients' perspectives. Comprehensive healthcare principles including biopsychosocial treatment applied to particular occupational and functional problems resulting from impairments, health conditions, developmental disorders, pernicious lifestyles or disabling contexts. Principles of occupational enablement, enrichment and empowerment for individuals and groups.
Assessment: Formative assessments include assignments, written papers and multiple-choice question tests. The year mark contributes 50% to the final mark. The summative examination consists of a paper contributing the remaining 50% of the course mark.

AHS3060W  PRACTICE LEARNING I (OT)
Course convenors: Ms A Sayed.
Course outline: Acquiring professional competencies and practising clinical reasoning and critical thinking in a variety of occupational therapy service settings. Students collaborate with individual or small groups of patients/clients enabling them to be active participants and partners in achieving valued life goals through 'doing'. Practice learning within the primary health care approach enables students to apply occupational therapy theory, processes and procedures for the remediation of impairments, restoration of occupational performance, attainment of quality of life and other health or development objectives identified by clients themselves. Two placements of approximately seven weeks are done throughout the year in hospitals, schools and community settings. Students start practising occupational therapy methods and techniques, with guidance and close supervision, with individuals and small groups of clients.

Assessment: Practical demonstrations, practice training logs and portfolios are used to assess the development of clinical competencies, including overall evidence of knowledge, skills and attitudes throughout three placements. Practice learning placement marks contribute 75% towards the year mark and a portfolio the remainder 25%. The year mark contributes 50% towards the final course mark. Students demonstrate an aspect of their work with a client(s) at the end of each practice training placement. Two of these demonstrations contribute 50% towards the final mark.

AHS3078H RESEARCH METHODS AND BIOSTATISTICS I

Course convenor: Prof J Jelsma.

Course outline: The course provides students with the necessary skills and conceptual knowledge to conduct research in occupational therapy. Students 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:

<table>
<thead>
<tr>
<th></th>
<th>% contribution to total mark</th>
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</thead>
<tbody>
<tr>
<td>Research methodology (April)</td>
<td>5%</td>
</tr>
<tr>
<td>Epidemiology (July)</td>
<td>10%</td>
</tr>
<tr>
<td>Research protocol for fourth year (September)</td>
<td>25%</td>
</tr>
<tr>
<td>Statistics (October)</td>
<td>10%</td>
</tr>
<tr>
<td>Examination: - critical appraisal</td>
<td>50%</td>
</tr>
</tbody>
</table>

No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

AHS4021W FOUNDATIONS AND METHODS 2 (OT)

Course convenor: Ms E M Duncan.

Course outline: Occupational therapy philosophy, ethics, models and methods, including techniques, skills and strategies that occupational therapists use in meeting the occupational health and development needs of individuals, groups and populations. Multi-sectoral occupational therapy service development, administration and management within comprehensive primary 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 2 (OT)

Course convenor: Ms E M Duncan.

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

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

AHS4023W  PRACTICE LEARNING 2 (OT)

**Course convenor:** Ms A Sayed.

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

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

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

BACHELOR OF SCIENCE IN PHYSIOTHERAPY (MB004)

[Note: 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 will be required to carry out clinical practice in urban and peri-urban areas as well as informal settlements. Students will be required to wear shorts and T-shirts for practical classes. As physiotherapy is a practical discipline, the students will be expected to disrobe for some of their practical classes. They will be expected to wear suitable navy trousers and a prescribed white shirt for their clinical practice.

The lecturers are committed to a philosophy of evidence-based teaching within the undergraduate
Programme convenor: Prof D Amosun (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: PPH1001F Becoming a Professional
PSY1001W Psychology 1
PPH1002S Becoming a Health Professional
CEM1012S Chemistry for Physiotherapy students
HUB1019F Anatomy and Physiology 1A
HUB1020S Anatomy and Physiology 1B
HUB1021F Biomechanics for Physiotherapists
AHS1033F Movement Science 1
AHS1034S Introduction to Applied Physiotherapy

FBD2.2 (a) Any student who fails one or more of the following courses will be required to enter the Intervention Programme:
- AHS1033F Movement Science 1
- HUB1019F Anatomy and Physiology Sciences 1A
- HUB1021F Biomechanics for Physiotherapists

[See rule FBD3 for The Intervention Programme.]

FBD2.3 Second year: SLL1048H Afrikaans for Health and Rehabilitation Sciences
HUB2015W Anatomy and Physiology 2 for Health and Rehabilitation Sciences
AHS2050H Clinical Physiotherapy 1
AHS2052H Movement Science 2
AHS2053H Applied Physiotherapy 1

FDB2.4 Third Year AHS3039W Clinical Sciences
AHS3069W Clinical Physiotherapy 2
AHS3070H Becoming a Rehabilitation Professional 1
AHS3076H Movement Science 3
AHS3077H Applied Physiotherapy 2
AHS3078H Research Methods and Biostatistics 1

FBD2.5 Fourth year: AHS4065W Clinical Physiotherapy 3
AHS4066H Becoming a Rehabilitation Professional 2
AHS4071H Applied Physiotherapy 3
AHS4072H Research Methods and Biostatistics 2

Intervention Programme
FBD3.1 Upon entering the Intervention Programme after semester 1 students will de-register from PSY1001W for the remainder of the year.

FBD3.2 The following courses/modules must be satisfactorily completed during the Intervention Programme by a student who enters the Intervention Programme after semester 1:
**Intervention Programme Part 1:**
- HUB1015S Fundamentals of Anatomy and Physiology 1A
- HUB1017S Fundamentals of Biomechanics 1A
- AHS1031S Preparation for Entry-level Psychology for Health and Rehabilitation Sciences
- AHS1039S Fundamentals of Movement Science and Applied Physiotherapy 1A.

**FBD3.3** The following modules 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:
- HUB1016F Fundamentals of Anatomy and Physiology 1B
- HUB1018F Fundamentals of Biomechanics 1B
- AHS1040F Fundamentals of Movement Science and Applied Physiotherapy 1B.

**FBD3.4** At the start of semester 2 of the Intervention Programme students will re-register for Psychology PSY1001W.

**FBD3.5** 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.

**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.*

**FBD4.1** Students are required to do a nursing elective as part of AHS2050H. The elective must be for a total of 40 hours, at a facility recognised by the Divisional Board of Physiotherapy, at the start of the 2nd semester. Students whose performance in the nursing elective is deemed unsatisfactory will have to repeat the elective in the December vacation.

**FBD4.2** Students are required satisfactorily to complete a three-week elective as part of AHS4065W at 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 will be required to undertake a period of additional clinical work, at the discretion of the Divisional Board.

**FBD4.3** 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;
(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.

**FBD4.4** 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).

FBD4.5 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**

FBD5 The degree may be awarded with distinction. [See p287 for more detail.]

**Courses for BSc Physiotherapy:**

**PPH1001F  BECOMING A PROFESSIONAL**

**Course convenor:** 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 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 (Duly Performed) requirements, which entail:

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

Absence on the ground of illness requires a medical certificate. Validity of absence on 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.
PSY1001W  PSYCHOLOGY I
(Faculty of Humanities)

Course convenor: To be advised.

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

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

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

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

PPH1002S  BECOMING A HEALTH PROFESSIONAL

Course convenor: Ms L Olckers.

Course outline: This is a second semester course, which builds on the knowledge acquired and skills developed in PPH1001F Becoming a Professional. The 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 (Duly Performed) 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.
CEM1012S  CHEMISTRY FOR PHYSIOTHERAPY STUDENTS

Course convenor: To be announced.

Course outline: This is a compulsory course offered by the Department of Chemistry for first year physiotherapy students only. It does not qualify as a half-course in the Faculty of Sciences. It is an introductory course in chemistry specifically designed to provide first-year physiotherapy students with knowledge of the fundamental aspects of chemical theory which relate to their profession. The course focuses on selected topics in physical and organic chemistry, which are relevant to physiotherapy, physiology and biochemistry. Topics have been selected to equip students with the basic understanding of those key chemical principles which they require for successful completion of the programme.

Contact time: The course comprises 30 lectures and 12 tutorial sessions in the second semester. The lectures and tutorials are one hour. Exact timetable details are contained in the course handout which students will receive at the first meeting of class at the beginning of the second semester.

DP requirements: To qualify for the summative assessment (final examination) students have to meet the DP (Duly Performed) requirements, which entail:
- Attending all tutorial sessions
- Attempting the tutorial questions before attending the tutorials
- Handing tutorials in for marking at the end of each tutorial session
- Writing both class tests.

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. 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: Course mark: 35% (tutorial mark = 5%; class test 1 = 15%; class test 2 = 15%); final examination: 65%

Candidates are required to pass the final examination and to achieve an overall aggregate of at least 50% in order to pass the course. A student who does not pass the final examination but achieves an overall aggregate of 50% or more has failed to meet the criteria for passing the course. In such a case a mark of 47% will be recorded against the student’s name. The student will not necessarily be eligible to write a supplementary examination.

HUB1015S  FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY 1A

Course convenors: IP coordinator and Department of Human Biology staff member (to be announced).

Course outline: This course revisits the key concepts and core material of HUB1019F Anatomy and Physiology 1A. 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 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: Course work 50%; final summative examination 50%.

Assessment strategies include tutorial tasks, written tests, poster presentations and oral examinations.
HUB1016F  FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY 1B

Course convenors: IP coordinator and Department of Human Biology staff member (to be announced).

Course outline: This course is designed to prepare students for what they will encounter in HUB1020S Anatomy and Physiology 1B 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 will be presented in an integrated manner as each system is studied.

The relevance of these systems for the rehabilitation professions will be 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 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: Course work 50%; final summative examination 50%.

HUB1017S  FUNDAMENTALS OF BIOMECHANICS 1A

Course convenors: IP coordinator and Mr S Steiner.

Course outline: This course re-visits some of the key content and concepts of HUB1021F Biomechanics for Physiotherapists and aims to assist the student in integrating the science of biomechanics into the clinical practice of physiotherapy. The course incorporates the underlying physics and mathematical principles and skills necessary for an understanding of the biomechanical workings of the human body and the application of this to everyday physiotherapy practice. Specific content includes: A review of trigonometry; vectors and the resolution of vectors; forces and torques; lever systems; body segment parameters and calculation of centre-of-gravity; static systems; friction; mass, displacement and acceleration; equations of motion; work, energy and power; dynamic systems and buoyancy.

The course is designed to address the underlying specific terminology relevant to biomechanics, as well as the scientific literacy and numeracy skills necessary for the discipline of biomechanics and its application in physiotherapy practice.

Teaching/ learning strategies utilised include lectures, tutorials, self-directed learning sessions, practical sessions and practical/ clinical site visits.

Assessment: Course work 50%; final summative examination 50%.

HUB1018F  FUNDAMENTALS OF BIOMECHANICS 1B

Course convenors: IP Co-ordinator and Mr S Steiner.

Course outline: This course re-visits some of the key content and concepts of HUB1021F Biomechanics for Physiotherapists and builds on the knowledge and skills developed in HUB1017S Fundamentals of Biomechanics 1A. It aims to assist the student in integrating the science of biomechanics into the clinical practice of physiotherapy. The course incorporates the underlying physics and mathematical principles and skills necessary for an understanding of the biomechanical workings of the human body and the application of this to everyday physiotherapy practice. Specific content includes: Material properties of biological tissues (muscles, tendons, ligaments, bone and cartilage); stress analysis techniques, muscle mechanics, an introduction to electromyography and force plate techniques; articular mechanics; synovial joint structure; joint lubrication and wear; joint pathology; biomechanics of the hip & knee joints and the pelvic girdle; joint torques as muscle force
and joint force predictors. The knowledge and skills acquired are specifically applied to methods of measuring human motion, kinetic and kinematic data collection and techniques of gait analysis. The course is also designed to address the underlying specific terminology relevant to biomechanics as well as the scientific literacy and numeracy skills necessary for the discipline of biomechanics and its application in physiotherapy practice. Teaching/learning strategies utilised include lectures, tutorials, self-directed learning sessions, practical sessions (including computer laboratory sessions) and practical/clinical site visits.

**Assessment:** Course work 50%; final summative examination 50%. Assessment strategies include tutorial tasks and written tests.

**HUB1019F ANATOMY AND PHYSIOLOGY 1A**

**Course convenor:** Dr L M Davids.

**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.

**HUB1020S ANATOMY AND PHYSIOLOGY 1B**

**Course convenor:** Dr L M Davids.

**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.

**HUB1021F BIOMECHANICS FOR PHYSIOTHERAPISTS**

**Course convenors:** Mr S Steiner.

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

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

**Assessment:** Test 45% and exam 55%.

**AHS1031S PREPARATION FOR ENTRY-LEVEL PSYCHOLOGY FOR HEALTH AND REHABILITATION SCIENCES**

**Course convenors:** IP coordinator 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 PSY1001W. Students are introduced to the building blocks and core principals and concepts of
PSY1001W, 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 re-entry into PSY1001W, 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:** Coursework counts 50%; final summative assessment counts 50%.

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.

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**AHS1033F  MOVEMENT SCIENCE 1**

**Course convenor:** Ms G Ferguson.

**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: Four 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 will be monitored through the signing of an attendance register at each session.

**Assessment:** Course mark: 50% This comprises tutorial tasks (15%), term 1 theory test (20%) and term practical test (15%).

Exam mark: 50% This comprises a written theory exam (25%) and a structured practical exam (25%).

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**AHS1034S  INTRODUCTION TO APPLIED PHYSIOTHERAPY**

**Course convenor:** Ms G Ferguson.

**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. Students accompany a senior physiotherapy student on duty at Groote Schuur Hospital on a weekly basis. Debriefing sessions are held every alternate week to discuss students’ experiences in the clinical areas. Students are expected to attend all clinical exposure and debriefing sessions.

**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: Four 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: 50%. This comprises tutorial tasks (20%) and term test (30%).
Exam: 50% This comprises a written theory exam (25%) and a structured practical exam (25%).
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:**
First semester IP (June-Nov): two-hour written test: 40%; structured practical test: 60%;
Second Semester IP (Jan-Jun): two-hour written test: 50%; structured practical test: 50%.

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

**Course convenor:** Mr I van Rooyen.

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

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

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

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**HUB2015W ANATOMY AND PHYSIOLOGY 2 FOR HEALTH AND REHABILITATION SCIENCES**

**Course convenor:** Dr C Warton.

**Prerequisite:** HUB1020S Anatomy and Physiology 1B.

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

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

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

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**AHS2050H CLINICAL PHYSIOTHERAPY I**

**Course convenor:** Prof J Jelsma.

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

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

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

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**AHS2052H  MOVEMENT SCIENCE 2**

**Course convenors:** Ms 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 and spinal column.

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

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

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**AHS2053H  APPLIED PHYSIOTHERAPY 1**

**Course convenors:** Prof J Jelsma (paediatric neurology) and Ms S Manie (neurocardio -respiratory rehabilitation)

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

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

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

*Becoming a rehabilitation professional:* This component picks up on the issues 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.

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

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

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

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**AHS3039W  CLINICAL SCIENCES**

**Course convenor:** Ms R Parker.

**Course outline:** This course covers the aetiology, clinical signs and symptoms, assessment and
medical and surgical treatment of patients in all age groups suffering from conditions encountered in occupational therapy and physiotherapy.

**Contact time:** Wednesday, Thursday, Friday 13h00 - 13h50 and Thursday 08h00 - 08h50.

**Assessment:** Formative assessments include a one-hour microbiology examination and a three-hour paper in June. If either of the June tests cannot be written due to illness, students will be required to write a deferred test in the third term. Please note that the usual procedure with regard to producing a medical certificate must be followed in order to qualify for the deferred test. The year mark contributes 45% of the course mark. The summative examination consists of two three-hour papers covering the year's work (excluding microbiology), which contributes 55% of the final mark.

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**AHS3069W  CLINICAL PHYSIOTHERAPY 2**

**Course convenor:** Ms R Parker.

**Course outline:** This course addresses the theory and practical application of respiratory orthopaedic, neurological, surgical and medical conditions. Students spend a portion of the week in various clinical areas, working with patients under supervision and participate in clinical reasoning sessions. This course is taught through practical sessions, tutorials and clinical practice.

**Assessment:** Students have a clinical examination at the end of each rotation. This examination takes the format of "patient treatment" or "patient assessment". In addition, the students' performance during the clinical rotations is assessed by both the clinical staff and the clinical facilitators by means of a performance evaluation form and a mark awarded. The final course mark is composed of five rotation marks. Each rotation mark is comprised of a clinical examination (60%) and a performance evaluation (40%). Student have to achieve an average of 60% for the year to be exempt from further testing. A student who receives less than an average of 50% for the rotation marks fails the course and will have to repeat the course the following year. If the student achieves an average of 50-59% for the rotation marks, he/she will be required to sit a further clinical examination in October. If the student achieves a pass of 50% or more for this additional clinical examination, this examination mark will be incorporated into the course mark (equivalent to a combined rotation mark) and he/she will pass the course. Should the student obtain less than 50% for this additional clinical examination, he/she will have to spend an additional three weeks in the clinic and undertake a supplementary examination at the end of January of the following year.

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**AHS3070H  BECOMING A REHABILITATION PROFESSIONAL 1**

**Course convenor:** Ms S Maart.

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

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

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**AHS3076H  MOVEMENT SCIENCE 3**

**Course convenors:** Ms R Parker and Ms T Burgess.

**Course outline:** This course covers the fields of orthopaedics and neuromusculoskeletal conditions. *Orthopaedics:* This component focuses on cold orthopaedics, including congenital and acquired pathologies, joint replacements and non-traumatic spinal conditions. Peripheral nerve injuries, amputations and hand injuries are also included. It covers the relevant orthopaedic management and
the appropriate physiotherapy interventions.

*Neuromusculoskeletal:* This component is a progression of previously learnt techniques to include vertebral mobilisation as it relates to normal movement, function and stability. The course is designed to equip students with an integrated approach to working with neuromusculoskeletal disorders in the clinical setting. This course is taught through lectures, practical sessions and tutorials.

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

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**AHS3077H  APPLIED PHYSIOTHERAPY 2**

**Course convenors:** Ms J Hughes (neurology) and Ms S Manie (cardiorespiratory rehabilitation and burns).

**Course outline:** This course covers the fields of adult neurology and neurocardiorespiratory and burn rehabilitation.

*Adult Neurology:* This component aims to equip the student with key knowledge and skills pertaining to the physiotherapy management of a variety of adult neurological conditions. The course contains applied neurosciences modules, as well as modules dealing with specific neurological conditions. The modules are designed to develop clinical reasoning and creative problem-solving skills with the South African context.

*Neurocardiorespiratory rehabilitation:* This component aims to equip the student with the knowledge and skills to assess a situation, taking into consideration the whole person and environment; critically analyse a situation; interpret the information available from the assessment; plan and implement appropriate, effective programmes based on a critical appraisal of all the available information, applying knowledge from the relevant scientific fields; evaluate the outcome of intervention; and make recommendations on the basis of this. The emphasis is on primary health care and clinical reasoning. This course is taught through lectures, practical sessions and tutorials.

*General rehabilitation:* This component will address the management of conditions which require long-term, holistic rehabilitation such as burns and geriatrics. The course will also cover techniques of management such a proprioceptive neuromuscular facilitation and splinting.

**Assessment:** The mark allocation is as follows: April test/assignments - 10%; June test - 29%; September test/assignments - 10%; November examination - 51%. Some of the assessments may be of a practical nature.

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**AHS3078H  RESEARCH METHODS AND BIOSTATISTICS 1**

**Course convenor:** Prof J Jelsma.

**Course outline:** The course provides students with the necessary skills and conceptual knowledge to conduct research. Physiotherapy students to 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research methodology (April)</td>
<td>5%</td>
</tr>
<tr>
<td>Epidemiology (July)</td>
<td>10%</td>
</tr>
<tr>
<td>Research protocol for fourth year (September)</td>
<td>25%</td>
</tr>
<tr>
<td>Statistics (October)</td>
<td>10%</td>
</tr>
<tr>
<td>Examination: - critical appraisal</td>
<td>50%</td>
</tr>
</tbody>
</table>

No student may proceed to the research project until the research protocol has been awarded a mark of 50%. The protocol may need to be resubmitted.

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**AHS4065W  CLINICAL PHYSIOTHERAPY 3**

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

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

**AHS4066H** Becoming a Rehabilitation Professional 2

**Course convenor:** Ms S Maart.

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

**Assessment:** Year mark: Tests/assignments - 49%; November examination - 51%.

**AHS4071H** Applied Physiotherapy 4

**Course convenor:** Ms S Maart.

**Course outline:** This course consists of a variety of workshops/teaching sessions on specialist / advanced topics within physiotherapy and South African health care. The course also comprises modules on sports physiotherapy and on pharmacology. This course is taught through lectures, practical sessions and tutorials.

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

**AHS4072H** Research Methods and Biostatistics 2

**Course convenor:** Prof J Jelsma.

**Course outline:** Students, working in groups, will conduct a research project that will be documented as a scientific article.

**Assessment:** The allocation of marks is as follows: Literature review: 35%; presentation: 15%, and project: 50%. The individual student's contribution to the project will be evaluated by the supervisor and this mark will be incorporated into the project mark.
POSTGRADUATE DIPLOMA IN COMMUNITY EYE HEALTH (MG019)

Programme convenor: Prof C Cook (Division of Ophthalmology, Department of Surgery)

Admission requirement
FGA1 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
FGA2 The programme is offered over 12 months (an initial 10-week period on campus, 36 weeks off campus, and a final 2-week period on campus).

Curriculum outline:
FGA3 The curriculum consists of the following courses:
   (a) CHM4000F Community Eye Health for Vision 2020 (on campus). This includes the following modules: Introduction to Vision 2020; cataract; childhood blindness, refractive error, low vision; other blinding eye diseases.
   (b) CHM4001F Health Promotion and Human Resource Development for Vision 2020 (on campus). This includes the following modules: Health promotion for Vision 2020; Human resource development and health education for Vision 2020.
   (c) CHM4002F Management for Vision 2020 (on campus). This includes the following modules: Management 1 (advocacy and strategic leadership); Management 2 (project management); Management 3 (programme development and implementation); Management 4 (programme administration and management).
   (d) CHM4003W Implementation of Vision 2020 (off campus). This includes the following modules: Programme implementation; Programme administration and management 1; Programme administration and management 2; Programme monitoring; Report back and debriefing on programme implementation.

Examination
FGA4 Students are assessed continuously through tests and assignments. A candidate is required to obtain at least 50% in each of the tests and assignments.

Distinction
FGA5 The Diploma may be awarded with distinction (75% - 100%).

Courses for Postgraduate Diploma in Community Eye Health:

CHM4000F COMMUNITY EYE HEALTH FOR VISION 2020
(On campus).
   (a) Introduction to Vision 2020
      Module convenor: Prof C Cook.
      Module outline: This module provides an overview of the principles of blindness prevention and of the Vision 2020 programme.
      Assessment: Written test.
(b) **Cataract**  
*Module convenor:* Dr K Lecuona.  
*Module outline:* This module provides an overview of the principles of the control of cataract blindness.  
*Assessment:* Written test.

(c) **Childhood blindness, refractive error, low vision**  
*Module convenor:* Prof C Cook.  
*Module outline:* This course provides an overview of the principles of the control of childhood blindness, refractive error, and low vision.  
*Assessment:* Written test.

(d) **Other blinding eye diseases**  
*Module convenor:* Dr K Lecuona.  
*Module outline:* This module provides an overview of the principles of the control of blindness due to trachoma, glaucoma, and diabetic retinopathy.  
*Assessment:* Written test.

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**CHM4001F** HEALTH PROMOTION AND HUMAN RESOURCE DEVELOPMENT FOR VISION 2020  
*(On campus)*

(a) **Health promotion for Vision 2020**  
*Module convenor:* Ms J Keikelame.  
*Module outline:* This module provides an overview of the principles of health promotion for Vision 2020.  
*Assessment:* Written test.

(b) **Human resource development and health education for Vision 2020**  
*Module convenor:* Prof C Cook.  
*Module outline:* This module provides an overview of the principles of human resource development and health education for Vision 2020.  
*Assessment:* Written test.

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**CHM4002F** MANAGEMENT FOR VISION 2020  
*(On campus)*

(a) **Management 1 (advocacy and strategic leadership)**  
*Module convenor:* Mr D Minnies.  
*Module outline:* This module provides an overview of the principles of advocacy and strategic leadership for Vision 2020.  
*Assessment:* Written test.

(b) **Management 2 (project management)**  
*Module convenor:* Mr D Minnies.  
*Module outline:* This module provides an overview of the principles of project management for Vision 2020.  
*Assessment:* Written test.

(c) **Management 3 (programme development and implementation)**  
*Module convenor:* Mr D Minnies.  
*Module outline:* This module provides an overview of the principles of programme development and implementation.  
*Assessment:* Written test.

(d) **Management 4 (programme administration and management)**  
*Module convenor:* Mr D Minnies.  
*Module outline:* This module provides an overview of the principles of programme administration and management.  
*Assessment:* Written test.
CHM4003W IMPLEMENTATION OF VISION 2020
(Off campus)
(a) Programme implementation
Module convenor: Prof C Cook.
Module outline: Students are required to implement a district Vision 2020 programme in their health district. This module provides opportunity for students to apply the theory learnt in the first three modules.
Assessment: Assignments.

(b) Programme administration and management 1
Module convenor: Dr K Lecuona.
Module outline: Students are required to implement a district Vision 2020 programme in their health district. This module provides opportunity for students to apply the theory learnt in the first three modules.
Assessment: Assignments.

(c) Programme administration and management 2
Module convenor: Prof C Cook.
Module outline: Students are required to implement a district Vision 2020 programme in their health district. This module provides opportunity for students to apply the theory learnt in the first three modules.
Assessment: Assignments.

(d) Programme monitoring
Module convenor: Prof C Cook.
Module outline: Students are required to implement a district Vision 2020 programme in their health district. This module provides opportunity for students to apply the theory learnt in the first three modules.
Assessment: Assignments.

(e) Report back and debriefing on programme implementation
Module convenor: Dr K Lecuona.
Module outline: This module provides an opportunity for students to report back on and share experiences with implementing and managing their programmes, and to plan their programmes for the next period.
Assessment: Written examination.

POSTGRADUATE DIPLOMA IN DISABILITY STUDIES (MG016)

[Objectives: The Postgraduate Diploma in Disability Studies programme aims to increase awareness and informed participation in disability issues at a teaching, research and community-based programme level. Students will be able to:
• Understand disability as diversity
• Appreciate the shift in perspective from seeing disability as a welfare and charity issue to a human rights and development issue
• Develop the capacity to interrogate the emotional responses related to disability issues
• Apply new knowledge and skills in community-based development and research.
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 NGO, 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 convenors: Assoc Prof T Lorenzo and Mr M Toni (DPSA).

Admission requirements

FGB1.1 Except by permission of the Senate, 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; evidence of critical thinking skills in writing and reading; and evidence that they have attained an approved level of computer literacy.

FGB1.2 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

FGB2 (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

FBB3 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

FGB4 The prescribed courses are:
AHS4089F Introduction to Disability as Diversity
AHS4090S Critical Priorities in Disability, Diversity and Development
AHS4091W Developing Critical Research Literacy
AHS4092F Community-Based Development and Project Management

Assessment and eligibility to apply for MPhil in Disability Studies

FGB5.1 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 a 50% exam mark. 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 convenor’s discretion.

FGB5.2 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:
FGB6 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  
**Course convenor:** Assoc Prof T Lorenzo.  
**Course outline:** The students are introduced to issues of power and privilege. Theories on identities, social mobilisation and resistance to oppression are explored. Theories on othering, marginalisation and exclusion related to class; gender; race; sexualities etc. and their intersections with disability are considered. 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.  
**Assessment:** Assessment consists of reading journals, peer presentations, group projects and written assignments.

**AHS4090S** CRITICAL PRIORITIES IN DISABILITY, DIVERSITY AND DEVELOPMENT  
**Course convenor:** Ms M van Zyl.  
**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 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.

**AHS4091W** DEVELOPING CRITICAL RESEARCH LITERACY  
**Course convenor:** Ms M van Zyl.  
**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; research project management. Principles of emancipatory disability research are critiqued.  
**Assessment:** Assessment is through action learning and specific research tasks.

**AHS4092F** COMMUNITY-BASED DEVELOPMENT AND PROJECT MANAGEMENT  
**Course convenor:** To be announced.  
**Course outline:** The focus is on action learning in understanding approaches to community-based development so as to contribute to service delivery at the relevant government level. Project management skills are fostered through creating opportunities for students to practise community participatory approaches to service delivery. 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).  
**Assessment:** The course is assessed through identified action learning activities that culminate in a disability project report.
**POSTGRADUATE DIPLOMA IN FAMILY MEDICINE (MG015)**

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

**Admission requirements**

FGC1 An applicant shall not be considered for admission to the Postgraduate Diploma in Family Medicine unless he/she:

(a) is a graduate of medicine of this University or another university recognised by the Senate for this purpose;

(b) is registered by the Health Professions Council of South Africa as a medical doctor;

(c) has successfully undergone a formal interview process and has submitted the names and contact details of at least two contactable referees, one of whom should be their current or most recent employer;

(d) will be practising in an approved setting for the duration of his/her registration for the Diploma.

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

**Duration of diploma programme**

FGC2 A student shall be required to be registered for a minimum of two years of part-time but on-site study.

**Curriculum**

FGC3

**Year 1**

PPH4004F Principles of Family Medicine

PPH4005S Evidence-based Medicine

PPH4007S Ethics

PPH4011S Clinical Medicine B.

**Year 2**

PPH4006S Clinical Medicine A

PPH4028F Child and Family Health

PPH4029H Prevention and Promotion and Chronic Illness.

[Note: Year 1 is not a prerequisite for Year 2. These two year offerings are offered alternately and not together in the same year. The combination of courses a student registers for therefore depends on which combination is offered in that year.]

**Assessment**

FGC4 (a) The year mark counts 50% of the total mark and the integrated examination at the end of the second year of study counts 50% of the total mark for each course.

(b) The year mark for each course is made up of marks obtained for assignments within modules and/or examinations on completion of individual modules.

(c) All individual courses must be passed with 50% before a student may be admitted to the final, integrated examination.

(d) 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 (written, OSCE, observed role-played consultations and oral) in order to pass the examination as a whole. Fifty per cent of the mark for the integrated examination will count towards the final mark for each course.
Distinction:
FGC5 The Diploma may be awarded with distinction (75% - 100%).

Courses for Postgraduate Diploma in Family Medicine:

PPH4004F PRINCIPLES OF FAMILY MEDICINE
Course convenors: Dr B Schweitzer and Dr M Navsa.
Course outline: This module 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 FGC4.

PPH4005S EVIDENCE-BASED MEDICINE
Course convenor: 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 FGC4.

PPH4006S CLINICAL MEDICINE A
Course convenor: Dr B Schweitzer.
Course outline: Aspects of clinical medicine, including ENT, ophthalmology, orthopaedics, minor and minor surgical procedures, are covered by means of seminars and practical sessions. Since not all aspects of clinical medicine can be covered in contact time, students need to address their own learning needs defined in their daily clinical practice. Attendance at specific specialist clinics can be arranged.
Assessment: See FGC4.

PPH4007S ETHICS
Course convenor: Dr M Navsa.
Course outline: The ethics module covers universal ethical theories such as the principles of beneficence, non-maleficence, justice and autonomy; ethics specific to family medicine; ethics of the consulting room; micro-ethics, health and human rights in SA; HIV / Aids; research ethics and ethics relating to genetics.
Assessment: See FGC4.

PPH4011S CLINICAL MEDICINE B
Course convenor: 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 defined in their daily clinical practice. Attendance at specific specialist clinics can be arranged.
Assessment: See FGC4.
PPH4028F CHILD AND FAMILY HEALTH
Course convenors: Dr B Schweitzer and Dr M Navsa.
Course outline: The module includes clinical paediatrics and child health, human development from birth to the middle years and family-oriented primary care. Much of the learning is Web-based. In addition there are patient presentations and (if feasible) weekends away are arranged for the group as a whole.
Assessment: See FGC4.

PPH4029H PREVENTION, PROMOTION AND CHRONIC ILLNESS
Course convenors: Dr B Schweitzer and Dr M Navsa.
Course outline: This module focuses on the management of 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 FGC4.

POSTGRADUATE DIPLOMA IN HEALTH ECONOMICS (MG017)

Programme convenor: Dr S Cleary (Department/School of Public Health and Family Medicine)

Admission requirements
FGD1 The Diploma is designed for graduates in social or health sciences. The minimum entry requirement is an undergraduate degree in economics, a health science or the social sciences, or the approved equivalent, from an approved university. Fluency in English, both written and spoken, is required. Applicants must have demonstrated good quantitative skills and an interest in public health and in economics.

Duration of diploma programme
FGD2 The Diploma is offered over 24 months on a part-time basis. Students may not be registered beyond four years.

Curriculum
FGD3

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<th>Year One</th>
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<td>PPH4019F Economic Evaluation</td>
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<td>PPH4020S Microeconomics for the Health Sector</td>
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<tr>
<td>PPH4024S Health Economics 3</td>
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<tr>
<td>PPH4025S Current Developments in Health Economics</td>
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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.]

FGD4 A student who fails to meet the following minimum requirements may be refused permission to renew his/her registration for the diploma:
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.

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

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

**Assessment**

FGB5  
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 are two assignments per course, each of which must be passed. If a student fails an assignment (mark of less than 50%), he or she may submit a rewritten assignment, but a maximum mark of 50% will be awarded. Each course must be passed with at least 50%. Each course is weighted equally in calculating the final mark for the diploma.

**Distinction**

FGD6  
The Diploma may be awarded with distinction (75% - 100%).

**Courses for Postgraduate Diploma in Health Economics:**

**PPH4018F  HEALTH ECONOMICS 1**

Course convenor: Mr E Blecher.

**Course outline:** The course aims to give students an introduction to the scope and content of the sub-discipline of health economics; explain the reasons why health care differs from other commodities and the basis of market failure in health care; and to set health economics in the context of other relevant disciplines such as epidemiology, medical ethics, medical sociology, etc. The following topics are covered: Health 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.

**Assessment:** Two assignments, each worth 50% of the course mark.

**PPH4019F  ECONOMIC EVALUATION**

Course convenor: Dr S Cleary.

**Course outline:** 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.

**Assessment:** Two assignments, each worth 50% of the course mark.

**PPH4020S  MICROECONOMICS FOR THE HEALTH SECTOR**

Course convenor: To be announced.

**Course outline:** The course aims to provide students with an overview of the programme and of economics and health economics. It 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.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4021S  PRIORITY SETTINGS, RESOURCE ALLOCATION AND EQUITY
Course convenor: Mr O Okorafar.
Course outline: The course aims to provide students with an overview of the economic approaches
(and other approaches) to priority setting in terms of both efficiency and equity.
The following topics are covered: Review of priority settings; programme budgeting and marginal
analysis; PBMA in practice; burden of disease and priority setting; communitarian claims; equity in
principle and in practice; the future of priority settings.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4022F  HEALTH ECONOMICS 2
Course convenor: Dr E Sinanovic.
Course outline: The course aims to build on Health Economics 1, and to give students a deeper
understanding of the sub-discipline. The following topics are covered: Agency- and supplier-
induced demand; equity revisited; medical practice variations; paying doctors and paying patients;
health.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4023F  ECONOMICS OF HEALTH SYSTEMS
Course convenor: Prof D McIntyre.
Course outline: The course aims to allow students to understand and critique in economic terms
different forms of organisation and financing of health care systems. The following topics are
covered: Funding health care: general; funding through the market; what health care systems are
trying to do; whether there is an optimal size of the health care system; how health care systems are
judged; what is meant with "quality"; and the role of public health.
Assessment: Two assignments, each worth 50% of the course mark.

PPH4024S  HEALTH ECONOMICS 3
Course convenor: 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 worth 50% of the course mark.

PPH4025S  CURRENT DEVELOPMENTS IN HEALTH ECONOMICS
Course convenor: 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 worth 50% of the course mark.
POSTGRADUATE DIPLOMA IN HEALTHCARE TECHNOLOGY MANAGEMENT (MG010)

Programme convenor: Mr M Poluta (Biomedical Engineering, Department of Human Biology).

[Objective: This Diploma aims to build capacity and broaden technology-related competencies in support of quality healthcare delivery that is affordable, equitable and sustainable. The Diploma is designed to meet the needs of healthcare practitioners in the general areas of technology assessment, innovation and management. These include health system planners, health technology policy makers, healthcare funds and health service- and hospital managers, as well as clinical- and hospital engineering practitioners, medical physicists, radiographers, clinical technologists, nurses and medical informaticists.]

Admission requirements
FGE1 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; and
(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 diploma programme
FGE2 The Diploma is offered on a part-time basis, with a number of on-site teaching blocks, complemented by distance learning. Students must be registered for a minimum of two years.

Curriculum
FGE3 The Diploma consists of coursework and a project. Students are required to complete eight courses from the list below.
(a) Coursework:
   HUB4027H Healthcare Technology Assessment
   HUB4028H Healthcare Technology Planning and Acquisition
   HUB4030H Project Management
   HUB4033H Clinical Engineering Practice
   HUB4036H Healthcare Orientation
   HUB4044H Health Informatics and Management Information Systems
   HUB4065H Medical Device & Instrumentation Overview
   HUB4066H Medical Device, Innovation & Entrepreneurship
   HUB4067H Infection Control for Health Facilities
   HUB4068H Asset Management of Healthcare Technology & Infrastructure
   HUB4069H Health Facility Design, Planning & Assessment
   HUB4070H Hospital Engineering Practice

(b) Project:
   HUB4032H Project in Healthcare Technology Management

Progression rule
FGE4 Students must pass at least two courses in their first year of study.
Assessment
FGE5.1 Students will be assessed on the basis of class tests, written examinations, assignments (where appropriate) and a project, and must pass each course and the project in order to graduate.
FGE5.2 Students must pass all courses, including the project, with at least 50%.

Distinction
FGE6 The Diploma may be awarded with distinction (75% - 100%).

Courses for Postgraduate Diploma in Healthcare Technology Management:

HUB4027H HEALTHCARE TECHNOLOGY ASSESSMENT
Course convenor: Mr M Poluta.
Course outline: Macro- and micro-assessment; technology assessment criteria and methods; cost-benefit, cost-effectiveness, cost-minimisation and cost-utility analysis; health status, health outcomes and impact analysis; international trends and resources; evidence gathering and analysis; case studies.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4028H HEALTHCARE TECHNOLOGY PLANNING AND ACQUISITION
Course convenor: Mr M Poluta.
Course outline: The course covers the systems, processes and procedures relating to the planning for, and the selection and procurement of, healthcare technologies. Topics include: Comprehensive primary health care; health system performance, needs assessment; strategic planning; policy formulation and implementation; health technology packages; technology life cycles; cost of ownership; technology evaluation and option appraisal; the procurement process; replacement planning; information resources; special needs of developing countries.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4030H PROJECT MANAGEMENT
Course convenor: Mr M Poluta.
Course outline: This course underlines the importance of the project management approach in healthcare technology management interventions. Topics include: Project definition; project teams; time scheduling; cost estimation and budgeting; project control; risk management; conflict management; project evaluation.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4032H PROJECT IN HEALTHCARE TECHNOLOGY MANAGEMENT
Course convenor: Mr M Poluta.
Course outline: This applied research project is intended to consolidate the student's understanding of the course material through application in a target environment. Topic and brief to be determined in consultation with the programme convenor.
Assessment: Assessment of interim report and mini-dissertation (with oral examination if necessary).

HUB4033H CLINICAL ENGINEERING PRACTICE
Course convenor: Mr M Poluta.
Course outline: Definitions; basic concepts; asset management; risk management; safety (with a focus on electrical safety); standards; performance and cost indicators; quality assurance and accreditation; service models and resource requirements; organisation of technical services; regulation of medical devices; certification and other professional issues.
Assignment: Assignment (30%), class test (10%), written examination (60%).

HUB4036H HEALTHCARE ORIENTATION
Course convenor: Dr D A Boonzaier.
Prerequisite: Approved courses in basic anatomy and physiology.
Course outline: This course provides a grounding to students who have not had prior exposure to healthcare practice. Topics include: Medical terminology, patho-physiology, clinical specialities and procedures; disability and rehabilitation. The course includes visits to hospital departments and community institutions.
Assessment: Class test and oral examination.

HUB4044H HEALTH INFORMATICS AND MANAGEMENT INFORMATION SYSTEMS
Course convenors: Mr M Poluta and Mr E Nunziata.
Course outline: Use of health information; health and hospital information systems; database design; date storage and retrieval; decision-making; expert systems; telemedicine and e-health; evaluation of hospital information systems; HTM-related management information systems; indicators; decision-support tools; case studies.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4065H MEDICAL DEVICES AND INSTRUMENTATION OVERVIEW
Course convenors: Mr M Poluta and Mr R Dickinson.
Course outline: The course covers the design principles, functional specifications, operating characteristics, and application and maintenance requirements of commonly encountered diagnostic, monitoring and therapeutic medical equipment and devices.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4066H MEDICAL DEVICE INNOVATION AND ENTREPRENEURSHIP
Course convenors: Mr M Poluta, Prof D Kelso and Prof M Glucksberg.
Course outline: Technology trends; technology life cycle; innovation and development process; design factors, including human factors needs assessment; concept generation & evaluation; commercialisation; technology transfer; generalised specifications; good manufacturing practice; quality assurance; regulation of medical devices; international standards.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4067H INFECTION CONTROL FOR HEALTH FACILITIES
Course convenor: Dr S Parsons.
Course outline: This course brings together a body of technical expertise common to the control of human airborne infections, including tuberculosis (including drug resistant strains), pandemic influenza, SARS, etc. Current and emerging control strategies applicable to preventing transmission in workplaces (including clinics, hospitals and laboratories) and congregate living settings are covered; this includes air distribution designs for surgical and patient rooms, with emphasis on the necessary considerations for various diagnostic, treatment and support areas. The course also addresses clean and bio-containment laboratory design, safety cabinet technology, testing of HEPA filtered systems and safe use of biological safety cabinets. There is a mix of formal lectures, tutorials, group discussions, assignments (group-based and individual), site visits and self-study. Contact time averages 20 hours per course.
Assessment: Assignment (30%), class test (10%), written examination (60%).

HUB4068H ASSET MANAGEMENT OF HEALTHCARE TECHNOLOGY AND INFRASTRUCTURE
Course convenor: Mr M Poluta.
Course outline: The *Asset Management Guide* of the SA National Treasury defines Asset Management as 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”.

Asset Management can also be viewed as a systematic and coordinated set of activities and practices through which an organisation optimally manages its physical assets and their associated performance, risks and expenditures over their life-cycles for the purpose of achieving its strategic plan. This course explores issues and provides solutions for proper asset management of healthcare technologies and infrastructure.

Course content includes:
- The strategic imperative - stewardship and ownership issues
- Needs-based planning and procurement
- Life-cycle costing and cost of ownership
- Maintenance and user support as part of asset management
- Nomenclature systems and asset management information systems
- Performance-, risk- and expenditure-related indicators
- Audit and assessment methodologies.

The course has a mix of formal lectures, tutorials, group discussions, assignments (group-based and individual), site visits and self-study. Contact time averages 20 hours per course.

Assessment: Assignments (30%), class test (10%), written examination (60%).

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**HUB4069H HEALTH FACILITY DESIGN, PLANNING AND ASSESSMENT**

Course convenor: 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 associated performance, risks and expenditure of a health facility over its life cycle for the purpose of achieving its strategic purpose.

Course content also includes:
- Strategic, operational and replacement planning
- Condition-based assessment, functional assessment and risk assessments
- Tools to assist with the evaluation of health service delivery and integrated resource management.

The course has a mix of formal lectures, tutorials, group discussions, assignments (group-based and individual), site visits and self-study. Contact time averages 20 hours per course.

Assessment: Assignments (30%), class test (10%), written examination (60%).

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**HUB4070H HOSPITAL ENGINEERING PRACTICE**

Course convenor: Dr S Parsons.

Course outline: This course covers the following areas:
- Air flow and quality guidelines and standards
- Best practice for medical gas installations – design and operation
- Electrical power distribution design, including uninterruptible and standby power generation systems, and ensuring clean power for medical equipment
- Steam generation and distribution; hot water reticulation; water storage and distribution
- Control and energy efficiency techniques for engineering plant
- Standards and guidelines for health facility finishes
- Communications and internal transport systems
- Maintenance strategies and related budgeting
- Expenditure, prioritisation and resource-balancing
- Space utilisation and service configurations – strategy and adaptation
- Operations management and related information systems and indicators
Occupational safety legislation and its implications for health facilities.
The course has a mix of formal lectures, tutorials, group discussions, assignments (group-based and individual), site visits and self-study. Contact time averages 20 hours per course.

Assessment: Assignment (30%), class test (10%), written examination (60%).

POSTGRADUATE DIPLOMA IN HEALTH MANAGEMENT (MG009)

Programme convenor: Prof L Gilson (School of Public Health and Family Medicine).

Admission requirement
FGF1 An approved undergraduate degree or equivalent qualification from this University or from 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 limited places for other candidates.]

Duration of diploma programme
FGF2 The programme is offered over 18 months on a part-time basis (four eight- to nine-day residential blocks in the first 12 months and an additional six months to complete the project).

Curriculum outline
FGF3 The following courses are offered:

Part 1:
- GSB4105W Public Health Management Practice
- PPH7078W Managing Health Policy Implementation
- PPH7079W Managing Health Systems Development

Part 2
- GSB4108Z Public Health Technical Report

Examination
FGF4 Students are assessed continuously through work-related tasks and the course project. A candidate is required to obtain at least 50% in each of the coursework and project components.

Distinction
FGF5 The Diploma may be awarded with distinction (75% - 100%).

Courses for Postgraduate Diploma in Health Management:

GSB4105W PUBLIC HEALTH MANAGEMENT PRACTICE
Course convenor: Dr S Mazaza (Graduate School of Business).
Course outline: This course explores recent developments in the field of management practice and knowledge management with a particular focus on systems thinking. The foundation module provides the broad framework on which the programme is built. It introduces the action learning, systems thinking and the adult learning theories on which the programme as a whole is based. It integrates these into the concepts of organisational learning and knowledge management.

On completion of the course, students will have demonstrated their ability to integrate systems thinking and learning into their management practice and knowledge and apply it to a significant organisational issue, problem or opportunity.

Assessment: Assessment will be done through the submission of a portfolio of relevant project work done.
**PPH7078W**  MANAGING HEALTH POLICY IMPLEMENTATION  
**Course convenor:** 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 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 reasons for implementation problems and gaps, and different ways of approaching the task of managing implementation. This course is based on a range of real world experiences and also encourages participants to draw on their own experience. Assessment is via a combination of group and individual activities.  
**Assessment:** Group work presentation: 10%; portfolio of work: 10%; assignment 1 (3000 words): 30%; assignment 2 (5000 words): 50%.

**PPH7079W**  MANAGING HEALTH SYSTEMS DEVELOPMENT  
**Course convenor:** Prof L Gilson.  
**Course outline:** This course introduces participants to a range of planning and management tools and approaches important to health systems development. It provides frameworks for understanding the scope and key aspects of health systems and their development. It equips participants with skills and analytical approaches to strengthen their managerial practice. It explores some of the critical challenges and opportunities for health system development in South Africa through a use of practical examples and experiences.  
**Assessment:** Groupwork presentation: 10%; portfolio of work: 10%; assignment 1 (3000 words): 30%; assignment 2 (5000 words): 50%.

**GSB4108Z**  PUBLIC HEALTH TECHNICAL REPORT  
**Course convenor:** Dr S Mazaza.  
**Course outline:** Students are required to conduct an action-based investigation which adds substantive depth to their management studies. The technical report tests their ability to apply the analytical and integrating skills and knowledge gained on the programme to a particular and substantial management problem. The action research challenges them to become acquainted with the problem, the problem context and the current literature specific to the problem field; to make independent critical evaluations of contending points of view; and to show understanding of the theory and its implications for decision-making and practice. To do so, students need to research a specific topic, methodologically collect robust data, interpret the data and apply the findings to resolve the research questions. The project follows an action-learning process which involves the following steps: Diagnosis; construction of a theory of action appropriate to the context; implementation; observations covering process and results of implementation; critical reflection on process with the aim of evaluating operational leadership.  
**Assessment:** See FGF4.

**POSTGRADUATE DIPLOMA IN INTERNATIONAL RESEARCH ETHICS (MG014)**

**Programme convenors:** Prof S Benatar and Dr T Fleischer (Department of Medicine).

**Admission requirements**  
**FGG1**  An applicant shall be required to  
(a) have an approved degree and a background that reflects significant interest in bioethics or research ethics (broadly construed as a multi-disciplinary enterprise);  
(b) demonstrate evidence of scholarly ability and personal maturity;  
(c) fulfil the University of Cape Town English language requirements and demonstrate fluency in both oral and written English. Students who have not
obtained a degree at an English medium university will be required to provide proof of English proficiency;
(d) be computer-literate.

[Note: Applicants will be considered on a case-by-case basis. The Programme Committee, with the assistance of representatives of the health care sector of the home country in question, will determine suitable credentials for entry (including the question of equivalency of undergraduate education). Members of a research ethics committee or an institution involved in performance and monitoring of biomedical research, and with the linguistic and educational ability to cope with the course readings and practicum, will be given preference. Preference will be given to individuals who could play a leadership role in research ethics committees in their home institutions. There must be a high likelihood that the applicant will provide significant leadership in research ethics and bioethics in his or her home country upon completion of the Diploma programme. Trainees are sought not only from health care disciplines, but also if they were trained in other fields, such as philosophy, law, theology and the social sciences. Representatives of government, businesses and NGOs who have a professional interest and involvement in some aspect of research ethics are encouraged to apply.]

Duration of the diploma programme
FGG2 A student shall be registered for a minimum of eighteen months of part-time study.

Curriculum
FGG3 Part I: coursework, consisting of the following modules:
MDN4012F Underlying Concepts in Research Ethics
MDN4013F Research in Cross-cultural Contexts
MDN4014S Public Health Research and Ethics

Part 2
MDN4006W Project

Assessment
FGG4 Students will be assessed based on class attendance and active participation; take-home assignments designed to build skills in research ethics, to be carried out at each student's home institution under direction of an assigned mentor; and on satisfactory completion of a written project.

Distinction
FGG5 The Diploma may be awarded with distinction (75% - 100%).

Courses for Postgraduate Diploma in International Research Ethics:

MDN4012F UNDERLYING CONCEPTS IN RESEARCH ETHICS
Course convenors: Dr T Fleischer and Prof L Doyal.

Course outline: The purpose of this course is to examine the duties of care by which physicians and researchers seek to conduct themselves and to fashion relationships with their patients and with research subjects. The sessions are orientated around the Declaration of Helsinki, the fountain-head document that has guided research since the end of World War II. A basic foundation is provided in ethical theories and methods of moral reasoning. An historical perspective is provided on research ethics and the ethical issues that arise in the development, conduct, and dissemination of research, resulting from scientific investigation. Concepts and standards of professionalism are linked to legal and regulatory guidelines and rules, that in turn, seek to set ethical and sometimes legal standards. Among the topics discussed are the history and formation of the Declaration, the doctrine of informed consent, including the therapeutic misconception, conflicts of interest, law and bioethics,
resource allocation and concepts of professionalism. Lectures are complemented by illustrative cases, usually focusing on issues that arise in the context of biomedical research. The course ends with students conducting a ‘mock’ research ethics committee meeting that must decide whether several controversial research protocols meet ethical standards.

**Assessment:** See FGG4.

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**MDN4013F RESEARCH IN CROSS-CULTURAL CONTEXTS**

**Course convenors:** Dr L Henley and Prof J Comaroff.

**Course outline:** This course includes the following topics: Scientific and ethical review of quantitative and qualitative research; research ethics committee structure and operation, moral decision-making on RECs; informed consent; recruitment and incentives; risk: benefit analysis and minimal risk; randomised and placebo-controlled trials; research among children (including the ‘407’ process) and the decisionally impaired, and genetic and stem cell research. In addition, discussion examines contemporary international research codes; contemporary challenges in regulating international, cross-cultural research; justice and research ethics; harmonisation of international codes. Students are expected to raise theoretical and practical concerns related to the interpretation and implementation of the codes, and to consider areas of conflict and agreement between various codes and perspectives. Practical issues include policies for handling scientific misconduct, dissemination, transfer and sharing of data and tissue samples gathered in research, and responsible authorship. Discussion of these issues focuses, wherever possible, on research in developing countries, taking contextual concerns into consideration. Students analyse ethical issues that arise as Western systems of medicine and science encounter African cultures. Where Western science and technology appear to clash with African worldviews, students seek to incorporate an understanding of other cultures and the moral sensibilities of traditional Africa into their medical and ethical analysis, and formulate an approach to bioethical issues that, where appropriate, accommodates African cultural norms, recognising that these are not uniform throughout Africa and are in the process of evolving.

**Assessment:** See FGG4.

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**MDN4014S PUBLIC HEALTH RESEARCH AND ETHICS**

**Course convenors:** Prof S Benatar and Prof A Robertson.

**Course outline:** The reduction, if not eradication, of major infectious diseases, in particular AIDS, tuberculosis and malaria, in Sub-Saharan Africa is an indisputable common good. However, research-generated and public policy solutions to this catastrophic burden of disease may entail interventions that require limitations on individual liberties, such as rights to privacy and voluntary, informed participation. Similarly, threats posed by newly emerging disease, such as SARS and pandemic influenza, are common harms at an international level. To better address the ethical challenges posed by infectious disease research at a local (i.e. African) level, as well as at a global level, this course aims to broaden the mindset of students to include essential public health considerations and ethical dilemmas in conducting public health research. The shift in focus to include ‘populations’ rather than considering only individuals adds to the thorough grounding in clinical research ethics provided in previous modules. The course aims to develop the students’ ability to identify, articulate and analyse ethical issues arising in public health research, such as vaccine development. Other topics in this module include controversial issues in international collaborative research ethics, global health and global equity, essential national health research, and the potential genomics and biotechnology for health of developing countries.

**Assessment:** See FGG4.
**POSTGRADUATE DIPLOMA IN MATERNAL AND CHILD HEALTH (MG018)**

**Programme convenors:** 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) Preference is given to health professionals resident in Southern Africa and who are pursuing a career in MCH management
(e) Computer-access and Internet connectivity.

**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**
FGH3 PED4000W Postgraduate Diploma in Maternal and Child Health Year 1

*First semester*
• Health and development
• Epidemiology and research methods
• The psychosocial context of maternal and child health

*Second semester*
• Organisation and management in the health district
• The foundations of maternal and child health

PED4001W Postgraduate Diploma in Maternal and Child Health Year 2
• Priorities in maternal and child health

*Note: The course content and evaluation for the information, education and communication and information technology courses are integrated into the programme.*  
Elective modules:
• Child health policy
• Maternal and child health management.

**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 students are required to complete the courses for which they are registered. In the final year of study students are expected to complete all the requirements for the Diploma.
(b) Students are expected to complete all the requirements for the Diploma within four years.
(c) Students need to complete the first year courses before progressing to the second year courses. The programme convenors 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 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 (MG012)
[Note: A “pathway” is the same as a “stream”, as defined on page 7 of this Handbook.]

Programme convenor: Ms U Kyriacos (School of Health & Rehabilitation Sciences).

Admission requirements
FGI1.1 (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.

FGI1.2 Applicants wishing to apply for the Advanced Midwifery and Neonatal Care pathway are also required to submit proof of registration with the South African Nursing Council as a midwife.

Duration of programme
FGI2 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 will not be allowed.

Curriculum
FGI3.1 All students are required to complete the following fundamental modules:
(a) AHS4048H Research Methods
(b) AHS4081H Professional Development Studies A
FGI3.2 All students are required to complete the additional prescribed modules for a chosen pathway. [Note: Certain pathways and modules are offered in alternate years only. Please consult the Division.] The programme has seven different pathways, namely:

**FGI3.2.1 Health Care and Nursing Management**
(a) AHS4083F Nursing Management Portfolio Development  
(b) AHS4049H Fundamentals of Nursing Management  
(c) AHS4060S Financial Management in the Health Services  
(d) AHS4070H Health Care and Nursing Management

**FGI3.2.2 Nursing Education**
(a) AHS4084F Principles of Mentorship  
(b) AHS4085S Evaluating Teaching and Learning  
(c) AHS4086H Curriculum Design  
(d) AHS4028S Subject Didactics  
(e) A one-semester course in Adult Education offered in the Faculty of Humanities to be approved by the programme convenor.

**FGI3.2.3 Advanced Midwifery and Neonatal Care**
(a) AHS4030H Health Assessment of the Pregnant Woman and Neonate A  
(b) AHS4031H Health Assessment of the Pregnant Woman and Neonate B  
(c) AHS4032H Advanced Midwifery  
(d) AHS4033H Advanced Midwifery Clinical Practice  
(e) AHS4059F Promoting Safe Motherhood  
(f) AHS4074S Maternal, Child & Women's Health

**FGI3.2.4 Critical Care Nursing (General)**
(a) AHS4034F Health Assessment of the Critically Ill Adult  
(b) AHS4087S Technology in Critical Care Nursing Practice  
(c) AHS4036H Nursing the Critically Ill Adult  
(d) AHS4054F Impact of the Critical Care Environment  
(e) AHS4064H Critical Care Nursing Practice  
(f) AHS4078H Counselling Skills

**FGI3.2.5 Child Nursing**
(a) AHS4040H Nursing the Ill Child  
(b) AHS4041H Child Nursing Clinical Practice  
(c) AHS4058S Communicating Health to Children  
(d) AHS4074S Maternal, Child and Women's Health  
(e) AHS4075H Assessment of the Child A  
(f) AHS4076F Assessment of the Child B

**FGI3.2.6 Critical Care Nursing (Child)**
(a) AHS4054F Impact of the Critical Care Environment  
(b) AHS4058S Communicating Health to Children  
(c) AHS4061H Critical Care Child Nursing Practice  
(d) AHS4063H Nursing the Critically Ill Child  
(e) AHS4075H Assessment of the Child A  
(f) AHS4076F Assessment of the Child B

**FGI3.2.7 Ophthalmic Nursing**
(a) AHS4050A Biosciences in Ophthalmic Nursing
(b) AHS4051H Ophthalmic Nursing in Primary Care Settings
(c) AHS4052S Ophthalmic Nursing in Secondary and Tertiary Care Settings
(d) AHS4053H Practice-based Learning
(e) AHS4078H Counselling Skills
[Note: Certain courses are offered in alternate years only. Please consult the Division.]

Clinical teaching and experience
FGI4 (a) Students who have clinical requirements related to their chosen pathway 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.

DP (Duly Performed) requirements
FGI5 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:
(a) Two-thirds of contact time
(b) All of the time on task activities, assignments and clinical learning activities prescribed per module or course.

Minimum requirements for re-registration
[Note: These rules must be read in conjunction with the general rules in the front section of this Handbook.]
FGI6 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 or module 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
FGI7.1 The examination consists of such written papers and/or oral and clinical examinations as may be required. Unless otherwise indicated, formative assessment will contribute 40% and the summative assessment contributes 60% to the final mark of the module/course.
FGI7.2 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 programme requirements. If the student is not eligible for a supplementary examination, the student may (subject to other rules in this section) re-register for the 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 module or 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 module or course.
FGI7.3 Students are required to achieve an aggregate of 50% in summative evaluations for theoretical courses/modules and an aggregate of 60% in summative evaluations for clinical courses/modules to pass these courses/modules.

Distinction
FGI8 The Postgraduate Diploma may be awarded with distinction (75% - 100%).
Courses and modules for the Postgraduate Diploma in Nursing:

AHS4028S  SUBJECT DIDACTICS
Course convenor: 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4030H  HEALTH ASSESSMENT OF THE PREGNANT WOMAN AND NEONATE A
Course convenor: Assoc Prof S E Clow.
Co-requisite: AHS4031H.
Course outline: 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.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4031H  HEALTH ASSESSMENT OF THE PREGNANT WOMAN AND NEONATE B
Course convenor: Assoc Prof S E Clow.
Co-requisite: AHS4030H.
Course outline: 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.
Fieldwork: This is done in various health services related to pregnancy care.
Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4032H  ADVANCED MIDWIFERY
Course convenor: Assoc Prof S E Clow.
Co-requisite: AHS4033H.
Course outline: This half course examines the 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 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.
AHS4033H  ADVANCED MIDWIFERY CLINICAL PRACTICE  
Course convenor: Assoc Prof S E Clow.  
Co-requisite: AHS4032H.  
Course outline: This course runs concurrently with AHS4032H Advanced Midwifery. It includes guided clinical learning experiences and the development of midwifery skills with the aim of developing clinical judgement and to equip the advanced midwife to practise independently in a variety of settings.  
Fieldwork: This is done in various health services related to pregnancy care.  
Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the learner at the beginning of the module. The summative assessment is externally moderated.

AHS4034F  HEALTH ASSESSMENT OF THE CRITICALLY ILL ADULT  
Course convenor: 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4036H  NURSING THE CRITICALLY ILL ADULT  
Course convenor: Ms NA Fouché.  
Pre-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 co-operation with other members of the health team is part of the process of equipping the critical care nurse.  
Assessment: Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4040H  NURSING THE ILL CHILD  
Course convenor: To be announced.  
Co-requisite: AHS4041H.  
Course outline: The aim of this course is to challenge the student, as a professional child nurse, to work out how he/she can act skillfully and ethically while engaging with children and their families he/she encounters in practice. Focus is on the evidence-based care of the ill child. In keeping with the whole person-based approach, this includes physical, emotional, learning, relational and spiritual
aspects of care.

**Fieldwork:** This is done in a variety of settings related to child health and development.

**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4041H  CHILD NURSING CLINICAL PRACTICE**

**Course convenor:** To be announced.

**Co-requisite:** AHS4040H.

**Course outline:** The aim of this course is to challenge the student, as a professional child nurse, to work out how he/she can act skilfully and ethically while engaging with children and their families he/she encounters in practice. Focus is on the evidence-based care of the ill child. Students are enabled to acquire and practise skills to develop creative responses to the needs of the ill child in the family. In keeping with the whole person-based approach, this includes physical, emotional, learning, relational and spiritual aspects of care.

**Assessment:** Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4048H  RESEARCH METHODS**

**Course convenor:** Assoc Prof D Khalil.

**Course outline:** This course aims to enable students to understand the research process and its relationship to nursing. It facilitates the utilisation of research findings to inform nursing practice. Critical thinking and problem-solving skills are facilitated. Students identify and access resources essential to the research process and design and formulate a small-scale research proposal to address concerns within their specialist areas of practice.

**Assessment:** Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4049H  FUNDAMENTALS OF NURSING MANAGEMENT**

**Course convenor:** Dr 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% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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**AHS4050A  BIOSCIENCES IN OPHTHALMIC NURSING**

**Course convenor:** 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% of the final mark. The summative assessment
CONTRIBUTES 60% OF THE FINAL MARK. DETAILS OF THE FORMATIVE ASSESSMENT ARE GIVEN TO THE STUDENT AT THE BEGINNING OF THE MODULE. THE SUMMATIVE ASSESSMENT IS EXTERNALLY MODERATED.

**AHS4051H OPHTHALMIC NURSING IN PRIMARY CARE SETTINGS**

**Course convenor:** 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4052S OPHTHALMIC NURSING IN SECONDARY AND TERTIARY CARE SETTINGS**

**Course convenor:** 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4053H PRACTICE-BASED LEARNING**

**Course convenor:** Ms U Kyriacos.

**Course outline:** This 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 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4054F IMPACT OF THE CRITICAL CARE ENVIRONMENT**

**Course convenor:** 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% of the final mark. The summative assessment
contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

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<td>COMMUNICATING HEALTH TO CHILDREN</td>
<td>To be announced.</td>
<td>The aim of this course is to offer the student the tools to communicate ethically and skillfully with children and their families as they strive to maintain their health.</td>
<td>Various health and health-related services for children.</td>
<td>Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.</td>
</tr>
<tr>
<td>AHS4059F</td>
<td>PROMOTING SAFE MOTHERHOOD</td>
<td>Assoc Prof S E Clow.</td>
<td>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.</td>
<td></td>
<td>Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.</td>
</tr>
<tr>
<td>AHS4060S</td>
<td>FINANCIAL MANAGEMENT IN THE HEALTH SERVICES</td>
<td>Assoc Prof S E Duma.</td>
<td>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.</td>
<td></td>
<td>Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.</td>
</tr>
<tr>
<td>AHS4061H</td>
<td>CRITICAL CARE CHILD NURSING PRACTICE</td>
<td>To be announced.</td>
<td>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.</td>
<td>Students are allocated to various health and critical care settings for children.</td>
<td>Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.</td>
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<tr>
<td>AHS4063H</td>
<td>NURSING THE CRITICALLY ILL CHILD</td>
<td>To be announced.</td>
<td>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,</td>
<td></td>
<td>Formative assessment contributes 50% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.</td>
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</table>
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% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4064H  CRITICAL CARE NURSING PRACTICE**

**Course convenor:** Ms N A Fouche.

**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% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4070H  HEALTH CARE AND NURSING MANAGEMENT**

**Course convenor:** 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% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4074S  MATERNAL, CHILD AND WOMEN'S HEALTH**

**Course convenor:** 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4075H  ASSESSMENT OF THE CHILD A**

**Course convenor:** To be announced.

**Co-requisite:** AHS4076F.
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 AHS4076F 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4076F ASSESSMENT OF THE CHILD B

Course convenor: To be announced.

Co-requisite: AHS4075H.

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 AHS4075H Assessment of the Child A so that maximum application of theory to practice is facilitated. This module includes a clinical practice component.

Fieldwork: Various health and related services for children.

Assessment: Formative assessment contributes 40% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4078H COUNSELLING SKILLS

Course convenor: Ms 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

AHS4081H PROFESSIONAL DEVELOPMENT STUDIES A

Course convenor: Assoc Prof D Khalil.

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% of the final mark. The summative assessment
contributes 60% of the final mark. Details of the formative assessment are given to the student at the
beginning of the module. The summative assessment is externally moderated.

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**AHS4082S  PROFESSIONAL DEVELOPMENT STUDIES B**

**Course convenor:** Mrs 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% of the final mark. The summative assessment
contributes 60% of the final mark. Details of the formative assessment are given to the student at the
beginning of the module. The summative assessment is externally moderated.

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**AHS4083F  NURSING MANAGEMENT PORTFOLIO DEVELOPMENT**

**Course convenor:** 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 will contribute 100% to the final mark.

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**AHS4084F  PRINCIPLES OF MENTORSHIP**

**Course convenor:** Ms U Kyriacos.

**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% of the final
mark. The summative assessment of both components contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4085S  EVALUATING TEACHING AND LEARNING**

**Course convenor:** 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% of the final mark. The summative assessment contributes 50% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4086H  CURRICULUM DESIGN**

**Course convenor:** 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% of the final mark. The summative assessment contributes 60% of the final mark. Details of the formative assessment are given to the student at the beginning of the module. The summative assessment is externally moderated.

**AHS4087S  TECHNOLOGY IN CRITICAL CARE NURSING PRACTICE**

**Convenor:** 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. This 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% of the course mark. The summative assessment contributes to 60% of 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.

**POSTGRADUATE DIPLOMA IN OCCUPATIONAL HEALTH (MG007)**

**Programme convenor:** Prof J Myers (Department/ School of Public Health and Family Medicine).

**Admission requirements**

FGJ1 A degree in medicine of this University or another university recognised by the Senate for the purpose.
[Note: Certain categories of non-medical graduates may be admitted to the Postgraduate Diploma in Occupational Health. Prospective applicants are advised to contact the programme convenor.]

Duration and attendance of the programme
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 practicum blocks over the two-year period.

Curriculum
FGJ3 PPH7008W: The programme includes occupational hygiene, occupational medicine, toxicology, epidemiology and biostatistics, research methods, social and behavioural sciences, industrial relations, relevant legislation and environmental health. There are practical activities that include a research project, workplace visits, and clinical case studies.

Examination
FGJ4.1 The examination comprises three written papers, covering epidemiology and statistics; industrial hygiene and toxicology; occupational medicine and health services; and an oral examination for selected candidates. Examinations are “closed book” and count for 51% of the total mark, with 34% allocated to continuous assessment by way of assignments and project work, and 15% of the total mark allocated for students’ contribution to asynchronous and synchronous learning activities.

FGJ4.2 Students must pass each of the three marks sections with 50% or more to graduate.

FGJ4.3 There are no supplementary examinations, but students may be permitted to take the examination in a subsequent session.

FGFJ.4 In addition to the above, the external examiner retains the discretion to alter any mark based on an assessment of the student's performance across the course (or course component) as a whole.

Distinction
FGJ5 The Diploma may be awarded with distinction (75% - 100%).

POSTGRADUATE DIPLOMA IN PAEDIATRIC RADIOLOGY (MG020)
Programme convenor: Dr R Pitcher (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; and successful completion of four years of specialist training in an accredited general radiology training programme
(b) Registration with the Health Professions Council of South Africa as a diagnostic radiologist.
(c) Demonstrated fluency in English
(d) Basic computer literacy.

Duration and attendance of the programme
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 and curriculum**

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 multidisciplinary 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**

**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**

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

**POSTGRADUATE DIPLOMA IN PALLIATIVE MEDICINE (MG011)**

**Programme convenor:** Dr L Gwyther (Department/ School of Public Health and Family Medicine)

**Admission requirements**

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**

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 modules are offered:

- One core module PPH4032H Principles of Palliative Care, to be completed by all students; and
- a choice of either of two elective modules, depending on the student’s background: PPH4030S Clinical Palliative Care or PPH4031S Paediatric Palliative Care.

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
(Elective course)
Course convenor: 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 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
(Elective course)
Course convenor: 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 written a examination, which is moderated by 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**  
(*Core course*)  
**Course convenor:** 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.

**BACHELOR OF SCIENCE IN MEDICINE: HONOURS (BSc (MED) (HONS))**  
*(MH001)*

**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>
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<tbody>
<tr>
<td>Applied Anatomy</td>
<td>Human Biology</td>
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<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 (<em>not offered in 2009</em>)</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>Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>Medical Physics</td>
<td>Radiation Medicine (<em>not offered in 2009</em>)</td>
</tr>
<tr>
<td>Nutrition &amp; Dietetics</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Medicine (<em>not offered in 2009</em>)</td>
</tr>
<tr>
<td>Physiology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Radiobiology</td>
<td>Radiation Medicine</td>
</tr>
</tbody>
</table>

**Duration programmes**
RULES AND CURRICULA FOR POSTGRADUATE 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 (HUB4002W)  

Programme convenors: Prof A G Morris and Prof G Louw.  

Admission requirements  
FHB1  
A BSc degree or an equivalent degree in the biological sciences; or an MBChB degree; or an approved degree in the health and rehabilitation sciences.  

Programme outline  
FHB2 The programme is aimed at introducing students to an academic or research career in anatomy. It consists of seven modules and a research project. The academic year begins with an intensive, six-week laboratory techniques course, which is a practical module aimed at teaching students basic anatomy in the anatomical sciences. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend four programme modules, each of which covers a specific field and which runs over a three-week period. Three modules should be in cell anatomy and two modules can be in any of the following honours programmes: Applied Anatomy/ Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease & Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period, students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year, students are required to write a research project and final examinations.  

Assessment  
FHB3 Evaluation is based on performance in the research project, in coursework and in examinations. The final mark is made up as follows:
**BSc(Med)(Hons) in Bioinformatics (LAB4005W)**

*Note: This is a postgraduate training programme for academic, research or service careers in the biochemical and biotechnology fields.*

**Programme convenor:** Assoc Prof C Seoighe (National Bioinformatics Network).

**Admission requirements**

FHC1 A BSc degree or an equivalent degree in computer science or in biological sciences or in chemistry; or an MBChB degree.

**Programme outline**

FHC2 The programme consists of seven modules and a research project. The academic year begins with an intensive, six-week computer programming module, which is a theoretical and practical module aimed at teaching students computer programming for Bioinformatics. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to take four programme modules, each of which runs over a three-week period. Three of the modules are from the Bioinformatics programme (introduction to bioinformatics; genomics and molecular evolution of pathogens; and data analysis for microarrays and proteomics) and two modules can be selected from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. In addition, students will conduct a research project under the supervision of senior research scientists at the National Bioinformatics Network, which is located in the Institute of Infectious Disease and Molecular Medicine. During that period, students become integrated into the research groups and participate in weekly discussion meetings and research seminars. Towards the end of the year, students are required to write a research project report and final examinations.

**Assessment**

| % contribution to total mark | Laboratory techniques - tests and examination | 15% |
| Scientific communication | 10% |
| Programme modules (tests/evaluations) | 25% |
| Research project | 30% |
| Oral presentation of research project | 05% |
| Programme modules final examinations | 12% |
| Research paper comprehension | 05% |

| % contribution to total mark | Statistics module | 03% |
**BSc(Med)(Hons) in Biological Anthropology (HUB4001W)**

**Programme convenor:** Prof A G Morris.

**Admission requirements**
FHD1 A BSc degree or an equivalent degree in the biological sciences, preferably with Anatomy as a major subject; or an MBChB degree; or an approved degree in the health and rehabilitation sciences.

**Programme outline**
FHD2 The programme is aimed at introducing students to an academic or research career in biological anthropology. It consists of seven modules and a research project. The academic year begins with an intensive, six-week laboratory techniques course, which is a practical module aimed at teaching students basic anatomy in the anatomical sciences. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend four programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be in cell anatomy and two modules can be from any of the following honours programmes: Applied Anatomy/ Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period, students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year students are required to write a research project and final examinations.

**Assessment**
FHD3 Evaluation is based on performance in the research project, in coursework and in examinations. The final mark is made up as follows:

<table>
<thead>
<tr>
<th>% contribution to final mark:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques - tests and examination</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 Cell Biology (HUB4000W)**

**Programme convenor:** Dr S Prince.

**Admission requirements**
FHE1 A BSc or equivalent degree in the biological sciences, preferably with biochemistry or genetics as a subject; an MBChB degree; or a degree in the health and rehabilitation sciences.

**Programme outline**
FHE2 The programme is aimed at introducing students to an academic or research career in cell biology. It consists of seven modules and a research project. The academic year begins with an intensive six-week laboratory techniques course, which is a practical module aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the
academic year and trains them in scientific writing. In addition, students need to attend five programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be from the programme in Cell Biology and two modules can be from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Human Genetics, Infectious Disease Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period, students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year, students are required to write a research report and final examinations.

**Assessment**

**FHE3** Evaluation is based on performance in research projects, in coursework and in examinations. The final mark is made up as follows:

<table>
<thead>
<tr>
<th>% contribution to final mark:</th>
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</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 (HUB4041W)**

**Programme convenor:** Assoc Prof M Lambert.

**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 zoology
- An above-average academic record
- Evidence of interest in and/or experience of the scientific aspects of sport.

**Programme outline**

**FHF2** 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 an intensive six-week laboratory techniques course, which is a practical module aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend four programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be in exercise science and one module can be from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Exercise Science, Human Genetics, Infectious Disease Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period, students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year, students are required to write a research project and final examinations.
Assessment

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</th>
<th>% of Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques</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>Research project</td>
<td>35%</td>
</tr>
<tr>
<td>Oral presentation of research project</td>
<td>05%</td>
</tr>
<tr>
<td>Programme modules final examinations</td>
<td>16%</td>
</tr>
<tr>
<td>Research Paper comprehension</td>
<td>05%</td>
</tr>
</tbody>
</table>

BSc(Med)(Hons) in Exercise Science (Biokinetics) (HUB4043W)

[Note: This programme is in abeyance and will not be offered in 2009.

The objective of this programme is to provide the theoretical and practical basis for the controlled use of physical activity in the prevention of disease and as the primary therapeutic modality during final phase rehabilitation. Students are taught practical and clinical competencies in the assessment of various conditions and then to apply this knowledge in the management of these conditions in clinical practice. Presentation skills necessary to disseminate exercise “messages” to the athlete and lay public are developed. On graduation with the BSc(Med)(Hons) in Exercise Science (Biokinetics), a one-year internship must be completed before students can register with the Health Professions Council of South Africa.]

Programme convenor: To be announced.

Biokinetics convenors: Prof EV Lambert and Dr W Viljoen.

Admission requirements

An appropriate undergraduate degree (e.g. BSc/BCom) specialising in Human Movement Science. Other prerequisites include:
- An above-average academic record
- Evidence of interest in and/or experience of the scientific aspects of sports medicine and exercise rehabilitation.

Programme outline

The programme consists of lectures, practicals and tutorials arranged into several different modules and covering the following topics: muscle physiology and biochemistry; anatomy and biomechanics; physiological aspects of human performance; intermediary metabolism and endocrinology; respiratory and cardiovascular systems; neurophysiology; injuries; and sports nutrition. Each student is required to complete a research project. The clinical portion of the Biokinetics module will be in the form of lectures and practicals, as well as rotations through the various programmes run from the Sports Science Institute of South Africa and outside clinical practices.

Assessment

This includes two written theory papers, an oral examination, class test/s, and assignments during and at the completion of each module, and assessment of the research project. Students are also expected to complete practical competency examinations at two different times during the year, in addition to the final Biokinetics elective examination. The final mark is made up as follows:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>% of Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biokinetics elective</td>
<td>15%</td>
</tr>
<tr>
<td>Modules (tests/evaluations)</td>
<td>25%</td>
</tr>
</tbody>
</table>
Research project 33%
Oral presentation of project 02%
Final examination 1 and 2 (written) 18%
Final examination (oral) 07%.

BSc(Med)(Hons) in Human Genetics (LAB4001W)
[Note: The programme is aimed at introducing students to an academic or research career in human genetics, particularly as it relates to human diseases. The Human Genetics honours programme is designed to articulate with other honours programmes in the Faculty, particularly those in Cell Biology (HUB4000W) and Medical Biochemistry (LAB4003W), and students will be able to select optional topics from these and other Faculty programmes.]

Programme convenor: Dr G Rebello.

Admission requirement
FHH1 A BSc degree or an equivalent degree in the biological sciences; or an MBChB degree.

Programme outline
FHH2 The programme includes: (1) A basic techniques module, including scientific methods, basic techniques in molecular biology; molecular genetics techniques; cell and tissue culture; genetic linkage analysis; (2) core modules in advanced molecular and human genetics; basic tissue structure and function; developmental biology and genetics; gene structure and function; bio-informatics; (3) optional modules, such as cell biology, neurobiology, evolutionary genetics, cancer biology, cell physiology, and other topics are offered depending on interest and availability; (4) a research project, essays and seminars.

Assessment
FHH3 This is based on performance in research projects, coursework during the year, seminar presentations, tests and examinations. The November examination includes three written papers and an oral examination. The final mark is made up as follows:

% contribution to final mark:
Laboratory techniques - tests and examination 10%
Scientific communication 10%
Modules (tests/evaluations) 20%
Research project 30%
Oral presentation of project 05%
Final examination 1 and 2 (on modules) 20%
Final examination 3 (research paper) 05%

BSc(Med)(Hons) in Infectious Diseases and Immunology (LAB4004W)
[Note: This is a postgraduate training programme in the fields of infectious disease and immunology for academic, research or service careers in the biomedical and biotechnology fields.]

Programme convenor: Assoc Prof C Williamson.

Admission requirements
FHI1 A BSc degree in the Biomedical Sciences with a major in Microbiology, Biochemistry or Physiology.

Programme outline
FHI2 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 programme modules that cover different specialist fields and generally run over a three-week period. Students can select modules covering a range of topics, such as HIV and emerging viral diseases, TB and intracellular pathogens, antibiotic resistance, molecular and cellular immunology and biotechnology. They also have the option to select from any of the following honours programmes: Applied Anatomy/ Biological Anthropology, Cell Biology, Human Genetics, Medical Biochemistry 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>% Contribution to Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHI3</td>
<td>Laboratory techniques</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>Scientific communication</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Programme modules tests/evaluations</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Research project</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Oral presentation of research project</td>
<td>05%</td>
</tr>
<tr>
<td></td>
<td>Programme modules final examinations</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Research paper comprehension</td>
<td>05%</td>
</tr>
<tr>
<td></td>
<td>Statistics module</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

BSc (Med)(Hons) in Medical Biochemistry (LAB4003W)

[Note: This is a postgraduate biochemical training programme in the fields of medical biochemistry and molecular medicine for academic, research or service careers in the biomedical and biotechnology fields.]

Programme convenor: Assoc Prof A Katz.

Admission requirements

FHJ1 A BSc or equivalent degree with a major in any of the biological sciences or chemistry; or an MBChB degree.

Programme outline

FHJ2 The programme consists of 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 and 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. In addition, students attend four programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules are from the Medical Biochemistry programme module list (Cancer Biology; Cellular Signal Transduction; Metabolism of Foreign Compounds; Molecular Basis of Disease and Transcriptional regulation in development and disease) and the remaining fourth module can be from any of the following honours programmes of the Department of Clinical Laboratory Sciences. Assessment of modules is by assignments and/or a test and an examination. Students choose their research project from a wide variety of projects.
offered and conduct their project 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 research groups and participate in weekly discussion meetings and research seminars. Towards the end of the year students, are required to write a research project report and final examinations.

Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>% contribution to total mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory techniques</td>
<td>10%</td>
</tr>
<tr>
<td>Applied bioinformatics</td>
<td>2.5%</td>
</tr>
<tr>
<td>Applied statistics</td>
<td>2.5%</td>
</tr>
<tr>
<td>Scientific communication</td>
<td>10%</td>
</tr>
<tr>
<td>Programme modules tests and examinations</td>
<td>30%</td>
</tr>
<tr>
<td>Research project</td>
<td>35%</td>
</tr>
<tr>
<td>Oral presentation of project</td>
<td>05%</td>
</tr>
<tr>
<td>Research paper comprehension</td>
<td>05%</td>
</tr>
</tbody>
</table>

BSc(Med)(Hons) in Medical Physics (RAY4005W)

[Note: This programme is in abeyance.]

Programme convenor: Assoc Prof E R Hering.

Admission requirements

FHK1 A BSc degree with a major in Physics.

Programme outline

FHK2 The programme comprises five lectures per week for two years and a series of practical sessions covering the coursework. At least one third of the programme comprises basic physics subjects. Students are required to complete the following:

- The Physics of Diagnostic Radiology
- The Physics of Nuclear Medicine
- The Physics of Radiotherapy
- The Physics of Radiation Protection
- Nuclear Physics
- Laser Physics
- Solid State Physics
- Medical Instrumentation and Electronics.

Assessment

FHK3 The written examination comprises four or five three-hour papers in medical physics in addition to the papers covering the subject modules chosen from the basic physics subjects in this honours programme offered by the Division of Medical Physics.

BSc (Med)(Hons) in Nutrition and Dietetics (MH001-NUT)

[Note: 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 convenor: Assoc Prof M Senekal.
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 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) are available and that selection is highly competitive.]

Programme structure and outline
[Note: 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.]

FHL2.1 First year:
(a) 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 first year commences with the Normal Nutrition courses* (HUB4046F, HUB4047F and HUB4048F) followed by the Community Nutrition courses* (HUB4049H, HUB4050H and HUB4051H) and Clinical Nutrition courses* (HUB4052S, HUB4053S and HUB4054S), all of which run for three consecutive weeks per course. The Food Science (HUB4057H), Food Service Management (HUB4056W), Dietetics Practice (HUB4055W) and Research Theory courses (HUB4059H) that run weekly for the duration of the academic year, also commence at the beginning of the year. A course in Nutrition Rights (HUB4058F) is integrated into the second half of the first year.
(c) Teaching methods employed focus on problem-based learning and include lectures, tutorials, group work, work-based learning, field visits and structured, self-directed learning.
(d) As part of the Research Theory course, each student develops a research protocol that is submitted for ethics approval. Students who did not complete microbiology as part of their undergraduate programme and those who are not proficient in Afrikaans and Xhosa will be expected to complete prescribed courses to address these gaps in their training.

FHL2.2 Second year:
(a) The second year of the programme commences with the Internship Preparation course (HUB4060F), after which students complete their internship courses in Community Internship (HUB4061W), Clinical Internship (HUB4062W) and Food Service Management (HUB4063W) on a rotational basis in groups of three to four.
(b) The Research Project (HUB4064W) 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.

[*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), micronutrients (vitamins)
- HUB4048F Normal Nutrition 3: Micronutrients (minerals); nutritional status assessment; dietary supplementation, nutritional genomics
• 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.]

Assessment and progression rules
FHL3.1 Formative and summative assessment of the first year modules takes place throughout and at the conclusion of each course/group of related courses. Formative assessment includes course tests; assessment of tutorial participation, group work, seminar presentations and practical assignments. Summative assessments involve integrated examinations in Normal Nutrition, Community Nutrition, Clinical Nutrition, Food Service Management, Food Science, Nutrition Rights as well as Research Theory. The Food Science and Dietetics Practice courses are also examined in the form of a practical examination.

FHL3.2 Students are required to pass all first year modules to continue with the second year.

FHL3.3 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 rounds as well professionalism. 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 OSCE exam, all at the end of the second year.

FHL3.4 The Research Project mark comprises a mark for the literature review, execution of the research and finally the write-up and presentation of the results.

FHL3.5 For post-graduate students in natural and other health sciences who register for one or more of the nutrition based courses, a written assessment on the specific course will constitute the final assessment mark.

FHL3.6 Students are required to pass all components of the programme in order to qualify for graduation.

Course outlines for the BSc(Med)(Hons) in Nutrition & Dietetics:

**FIRST YEAR:**

**Normal Nutrition I**
(Dietary standards; energy and macronutrients (carbohydrates and fats)

**Normal Nutrition II**
(Macronutrients (proteins), micronutrients (vitamins))

**Normal Nutrition III**
Course convenor: Assoc Prof M Senekal.
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 and introduction to nutritional genomics.
Contact time: Each course runs for three consecutive weeks, thus 9 weeks in total for the three normal nutrition courses. Learning experiences include lectures, tutorials, seminars, group work and self-study.
DP requirements: To qualify for a Duly Performed certificate, a student must attend and participate in lectures, tutorials, seminars and group sessions, and complete the necessary assignments/ tests/ examinations.
Assessment: For all students, including dietetic students and those students taking individual courses only, the assessment of each of the three normal nutrition courses will involve a written assessment. In addition, for dietetics students, a mark for the presentation of a seminar, a course portfolio, as well as a summative examination covering all three the normal nutrition courses, will be incorporated into the final individual course marks.

HUB4049H COMMUNITY NUTRITION I
(Introduction to community nutrition, including nutrition in the life-cycle)
HUB4050H COMMUNITY NUTRITION II
(Patterns of nutrition related health and disease)
HUB4051H COMMUNITY NUTRITION III
(Nutrition programming and policy)
Course convenor: 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, impact of development on health, principles and objectives of primary health care (PHC), the role of nutrition in health and in PHC, 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 and self-study.
DP requirements: To qualify for a DP (Duly Performed) certificate, a student must attend and participate in lectures, tutorials, seminars and group session; and complete the necessary assignments/ tests/ examinations.
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 assessment. In addition, for dietetics students, a mark for the presentation of a seminar, a course
portfolio, as well as a summative examination covering all three the community nutrition courses, are incorporated into the final individual course marks.

**HUB4052S  CLINICAL NUTRITION I**
*(Consequences and clinical and nutritional management of chronic diseases of life-style)*

**HUB4053S  CLINICAL NUTRITION II**
*(Clinical and nutritional management of digestive diseases and allergies)*

**HUB4054S  CLINICAL NUTRITION III**
*(Clinical and nutritional management of metabolically stressed patients)*

**Course convenor:** Ms 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 and self-study.

**DP requirements:** To qualify for a Duly Performed certificate a student must attend and participate in lectures, tutorials, seminars and group sessions and complete the necessary assignments/ tests/ examinations.

**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 assessment. In addition, for dietetics students, a mark for the presentation of a seminar, a course portfolio, as well as a summative examination covering all three the clinical nutrition courses, are incorporated in the final individual course marks.

**HUB4055W  DIETETICS PRACTICE**

**Course convenors:** Assoc Prof M Senekal, Ms L Hill, Ms S Booley.

**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; 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.

**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.

**DP requirements:** To qualify for a Duly Performed certificate, a student must attend and participate in tutorials, skills training sessions, field trips and group sessions and complete the necessary assignments/ tests/ examinations.

**Assessment:** Includes formative assessment of skills training and field trip assignments (50%) and a summative practical examination (50%).
HUB4056W  FOOD SERVICE MANAGEMENT  
Course convenor: 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; and human resource management, industrial relations and financial controls within a food service establishment.  
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.  
DP requirements: To qualify for a Duly Performed certificate, a student must attend and participate in lectures, tutorials, skills training sessions, field trips and group sessions and complete the required assignments/ tests/ examinations.  
Assessment: Includes formative assessment (mid-year test and assignment marks; 50% of the year mark) combined with summative assessments (examination and portfolio; 50% of year mark).  

HUB4057H  FOOD SCIENCE  
Course convenor: 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 and suitability for intended use; foods for therapeutic diets; substitution of key ingredients in recipes to comply with therapeutic dietary prescriptions; suitability of preparation techniques and cooking methods for specific therapeutic diets; effect of change of ingredients on the appearance, texture and taste of the end product, as well as food habits and customs within different cultures and religions.  
Contact time: The course runs weekly for the duration of the academic year (theory and practice sessions). Learning experiences involve lectures, skills training, group work and self-study.  
DP requirements: To qualify for a Duly Performed certificate, a student must attend and participate in lectures, skills training sessions and group sessions and complete the required assignments/ tests/ examinations.  
Assessment: Includes formative assessment (mid-year practical and theory test and assignment marks; 50% of year mark) combined with summative assessments (practical and theory examination; 50% of year mark).  

HUB4058F  NUTRITION RIGHTS  
Course convenor: To be announced.  
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 and self-study.

DP requirements: To qualify for a Duly Performed certificate, a student must attend and participate in lectures, tutorials and group sessions and complete the necessary assignments/ tests/ examinations.

Assessment: Includes formative assessment of individual and group assignments (40%) and the summative examination (60%).

**HUB4059H RESEARCH THEORY**

**Course convenor:** 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; research ethics, research methods (qualitative and quantitative research design, experimental design, epidemiology and observation 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.

DP requirements: To qualify for a Duly Performed certificate a student must attend and participate in lectures, skills training sessions, group sessions; a research protocol for submission for ethics approval; and complete the necessary assignments/ tests/ examinations.

Assessment: Includes formative assessment of skills training, individual and group assignments (20%), the research protocol (30%), and the summative examination (50%).

**SECOND YEAR**

**HUB4060F INTERNSHIP PREPARATION**

**Course convenor:** Ms 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 Duly Performed certificate, a student must attend and participate in lectures, tutorials, group sessions and complete the necessary assignments/ tests/ examinations.

Assessment: Includes formative assessment of individual and group assignments (40%) and a summative examination (60%).

**HUB4061W COMMUNITY INTERNSHIP**

**Course convenor:** Ms S Booley.

**Objective:** To prepare the student for community nutrition practice as a graduate dietitian through supervised practical training as a dietetic intern in community settings.

**Course outline:** Students will participate in service delivery to gain practice experience in prevention and treatment of chronic diseases of lifestyle; breast-feeding promotion; antenatal nutrition, infant and young child nutrition; adolescent nutrition; under-nutrition management and government programmes in this regard; prevention and management of obesity in children; nutritional management of HIV/AIDS (adults and children); prevention-of-mother-to-child transmission of HIV/AIDS Prevention of Mother to Child Transmission (PMTCT) programme;
school health (health promotion schools initiative); nutrition promotion, education and training; advocacy for nutrition issues; application of the intervention planning cycle; sport nutrition; as well as community nutrition outreach at schools, crèches, NGOs etc.

**Contact time:** This course runs over nine weeks (Monday to Friday) and includes work-based learning (mainly), tutorials and group work.

**DP requirements:** To qualify for a Duly Performed certificate, a student must complete all work-based activities, attend tutorials, group sessions, and complete the necessary assignments/ tests/ examinations.

**Assessment:** Includes formative assessment of specified activities and professionalism (40%) and summative examinations (written and practical) (60%).

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**HUB4062W CLINICAL INTERNSHIP**

**Course convenor:** Ms L Hill.

**Objective:** To prepare the student for clinical practice as a graduate dietitian 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: Surgery (tertiary care of chronic diseases of lifestyle, 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, dialysis, transplantation), paediatrics (general paediatrics, paediatric surgery, trauma and gastrointestinal disease), 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 16 weeks (Monday to Friday) and includes work-based learning (mainly), tutorials and group work.

**DP requirements:** To qualify for a Duly Performed certificate, a student must complete all work-based activities; attend tutorials and group sessions, and complete the necessary assignments/ tests/ examinations.

**Assessment:** Includes formative assessment of specified activities and professionalism (40%) and summative examinations (written and practical) (60%).

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**HUB4063W FOOD SERVICE MANAGEMENT INTERNSHIP**

**Course convenor:** Ms L Fuller.

**Objective:** To prepare the student for food service management practice as a graduate dietitian 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) and includes work-based learning (mainly), tutorials and group work.

**DP requirements:** To qualify for a Duly Performed certificate, a student must complete work-based activities; attend tutorials and group sessions, and complete the necessary assignments/ tests/ examinations.

**Assessment:** Includes formative assessment of specified activities and professionalism (40%) and a summative examination (written and practical) (60%).
HUB4064W RESEARCH PROJECT

Course convenor: 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, execution of the research protocol approved in terms of ethics the previous year, which 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 Duly Performed certificate, a student must execute, write up and present a research project and complete a literature review on the topic.

Assessment: Includes formative assessments, including assessment of the research process and literature review (40%) and summative assessments, including examination of the research write-up and presentation (60%).

BSc (Med)(Hons) in Pharmacology (MDN4004W)

[Note: This programme will not be offered in 2009.]

Programme convenor: Mr G Gabriels.

Admission requirements

FHM1 A BSc degree with a major in pharmacy, chemistry, biochemistry, or physiology, or other appropriate majors in the life sciences.

Programme outline

FHM2 The programme extends over one year and is designed for graduates with a BSc degree in the life, chemical or pharmaceutical sciences. There is comprehensive training in laboratory skills (analytical and applied pharmacology) and in the theory of drug action and toxicity in humans. A personalised programme is provided with individual instruction by dedicated tutors. Students undertake an original research project.

Assessment

FHM3 The programme is written off throughout the year in tests on the various theoretical sections. Presentation of the project takes place in November.

The final mark is made up as follows:

% contribution to final mark:

Theory: 45%
Laboratory component: 10%
Research project: 45%.

BSc (Med)(Hons) in Physiology (HUB4040W)

Programme convenor: Prof V Russell.

Admission requirements

FHM1 A BSc or equivalent degree in the biological sciences, preferably with physiology as a major; or an MBChB degree; or a degree in the health and rehabilitation sciences.

Programme outline

FHM2 The programme is aimed at introducing students to an academic or research career in physiology. It consists of modules and a research project. The academic year begins with
an intensive six-week laboratory techniques course, which is a practical course aimed at teaching students basic and advanced molecular and biochemical techniques. Students also attend a scientific communication module that runs throughout the academic year and trains them in scientific writing. In addition, students need to attend four programme modules. Each module covers a specific field and generally runs over a three-week period. Three modules should be in physiology and two modules can be from any of the following honours programmes: Applied Anatomy/Biological Anthropology, Cell Biology, Exercise Science, Human Genetics, Infectious Disease and Immunology, Medical Biochemistry and Physiology. Modules are described in the student handbook. The research project begins in April and ends in October. During that period, students become integrated into research groups and participate in weekly research discussions and seminars. Towards the end of the year, students are required to write a research project and final examinations.

**Assessment:**

**FHN3**  Evaluation is based on performance in research projects, coursework and 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>
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<tr>
<td>Scientific communication</td>
</tr>
<tr>
<td>Programme modules (tests/evaluations)</td>
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<tr>
<td>Research project</td>
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<tr>
<td>Oral presentation of project</td>
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<tr>
<td>Programme module final examinations</td>
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<tr>
<td>Comprehension paper</td>
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</tbody>
</table>

**BSc(Med)(Hons) in Radiobiology (RAY4000W)**

**Programme convenors:** Dr A Hendrikse and Dr A Hunter.

**Admission requirements**

FHO1 A BSc degree with senior courses in biochemistry or physiology or zoology. The course RAY2001W Radiobiology is a prerequisite.

**Programme outline**

FHO2 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 convenors, and present a literature survey of a topic relating to the programme.

**Assessment**

<table>
<thead>
<tr>
<th>% contribution to total mark</th>
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</thead>
<tbody>
<tr>
<td>Two written theory papers</td>
</tr>
<tr>
<td>Assessment of the research project and literature survey</td>
</tr>
<tr>
<td>Class tests at completion of each module</td>
</tr>
</tbody>
</table>
MASTER OF MEDICINE (MMed) (MM001)

[Note:
- 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 21 of this handbook.
- Qualified specialists wishing to undergo subspecialty training must apply for the MPhil degree for subspeciality training – see page 190 of this handbook.
- All students must register annually at the Faculty office, and with the HPCSA via the Faculty office.
- Foreign-qualified doctors hold limited registration with the HPCSA, which must be renewed annually via the Faculty Office. Foreign-qualified doctors who are offered appointment as supernumerary registrars 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 (or, in the case of foreign-qualified candidates, against a supernumerary training number).

FMA1.2 Some disciplines have additional admission requirements, such as completion of the Primary and/or Intermediate College of Medicine examinations and or additional clinical experience. (See outline of relevant programme below.) Applicants who do not meet the additional admission requirements are considered at the discretion of the head of the discipline concerned.

FMA1.3 A candidate who wishes to have his/her specialist training time recognised by the Health Professions Council of South Africa must hold an HPCSA-approved training number 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.
[Note: Training numbers are allocated by the Faculty Office in consultation with the Division concerned. Foreign-qualified doctors are not permitted by the HPCSA to hold approved training numbers and will therefore not have their training recognised in South Africa. Instead, such doctors may be appointed against supernumerary training numbers.]

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 at 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 and supervisors are available from the Faculty Office.)*

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 undergoing 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%).

Outlines of, and additional entrance criteria for, individual MMed programmes:

**MMed in Anaesthesia**

**Programme convenor:** 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**

FMA7.2 (a)  *AAE7003W MMed Anaesthesia Part 1*

Basic sciences relevant to anaesthesia: Applied physiology, applied pharmacology, physics, and principles of clinical measurement and clinical chemistry as they relate to clinical anaesthesia.

(b)  *AAE7004W MMed Anaesthesia Part 2*

The practice of clinical anaesthesia: The principles and practice of anaesthesia and analgesia, including pre- and post-operative treatment, clinical medicine and surgery related to the practice of anaesthesia, critical care medicine, the application of anatomy and pathology to the speciality, the history of its development, theories of narcosis, and molecular mechanisms of anaesthesia.

(c)  *AAE7002W MMed Anaesthesia Part 3*

Dissertation.

**Duration of training**

FMA7.3 Four years for clinical training plus one year for research and completion of the dissertation.

**MMed in Cardiothoracic Surgery**

**Programme convenor:** 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

FMA8.2 (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) CHM7019W MMed Cardio-thoracic Surgery Part 2B
The principles and practice of cardio-thoracic surgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) CHM7020W MMed Cardio-thoracic Surgery Part 3
Dissertation.

Duration of training

FMA8.3 Five to six years for clinical training, including research and completion of the dissertation.

MMed in Clinical Pharmacology

[Note: Clinical Pharmacology is not yet a speciality recognised by the Health Professions Council of South Africa.]

Programme convenor: Prof G Maartens (Department of Medicine).

FMA9.1 The graduate will have the following core skills:
• A strong knowledge of the basic pharmacology of medicines (including pharmacokinetics, pharmacodynamics and principles of drug action, toxicology);
• an ability to apply that knowledge rationally and safely in a clinical context;
• competency in research methodology, statistics and evaluation of data;
• an understanding of the scientific basis of drug development, which will include regulatory issues;
• leadership skills and the capacity to teach others in these fields.

The graduate will have the public interest at heart, and be committed to supporting rational, safe and cost-effective drug use by the healthcare professions.

Programme outline and examinations

FMA9.2 (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 (Part I), 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 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.
Duration of training
FMAO.3 Four years, including research and completion of the dissertation.

MMed in Dermatology

Programme convenors: Assoc Prof G Todd and Dr S Jessop (Department of Medicine).

Additional admission requirement
FMA10.1 Applicants should have at least two years of supervised medical practice (which may include the internship and community service referred to under FMA1.1 above), plus a further minimum of one year of medical practice or medical research in a field related to dermatology.

Programme outline and examinations
FMA10.2 (a) MDN7026W MMed Dermatology Part 1
This examination should be taken within the first 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, histology and histochemistry of the normal skin, mucous membranes and associated structures, including circulatory and neurologic systems. Also included are general principles of anatomy, embryology and histochemistry, with special reference to the skin.

• An in-depth knowledge of the physiology, biochemistry and immunology of the skin, mucous membranes and associated structures, including circulatory and neurologic systems. Also included are general principles of metabolism, homeostasis (fluid balance, temperature control), genetics, immunology, endocrinology, inter- and intra-cellular communication, biochemistry and physiology, with special reference to the skin.

• An in-depth knowledge of the principles of general pathology.

(b) MDN7027W MMed Dermatology Part 2
This examination can be taken only after three years in an accredited dermatology registrar training programme. The following core knowledge and skills are assessed in two written papers, in an oral and clinical examination set by the College of Dermatology and in respect of an in-course formative portfolio assessment:

• The principles and practice of general medicine (including diagnosis; pathogenesis; pathology; differential diagnosis; cost-effective investigations and treatments; and psychosocial and public health dimensions).

• The principles and practice of dermatology (including diagnosis; pathogenesis; pathology; differential diagnosis; cost-effective investigations; and treatments and psychosocial and public health dimensions).

• Objective evaluation of dermatopathology, with competence in clinico-pathologic correlation and differential diagnosis.

• Competence in the technology and basic surgical skills and procedures necessary for the practice of dermatology.

(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 dissertation is required.

Duration of training
FMA10.3 Four years, including research and completion of the dissertation.
**MMed In Diagnostic Radiology**

**Programme convenor:** 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*
Dissertation.

**Duration of training**

FMA11.2 Five years, including research and completion of the dissertation.

**MMed In Emergency Medicine**

**Programme convenor:** 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**

**FMA12.2** (a) *CHM7056W MMed Emergency Medicine Part 1*
Current ATLS; ACLS; APLS/PALS certification is required to write the FCEM(SA) part one or MMed in Emergency Medicine (Primary examination) which examines the following: Clinical anatomy, physiology, pathology and pharmacology.

(b) *CHM7057W MMed Emergency Medicine Part 2*
The lectures include the following: Pre-hospital emergency medicine; disaster medicine; aeromedicine; fractures and dislocations; toxicology; emergency equipment; injury prevention; rape management and sexually transmitted disease; IV fluids and blood products; thermal injuries; child abuse; dysbarism; adult trauma; paediatric trauma; domestic violence; organ donation. The emergency aspects of the following subjects are also included in the lectures: Respiratory medicine; cardiology; gynaecology; obstetrics; paediatrics; pharmacology; nervous system disorders; radiology; pathology; medico-legal issues; ethics; ophthalmology; otorhinolaryngology; urology; geriatrics; psychiatry; renal disorders; anaesthesia; sports medicine; occupational medicine; dental emergencies; systemic infection disorders; dermatology; endocrine and metabolic disorders; immune system disorders. The following five short courses are requirements: Wound Management; Basic Surgical Skills; Emergency Management of Severe Burns; Disaster Medicine and Aviation Medicine. The FCEM (SA) (or University equivalent) final examination consists of written, OSCE, clinical and oral assessments.

(c) *CHM7058W MMed Emergency Medicine Part 3*
Dissertation – Registrars entering in 2008 and thereafter must submit and pass the
dissertation prior to sitting the Part 2 examination.

**Duration of training**
FMA12.3 Four years, including research and completion of the dissertation.

**MMed in Family Medicine**

**Programme convenor:** 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.

(b) Computer literacy (basic knowledge of a word processing package and use of email and Internet).

(c) Basic clinical skills, which may be assessed at the interview or during a practice visit, prior to acceptance onto the programme.

**Programme outline**
FMA13.2 [Note: During their rotation, all 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. All registrars are required to complete a research dissertation which complies with the requirements for the Part 3 MMed dissertation.]

(a) **PPH7072W MMed Family Medicine Part 1**

Principles of family medicine, evidence-based medicine, clinical medicine, ethics, child and family health, prevention and promotion and chronic illness.

(b) **PPH7073W MMed Family Medicine Part 2**

Adult education, organisation and management, quantitative research methods, qualitative research methods, health and culture, clinical medicine

(c) **PPH7074W MMed Family Medicine Part 3**

Dissertation.

**Duration of training and examinations**
FMA13.3 (a) The Part 1 examinations can be taken after two years of training. It will take the form of OSCE, clinical, oral 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 three years of training. 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 logbook.

(c) The Part 3 dissertation should be completed by the fourth year of training.

(d) Each module will be assessed separately, by means of assignment and/or examinations. Each module needs to be passed with a minimum of 50%.

**MMed in Medical Genetics**

[Note: This programme is under review.]

**Programme convenor:** Prof R Ramesar (Department of Clinical Laboratory Sciences).
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
Dissertation.

Duration of training
FMA14.3 Four years, including research and completion of the dissertation.

MMed in Medicine

Programme convenors: Prof B Mayosi and Dr A Tooke (Department of Medicine).

Programme outline and examinations
FMA15.1 (a) MDN7005W MMed Medicine Part 1
Basic sciences in their application to the practice of medicine.
(b) MDN7006W MMed Medicine Part 2
The principles and practice of medicine.
(c) MDN7007W MMed Medicine Part 3
Dissertation.

[Note: The MMed in Medicine Parts 1 and 2 requirements may be met by the completion of the Fellowship of the College of Physicians of South Africa.]

Duration of training
FMA15.2 Four years, including research and completion of the dissertation.

MMed in Neurology

Programme convenor: Assoc Prof R Eastman (Department of Medicine).

Additional admission requirement
FMA16.1 Applicants to the MMed Neurology must have at least one year's experience (excluding internship and community service) in general medicine.

Training and examinations
FMA16.2 (a) MDN7028W MMed Neurology Part 1
Basic sciences as applied to the practice of neurology. This will include neuroanatomy, neurophysiology, neuropharmacology, molecular biology, neuropathology and neuro-immunology, in addition to medical statistics and
relevant neurogenetics. The examination consists of written paper(s).

(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.

(c) **MDN7030W MMed Neurology Part 3**
Dissertation.

### Duration of training

FMA16.3 Four years, including research and completion of the dissertation.

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**MMed in Neurosurgery**

**Programme convenor:** Prof A G Fiegen (Division of Neurosurgery, Department of Surgery).

**Additional admission requirement**

FMA17.1 The RCS neurosurgery with neuroanatomy is a requirement for entry to the training programme and the RCS 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 (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) **CHM7026W MMed Neurosurgery Part 2B**
The principles and practice of neurosurgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) **CHM7027W MMed Neurosurgery Part 3**
Dissertation.

### Duration of training

FMA17.3 Five to six years, including research and completion of the dissertation.

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**MMed in Nuclear Medicine**

**Programme convenor:** Prof S J Beningfield (Department of Radiation Medicine)

**Programme outline**

FMA18.1 (a) **RAY7012W MMed Nuclear Medicine Part 1**
Radiation physics, radiation protection, radiation biology and an introduction to the apparatus of nuclear medicine.

(b) **RAY7013W MMed Nuclear Medicine Part 2**
Radiopharmacology and the principles and practice of nuclear medicine.

(c) **RAY7014W MMed Nuclear Medicine Part 3**
Dissertation.
Duration of training
FMA18.2 Four years, including research and completion of the dissertation.

MMed in Obstetrics & Gynaecology

Programme convenor: 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 logbook of clinical experience which outlines the minimum obstetric and gynaecological experience they must obtain. This includes a detailed outline of surgical procedures as well as experience in ultrasound, colposcopy and family planning.

(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 logbook.

(c) An outline of the training is as follows:

(i) OBS7004W MMed Obstetrics and Gynaecology Part 1
Applied basic sciences related to obstetrics and gynaecology: Anatomy, biochemistry, cell biology, embryology, endocrinology, genetics, immunology, microbiology, pharmacology, physiology, principles of pathology and elementary statistics as they relate to obstetrics and gynaecology

(ii) OBS7006W MMed Obstetrics and Gynaecology Part 2
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.]

(iii) OBS7007W MMed Obstetrics and Gynaecology Part 3
Dissertation.

Duration of training
FMA19.3 Five years for clinical training plus an additional year for research and completion of a dissertation.

MMed in Occupational Medicine

Programme convenor: Assoc Prof M Jeebhay (School of Public Health and Family Medicine).

Programme outline and assessment
FMA20.1 (a) PPH7056W MMed Occupational Medicine Part 1
Theory of basic public and occupational health sciences including epidemiology, biostatistics and health economics; social and behavioural sciences including industrial relations and psychology; occupational medicine and toxicology (basic, intermediate and advanced); occupational hygiene; occupational safety; occupational health management systems; environmental health.

(b) PPH7057W MMed Occupational Medicine Part 2 Clinical occupational medicine and case reports.

(c) PPH7058W MMed Occupational Medicine Part 3 Dissertation.

Duration of training
FMA20.2 Four years, including research and completion of the dissertation.

**MMed in Ophthalmology**

**Programme convenor:** Prof C Cook (Division of Ophthalmology, 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**
FMA21.2 (a) CHM7032W MMed Ophthalmology Part 1
Anatomy of the head and neck (with special reference to the eye, orbit, adnexae, visual pathways and related structures), neuro-anatomy, embryology, ocular physiology and neurophysiology in relation to ophthalmology, basic optics, principles of pathology and general physiology related to ophthalmology.

(b) CHM7030W MMed Ophthalmology Part 2
Ophthalmic medicine, neuro-ophthalmology, clinical optics, ophthalmic surgery and ocular pathology.

(c) CHM7031W MMed Ophthalmology Part 3 Dissertation.

Duration of training
FMA21.3 Four years, including research and completion of the dissertation.

**MMed in Orthopaedic Surgery**

**Programme convenor:** 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**
FMA22.2 (a) CHM7004W MMed Surgical Disciplines Part 1
Anatomy, including applied anatomy, applied physiology, principles of pathology and the applications of the principles of clinical surgery.

(b) CHM7010W MMed Surgical Disciplines Part 2A
The principles of surgery in general, including basic principles as applicable to all branches.
RULES AND CURRICULA FOR POSTGRADUATE PROGRAMMES

(c) CHM7035W MMed Orthopaedic Surgery Part 2B
The principles and practice of orthopaedic surgery, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.

(d) CHM7036W MMed Orthopaedic Surgery Part 3
Dissertation.

Duration of training
FMA22.3 Six years (including five years of clinical training plus one year of research and completion of the dissertation).

MMed in Otorhinolaryngology

Programme convenor: Prof J Fagan (Division of Otorhinolaryngology, Department of Surgery).

Additional admission requirement
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 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 (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) CHM7040W MMed Otorhinolaryngology Part 2
The principles and practice of otorhinolaryngology, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects. A study of audiology.

(c) CHM7041W MMed Otorhinolaryngology Part 3
Dissertation.

Duration of training
FMA23.3 Four years, including research and completion of the dissertation.

MMed in Paediatric Surgery

Programme convenor: Professor A Millar (Division of Paediatry Surgery, Department of Surgery).

Additional admission requirement
FMA24.1 Applicants must have completed the Primary and Intermediate Examinations of the College of Medicine of South Africa.

Programme outline
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.
(b) CHM7060W MMed Paediatric Surgery Part 2
   The principles and practice of paediatric surgery, including embryology, applied
   anatomy, physiology and pathology, and related radiological and therapeutic
   aspects, including foetal diagnosis and treatment.

(c) CHM7061W MMed Paediatric Surgery Part 3
   Dissertation.

Duration of training
FMA24.3  Four years, including research and completion of the dissertation.

MMed in Paediatrics

Programme convenor: Dr A Davidson (School of Child and Adolescent Health).

Programme outline
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 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
   Dissertation.

Duration of training
FMA25.2  Four years, including research and completion of the dissertation.

MMed in Pathology (Anatomical)

Programme convenor: 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
FMA26.2  (a) LAB7007W MMed Pathology Disciplines (Anatomical Pathology) Part 1A
   Cell (including gene) and tissue structure, embryology and development, basic
   principles of pathology, molecular and genetic bases of disease, principles of
   immunology, pathology of general systemic and systematic diseases, principles of
   light microscope, including fluorescent microscopy and photomicroscopy, and of
   the electron microscope.
(b) LAB7002W MMed Anatomical Pathology Part 2
   Diagnostic surgical pathology and cytology, use of special stains,
immunohistochemistry, electron microscopy, morphometry in diagnostic anatomical pathology, the classification, pathogenesis and epidemiology of disease, and laboratory management and the place of anatomical pathology in health care. [Before being admitted to the Part 2 examination a candidate shall have had at least 42 months’ approved experience in anatomical pathology. These examinations are offered twice yearly in May/June and November/December.] (c) \( \text{LAB7003W MMed Anatomical Pathology Part 3} \)

Dissertation. To be submitted within 24 months of completing the Part 2 examination.

**MMed in Pathology (Chemical)**

**Programme convenor:** 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 and examinations**
FMA27.2 (a) \( \text{LAB7013W MMed Pathology Disciplines (Chemical Pathology) Part 1B} \)
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.

(b) \( \text{LAB7014W MMed Chemical Pathology Part 2} \)
Written, practical and oral examination after a minimum of 18 months of further training in chemical pathology.

(c) \( \text{LAB7015W MMed Chemical Pathology Part 3} \)
Dissertation.

**MMed in Pathology (Clinical)**

**Programme convenor:** Dr S Oliver (Department of Clinical Laboratory Sciences).

**Programme structure, examinations and duration of training**
FMA28.1 (a) \( \text{MMed Pathology Disciplines Part 1} \)
The candidate must complete sixteen months of approved training in each of the following disciplines of pathology: Chemical pathology, haematology, medical microbiology. At the end of each of the training periods, he/she shall write the Part I examination in that discipline.

(i) \( \text{LAB7013W MMed Pathology Disciplines (Chemical Pathology) Part 1B} \); and

(ii) \( \text{LAB7023W MMed Pathology Disciplines (Haematology) Part 1C} \); and

(iii) \( \text{LAB7034W MMed Pathology Disciplines (Medical Microbiology) Part 1D} \).

(b) \( \text{LAB7004W MMed Clinical Pathology Part 2} \)
In addition to the four years’ of training specified above, and before being admitted to the Part 2 examination, a candidate must have completed a further 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, and medical microbiology. It may also include immunology.

An additional (fifth) year is required to do research and complete a dissertation.

(c) \textit{LAB7005W MMed Clinical Pathology Part 3}
Dissertation.

\textbf{MMed in Pathology (Forensic)}

\textbf{Programme convenor:} Prof L Martin (Department of Clinical Laboratory Sciences).

\textbf{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.

\textbf{Examinations}

FMA29.2 (a) \textit{LAB7007W MMed Pathology Disciplines Part 1A}

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.

(b) \textit{LAB7016W MMed Forensic Pathology Part 2}

The principles and practice of forensic pathology. Before being admitted to the Part 2 examination, a candidate shall have had at least 32 months' approved experience in forensic pathology.

(c) \textit{LAB7017W MMed Forensic Pathology Part 3}

Dissertation. To be submitted within 24 months of completing the Part 2 examination.

\textbf{MMed in Pathology (Haematological)}

\textbf{Programme convenor:} Prof N Novitzky (Department of Clinical Laboratory Sciences).

\textbf{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.

\textbf{Examinations}

FMA30.2 (a) \textit{LAB7023W MMed Haematological Pathology Part 1C}

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.

(b) \textit{LAB7020W MMed Haematological Pathology Part 2}

Written, practical and oral examinations after a minimum of two years' further training in haematological pathology.

(c) \textit{LAB7021W MMed Haematological Pathology Part 3}
Dissertation

**MMed in Pathology (Microbiological)**

**Programme convenor:** Dr S Oliver (Department of Clinical Laboratory Sciences).

**Programme structure and duration**
FMA31.1 A minimum of three years in medical microbiology, of which three to six months will be in virology, plus an additional year at registrar level in medical microbiology and virology, provided such a combination is acceptable to the Heads of the Divisions concerned. An additional (fifth) year is required to do research and complete a dissertation.

**Programme outline and examinations**
FMA31.2 (a)  *LAB7034W MMed Medical Microbiology Part 1D*
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

(b)  *LAB7035W MMed Medical Microbiology Part 2*
Written, practical and oral examinations after a minimum of 18 months’ further training in medical microbiology.

(c)  *LAB7036W MMed Medical Microbiology Part 3*
Dissertation.

**MMed in Pathology (Virological)**

**Programme convenor:** Dr D Hardie (Department of Clinical Laboratory Sciences).

**Programme structure and duration**
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.

**Examinations**
FMA32.2 (a)  *LAB7039W MMed Medical Virology 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 Medical Virology Part 2*
Written, practical and oral examinations, after a minimum of 18 months’ further training in medical virology.

(c)  *LAB7038W MMed Medical Virology Part 3*
Dissertation.

**MMed in Plastic and Reconstructive Surgery**

**Programme convenor:** Assoc Prof D Hudson (Division of Plastic Surgery, Department of Surgery).

**Additional admission requirement**
FMA33.1 Applicants must have passed the Primary and Intermediate Examinations of the College of Medicine of South Africa.
Programme outline
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
Dissertation.

Duration of training
FMA33.3  Four years, including research and completion of the dissertation.

MMed in Psychiatry

Programme convenors: Assoc Prof S Kaliski and Dr L Daniels (Department of Psychiatry and Mental Health).

Programme outline
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 psychopharmacology.
(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
Dissertation.

Duration of training
FMA34.2  Four years, including research and completion of the dissertation.

MMed in Public Health Medicine

Programme convenor: Professor J Myers (School of Public Health and Family Medicine).

Programme outline
FMA35.1  (a) PPH7033W MMed Public Health Medicine Part 1 and PPH7034W Part 2
Health measurement and informatics; social sciences; occupational health; communicable diseases; non-communicable diseases; environmental health; organisation, development and management of healthcare.
(b) PPH7035W MMed Public Health Medicine Part 3
Dissertation.

Duration of training
FMA35.2  Four years, including research and completion of the dissertation.
MMed In Radiation Oncology

Programme convenor: Prof R Abratt (Department of Radiation Medicine).

Programme outline

FMA36.1 (a) **RAY7009W MMed Radiation Oncology Part 1**

(b) **RAY7010W MMed Radiation Oncology Part 2**
Principles and practice of radiotherapy and chemotherapy. Relevant aspects of immunity in cancer. Medicine and surgery and gynaecology as they affect the practice of radiotherapy and chemotherapy.

(c) **RAY7011W MMed Radiation Oncology Part 3**
Dissertation.

Duration of training
FMA36.2 Six years (including five years of clinical training plus one year for research and completion of the dissertation).

MMed In Surgery

Programme convenor: 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

FMA37.2 (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 the basic principles applicable to all branches of surgery.

(c) **CHM7008W MMed Surgery Part 2B**
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**
Dissertation.

Duration of training
FMA37.3 Four years, including research and completion of the dissertation.

MMed In Urology

Programme convenor: Dr A R Pontin (Department of Surgery).
Additional admission requirement
FMA38.1 Applicants must have passed the Primary and Intermediate Examinations of the College of Medicine of South Africa.

Programme outline
FMA38.2 (a) CHM7004W MMed Surgical Disciplines Part 1
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
The principles of surgery in general, including basic principles as applicable to all branches.
(c) CHM7044W MMed Urology Part 2B
The principles and practice of urology, including applied anatomy, physiology and pathology and related radiological and therapeutic aspects.
(d) CHM7045W MMed Urology Part 3
Dissertation.

Duration of training
FMA38.3 Five years, including research and completion of the dissertation.

MASTER OF PHILOSOPHY (MPhil) (MM021, MM006, MM016)
[Note: Degree codes: MM021 MPhil by dissertation, MM006 MPhil by coursework and dissertation and MM016 MPhil for subspeciality training.
Also see General Rules for Masters Degree Studies on page 21 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 Part I of the MPhil in a subspeciality and write the relevant College of Medicine examination/s are registrable as subspecialists. (See page 190.)
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
• Bioethics
• Child & Adolescent Psychiatry
• 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**

FMB3 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**

FMB4.1 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.

FMB4.2 In the case of programmes by coursework and dissertation, a candidate is required to obtain at least 50% in each of the coursework and dissertation components.

**Dissertation**

*[Note: Also see General Rules for Master’s Degree Studies on page 21.]*

FMB5.1 Except by permission of the Senate, a candidate shall not submit his/her dissertation for examination until he/she has had two years’ approved experience.

FMB5.2 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of examiners.

FMB5.3 A candidate who intends to submit work for examination in the hope of being awarded the degree at either the June or December graduation ceremony shall inform the Faculty Office in writing of his/her intention to do so by not later than 15 February or 15 July, respectively.

FMB5.4 The dissertation must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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.

FMB5.5 The dissertation must consist of the original work of the candidate with such acknowledged extracts from the work of others as may be pertinent. The candidate shall declare the extent to which it represents his/her own work, both in concept and execution.

**Distinction**

FMB6.1 The degree by dissertation only may be awarded with distinction if a candidate obtains 75% or more.

FMB6.2 In the case of a degree by coursework and dissertation (unless otherwise indicated), the degree shall be awarded with distinction where a candidate:

(a) obtains an average mark of 75% for both components; and

(b) obtains at least 70% for each component.

**MPhil in Addictions Mental Health**

*Note: 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.*

**Programme convenors:** Dr D Wilson and Dr I S Lewis (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 a 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

(a) PRY7016W MPhil in Addictions Mental Health Part 1

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).

(b) \textit{PRY7017W MPhil in Addictions Mental Health Part 2}  
Dissertation.

**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 (33%)
- a three-hour written Part 1 examination (33%)
- the presentation and examination of a dissertation (34% of total mark).

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 Bioethics**

[Note: This is a programme by coursework and dissertation. This programme will not be offered in 2009.]

**Programme convenor:** Professor S Benatar (Department of Medicine).

**Admission requirement**

FMD1 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**

FMD2 A candidate shall be registered for at least one year of full-time or two years of part-time study.

**Programme outline**

FMD3 The prescribed courses are:

(a) \textit{MDN7012W Part 1 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) \textit{MDN7013W Part 2 MPhil in Bioethics}  
Dissertation.

**Assessment**

FMD4 Continuous evaluation, in-course assessments, and essay assignments. Submission of a dissertation.
MPhil in Child and Adolescent Psychiatry

[Note: This is a programme by coursework and dissertation. The MPhil in Child and Adolescent Psychiatry is also a recognised subspeciality – see page 19. It includes seminars, supervision and demonstrations for registered psychiatrists or clinical psychologists who wish to specialise in child and adolescent psychiatry/psychology. Psychiatrists may write the Certificate of Child Psychiatry of the College of Medicine of SA (CMSA) at the end of the programme if they wish to register in the sub-speciality of Child Psychiatry with the Health Professions Council of South Africa (HPCSA).]

Programme convenor: Prof A J Flisher (Department of Psychiatry and Mental Health).

Admission requirements
FME1 A candidate shall not be admitted to the programme unless he/she
(a) holds the degree of Master of Medicine in Psychiatry of the University or another approved university or a qualification recognised by the Senate as equivalent; or
(b) holds the degree of Master of Arts in Clinical Psychology of the University, or from another approved university, or a qualification recognised by the Senate as equivalent.

Duration of programme
FME2 A candidate shall be registered for at least two years of full-time study.

Programme outline
FME3 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
Dissertation.

Assessment
FME4 For psychiatrists:
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.

FME5 All candidates:
There is on-going assessment of performance through regular supervision sessions and at seminars. There is also continuous in-course evaluation by means of observed clinical interviews, and oral examinations every six months. Following these assessments, there is a critical evaluation of the candidate's progress. At the end of the programme, candidates are formally assessed by means of:
• a three-hour written examination;
• in-course assessment reports;
• the presentation and examination of a dissertation.

MPhil in Disability Studies

[Note: This is a programme by coursework and dissertation.]

Programme Convenors: Assoc Prof T Lorenzo and Mr M ka Toni (DPSA).
Objectives. 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 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 NGO, civil society, public and private sectors including health professionals, social workers, teachers, human resource managers, policymakers; staff of higher education institutions across different faculties.

Admission requirements
FMF1 Except by permission of the Senate, a candidate is required to have obtained
(a) an approved four-year tertiary qualification or the equivalent from this Faculty or another institution recognised for the purpose by Senate
(b) the Postgraduate Diploma in Disability Studies or an approved equivalent, with at least 60% for each course in the diploma.

Structure and duration of programme
FMF2 (a) The programme comprises four taught courses over a period of one year and completion of a minor dissertation. There are four blocks per year. The blocks are two weeks in length in the first semester and one week in length in the second semester. Full-time attendance of all the teaching weeks 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
FMF3 The programme comprises the following:
- AHS5041F Policy development, advocacy and disability politics
- AHS5042S Disability and citizenship
- AHS5014F Research Methods
- An approved elective at master’s level
- AHS5031W A minor dissertation of 30,000 words.

DP (Duly Performed) requirements
FMF4 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 convenor. Participation in seminars and group projects is compulsory and will be monitored.

Assessment
FMF5 (a) Each course has specified assessment activities that count towards the year mark, which counts 50% of the overall mark for the year. An integrated, summative assessment consisting of a written paper and an oral presentation or a group presentation are 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 convenor.
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**

FMF6 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:**

**AHS5014F RESEARCH METHODS**

**Course convenors:** Dr 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.

**AHS5041F POLICY DEVELOPMENT AND DISABILITY POLITICS**

**Course convenor:** 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. 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:** A written assignment contributes 60% towards the year mark and a group assignment takes the form of an oral presentation and contributes 40% of the year mark.

**AHS5042S DISABILITY AND CITIZENSHIP**

**Course convenor:** 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:** A combination of reading of journals and completing action learning assignments, and a group presentation.

**MPhil in Emergency Medicine**

*[Note: This is a programme by coursework and dissertation.]*

**Programme convenor:** Assoc Prof L Wallis (Department of Surgery).
Admission requirements
FMG1 A candidate shall not be admitted to the programme unless he/she
(a) has completed the required intern and community service periods in South Africa or the equivalent;
(b) is a registered medical practitioner with the Health Professions Council of South Africa or with the relevant professional board of the country in which the candidate is practising medicine; and
(c) is employed in a full-time capacity in emergency medicine (e.g. in a trauma unit or medical emergency unit).

Duration of programme
FMG2 A candidate shall be registered for at least two years of full-time or three years of part-time study.

Programme outline
FMG3 The prescribed courses are:
(a) CHM6001W MPhil in Emergency Medicine Part 1
Lectures include the following: Pre-hospital emergency medicine; disaster medicine; aeromedicine; fractures and dislocations; clinical anatomy; toxicology; emergency equipment; injury prevention; rape management; IV fluids and blood products; thermal injuries; child abuse; dysbarism; adult trauma; paediatric trauma; domestic violence; organ donation. The emergency aspects of the following subjects are also included in the lectures: Respiratory medicine; cardiology; gynaecology; obstetrics; paediatrics; pharmacology; nervous system disorders; radiology; pathology; medico-legal issues; ethics; ophthalmology; otorhinolaryngology; urology; geriatrics; psychiatry; renal disorders; anaesthesia; sports medicine; dental emergencies; systemic infection disorders; dermatology; endocrine and metabolic disorders; immune system disorders and allergies.
The examination is held twice a year and comprises written, oral, OSCE and clinical examinations. Full-time working experience in an accredited emergency department is required for a minimum of two years before the examination may be undertaken.
(b) CHM6002W MPhil in Emergency Medicine Part 2
Dissertation.

Assessment
FMG4 The Part 1 examination consists of written, oral and clinical examinations at the end of the first or second year of registration. The Part 2 examination comprises the external examination of a dissertation.

MPhil in Forensic Mental Health
[Note: This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists, clinical psychologists, occupational therapists, social workers and lawyers who wish to gain special expertise in forensic mental health. It is envisaged that, ultimately, this will become a registrable subspeciality with the Health Professions Council of South Africa.]

Programme convenor: Assoc Prof S Z Kaliski (Department of Psychiatry and Mental Health).

Admission requirements
FMH1.1 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.

FMH1.2 All candidates must be practising or have the intention to practise in the psycholegal field.

Duration of programme
FMH2 A candidate shall be registered for two years of full-time or three years of part-time study.

Programme outline
FMH3 The prescribed courses are:
(a) PRY7013W MPhil in Forensic Mental Health Part 1
General principles of forensic mental health practice; criminal and civil assessments; professional skills development (such as report writing, expert testimony) and ethical considerations.
(b) PRY7014W MPhil in Forensic Mental Health Part 2
Dissertation.

DP requirements and progression rule
FMH4 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
FMH5 (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 Liaison Mental Health
[Note: This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists, clinical psychologists, occupational therapists, social workers and 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.]
Programme convenor: Dr B Vythilingum (Department of Psychiatry and Mental Health).

Admission requirements
FMI 1.1 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 as social work, occupational therapy, or nursing; or
(d) a professional qualification with requisite experience deemed to be equivalent to any of the above.
FMI 1.2 All candidates must be practising or have the intention to practise in the mental health field.

Duration of programme
FMI 2 A candidate shall be registered for two years of full-time or three years of part-time study.

Programme outline
FMI 3 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
   Dissertation.

DP requirements and progression rule
FMI 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
FMI 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
[Note: This is a programme by coursework and dissertation.]

Programme convenor: Assoc Professor M Hendricks (Department/ School of Child and
Adolescent Health).

**Admission requirements**

FMJ1 To be eligible for consideration, the candidate must
(a) have successfully completed the Postgraduate Diploma in Maternal and Child Health at this University or an approved equivalent at another university; or
(b) have obtained an approved undergraduate degree in the health sciences*; and
(c) have had at least two years’ work experience in maternal and child health services; and
(d) demonstrate 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.*]

**Duration of programme**

FMJ2 A candidate shall be registered for two years of part-time study.

**Programme outline**

FMJ3 The prescribed courses are:
(a) **PED7005W Part 1 MPhil Maternal & Child Health**
   This includes the coursework for the Postgraduate Diploma in Maternal and Child Health and additional coursework in biostatistics and research methods.
(b) **PED7008W Part 2 MPhil in Maternal & Child Health**
   Dissertation.

**Assessment**

FMJ4 Assessment of the coursework will be continuous and consist of assignments and an end-of-course assessment. Candidates are required to achieve at least 50% in the coursework and for the dissertation.

**Distinction requirements**

FMJ5 The degree may be awarded with distinction if the candidate obtains 75% or more for each of the coursework and dissertation components.

**MPhil in Neuropsychiatry**

[Note: This is a programme by coursework and dissertation. It includes seminars, supervision and demonstrations for registered psychiatrists and neurologists 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.]

**Programme convenor:** Dr J A Joska (Department of Psychiatry and Mental Health).

**Admission requirements**

FMK1 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 Master of Medicine in Neurology 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 neurology from the Colleges of Medicine of South Africa); or
(c) must have a professional qualification in psychiatry or neurology from a recognised institution outside of South Africa; or
(d) must have a qualification deemed to be equivalent*; and
(e) must be registrable as a psychiatrist or neurologist in South Africa; and
(f) must be practising or have the intention to practise in the field of neuropsychiatry.

[Note: *Selected professionally qualified graduates in other fields of healthcare, such as in nursing, physiotherapy, occupational therapy and nutrition and dietetics, may also be admitted as candidates for this degree programme.]

Duration of programme
FMK2 A candidate shall be registered for two years of full-time or three years of part-time study.

Programme outline
FMK3 The prescribed courses are:
(a) **PRY7018W MPhil in Neuropsychiatry Part 1**
    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)
(b) **PRY7019W MPhil in Neuropsychiatry Part 2**
    Dissertation.

DP requirements and progression rule
FMK4 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.

Assessment
FMK5 (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 Occupational Health**
[Note: This is a programme by coursework and dissertation.]

Programme convenor: Prof J Myers (School of Public Health and Family Medicine).

Admission requirements
FML1 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
FML2 A candidate shall be registered for at least two years of part-time study, and is required to attend four one-week practicum blocks over the two-year period.

Programme outline
FML3 The prescribed courses are:
(a) PPH7059W MPhil in Occupational Health Part 1
   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
   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 work place. 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.

Assessment
FML4 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 Paediatric Pathology
[Note: This is a programme by coursework and dissertation.]

Programme convenor: Prof D Govender (Department of Clinical Laboratory Sciences).

Admission requirements
FMM1 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
FMM2 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
FMM3 (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
Dissertation.

Assessment
FMM4 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. Both parts have to be passed (with 50% each).

MPhil in Palliative Medicine

[Note: This is a programme by coursework and dissertation.]

Programme convenor: Dr L Gwyther (School of Public Health and Family Medicine).

Admission requirements
FMN1 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
FMN2 A candidate shall be registered for at least two years of part-time study.

Programme outline
FMN3 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 Dissertation
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.

Assessment
FMN4 Assessment of coursework is by means of written assignments, a portfolio, and written communication skill examinations. A pass of 50% is required in each component. In addition to the above, 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. The coursework counts 40% of the overall mark; the dissertation is externally examined and is weighted 40% of the MPhil; and the article for a peer-reviewed journal is weighted 20%.
Courses for the MPhil in Palliative Medicine:

**PPH7080H  RESEARCH METHODS**

**Course convenor:** Dr L Gwyther.

**Outline:** 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 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.

**PPH7081S  ADVANCED PALLIATIVE CARE**

**Course convenor:** Dr L Gwyther.

**Outline:** The aim of this module 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.

**Assessment:** 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 the final marks.

**MPhil in Sports Medicine**

[Note: This is a programme by coursework 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.]

**Programme convenor:** Prof M P Schwellnus (Department of Human Biology).

**Admission requirements**

FMO1 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;
(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**

FMO2 A candidate shall be registered for at least three years of part-time study.
Programme outline

FMO3  
(a) HUB5006W MPhil in Sports Medicine Part 1A and HUB5008W Part 1B
Lectures are provided (via email and WEBCT) 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. The programme content is divided into three 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 sports medicine is covered in two sections (sports injuries and medical aspects). The two sections, sports injuries and medical aspects, will therefore be covered in alternate years. The sequence of these sections will vary each year. On completion of one year, the examinations will be conducted to complete each section. Part 2 consists of a research project, the choice of which will be guided by the programme convenor. The research project will be conducted either in a laboratory or in the field and will, on completion, contribute 30% to the final mark.

(b) HUB5007W MPhil in Sports Medicine Part 2
Dissertation.

Examination/assessment

FMK4  
Part 1:
During the first year of study, class tests are written which make up the year mark (30% of the final mark). At the end of the first year, written examinations (two papers) are completed, which make up 70% of the final mark. Students will be admitted to the second year of study only if the final mark is more than 50%.

Part 2: Year marks (20% of total)
The year mark for each section (2nd year and 3rd year) will be made up by marks obtained for the class tests and practicals during each year. All the class tests will contribute to the year mark. The year marks for the 2nd and 3rd year will each contribute 10% to the total mark

Sports Injuries section 10%
Medical Aspects section 10%
Total: 20%

Part 2: Written examinations (25% of total)
In November of the 2nd and the 3rd years (Sports Injuries and Medical Aspects in two different years) a paper will be written which will contribute to the final mark as follows:

Sports Injuries section 12.5%
Medical Aspects section 12.5%
Total: 25%

Part 2: Clinical examination (25% of total)
In November of each year (Sports Injuries and Medical Aspects) a clinical examination (short and long cases) and Objective Structured Clinical Examination (OSCE) will be conducted which will contribute to the final mark as follows:

Sports Injuries section 12.5%
Medical Aspects section 12.5%
Total: 25%

Part 3: Research project (30% of total)
The completed research project will contribute 30% to the final mark.
Total: 30%
MPhil in Sports Physiotherapy

[Note: 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. The programme is offered either on a part-time or full-time basis.]

Programme convenors: Prof J Jelsma and Ms T Burgess (Division of Physiotherapy, School of Health and Rehabilitation Sciences).

Admission requirements

FMP1 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 demonstrated an interest in community programmes and sport, either as participant, administrator or in his/her professional capacity.

[Note:
(a) Preference will be given to eligible applicants with at least two years of postgraduate clinical experience.
(b) A Postgraduate Sports Physiotherapy (SPT1) or Orthopaedic Manual Therapy (OMT1) certification is an advantage.]

Duration of programme

FMP2 A candidate shall be registered for a minimum of two years of full-time or three years of part-time study, and a maximum period of five years.

Programme outline

FMP3 The programme consists of taught coursework courses and a dissertation. The student will be expected to attend three one-week taught course modules in the first year of study and three one-week taught modules in the second year of study. Practical instruction consists of lectures, tutorials, clinical case discussions and workshops. The course in exercise physiology will be offered in alternate years and the courses in sports physiotherapy and sports medicine will be offered in the intervening year. Research Methodology 1 and 2 will be offered every year. In intervening years, full-time students may also have the opportunity to complete six taught modules in the first year of study. The full-time students are expected to complete their dissertations by the end of the second year of study, whereas part-time students will be expected to complete their dissertations in the third year of study.

The prescribed courses are:
(a) AHS5032H Research Methodology 1 (40 hours)
Course convenor: Ms T Burgess.
This course includes research design, methodology and good laboratory and clinical practice. The year mark, made up of a class test and assignments, contributes 49%, and the final examination contributes 51% to the final mark.

(b) HUB5009H Research Methodology 2 (20 hours)
Course convenor: Ms T Burgess.
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 class tests and assignments, will contribute 49%, and the final examination paper contributes 51% to the final mark.

(c) **HUB5010W Exercise Physiology (80 hours)**  
*Course convenor:* Ms T Burgess.  
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 the final examination paper each contribute 35% to the final mark.

(d) **AHS5033W Sports Physiotherapy (100 hours)**  
*Course convenor:* Ms T Burgess.  
This course includes the prevention, comprehensive assessment, management and rehabilitation of sports injuries and conditions. The year mark is made up of class tests and assignments. The final examination consists of a theory paper, a clinical assessment examination and an oral examination. The year mark comprises 49% and the final examinations 51% of the final mark.

(e) **HUB5011H Sports Medicine (20 hours)**  
*Course convenor:* Ms T Burgess.  
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%).

(f) **AHS5034W Research Project** (when primary supervisor is in Department of Health and Rehabilitation Sciences); or **HUB5012W Research Project** (when primary supervisor is in the Department of Human Biology).  
The student will be expected to complete a research project. The research proposal will be completed in the first year of study; ethical approval and data collection should take place in the second year of study. Analysis and write-up should be completed by the end of the second year of study for full-time students and by the end of the third year of study for part-time students. The data collection should not take longer than three months and the final project should be approximately 100 pages including references and appendices.

**Assessment**

**FMP4** The minimum pass mark is 50%. A student who does not satisfactorily complete one of the courses may, with permission of the Senate, be allowed to register for that course concurrently with the courses for the following year of study. The average is calculated with the following weightings:

- Research methodology I and II 5%
- Exercise physiology 20%
- Sports physiotherapy 15%
- Sports medicine 10%
- Research project 50%

**Distinction**

**FMP5** The degree may be awarded with distinction if a student obtains an average of 75% or more, across all components.
MPhil by dissertation (MM021)
[Note: Also see General Rules for Master’s Degree Studies on page 21 of this handbook.]

Admission requirements
FMQ1 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
FMQ2.1 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.

FMQ2.2 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.

FMQ2.3 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.

FMQ2.4 The dissertation must be submitted in readable format on a compact disc, as well as in
two paper copies in temporary binding. 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.

FMQ2.5 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 (MM016)
[Note: 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.]
Admission requirements
FMR1 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
FMR2.1 Anaesthesia
• AAE7005W and AAE7006W – Critical Care Parts 1 & 2

FMR2.2 Medicine
• MDN7017W and MDN7038W - Cardiology Parts 1 & 2
• MDN7021W and MDN7041W - Endocrinology Parts 1 & 2
• MDN7022W and MDN7042W - Medical Gastroenterology Parts 1 & 2
• MDN7020W and MDN7040W - Nephrology Parts 1 & 2
• MDN7015W and MDN7037W - Pulmonology Parts 1 & 2
• MDN7018W and MDN7039W - Rheumatology Parts 1 & 2
• MDN7043W and MDN7044W - Geriatric Medicine Parts 1 & 2
• MDN7050W and MDN7051W - Infectious Disease & HIV Medicine Parts 1 & 2

FMR2.3 Obstetrics and Gynaecology
• OBS7008W and OBS7009W - Reproductive Medicine Parts 1 & 2
• OBS7010W and OBS7011W - Gynaecological Oncology Parts 1 & 2
• OBS7013W and OBS7014W - Maternal and Fetal Medicine Parts 1 and 2

FMR2.4 Paediatrics
• PED7012W and PED7022W - Paediatric Cardiology Parts 1 & 2
• PED7027W and PED7028W - Paediatric Critical Care Parts 1 & 2
• PED7029W and PED7030W - Developmental Paediatrics Parts 1 and 2
• PED7023W and PED7024W - Paediatric Endocrinology Parts 1 & 2
• PED7010W and PED7020W - Neonatology Parts 1 & 2
• PED7009W and PED7019W - Paediatric Nephrology Parts 1 & 2
• PED7025W and PED7026W - Paediatric Neurology Parts 1 & 2
• PED7011W and PED7021W - Paediatric Oncology Parts 1 & 2
• PED7033W and PED7034W - Paediatric Infectious Diseases Parts 1 & 2
• PED7035W And PED7036W - Paediatric Pulmonology Parts 1 & 2

FMR2.5 Pathology
• LAB7024W and LAB7041W - Clinical Haematology Parts 1 & 2
[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). After obtaining the Certificate in Clinical Haematology, trainees need to submit a dissertation for the degree of MPhil in Clinical Haematology).]
• LAB7008W and LAB7009W - Paediatric Pathology Parts 1 & 2

FMR2.6 Psychiatry
• PRY7006W and PRY7010W – Child and Adolescent Psychiatry Parts 1 & 2
(See page 176 for outline.)
FMR2.7 Surgery
• CHM6003W and CHM6004W - Surgical Gastroenterology Parts 1 and 2
• CHM7052W and CHM7053W - Vascular Surgery Parts 1 and 2

Duration of training
FMR3 Subspeciality trainees are required to register for two years of full-time study. Candidates for Adult and Paediatric Cardiology are required to register for three years of full-time study. The training period includes time for research and completion of the dissertation.

Assessment
FMR4 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
[Note: Also see General Rules for Master’s Degree Studies on page 21 of this handbook.]
FMR5 (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 subspeciality 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
FMR6 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
FMR7 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) (MM011)

[Note: This is a degree programme by coursework and dissertation.]

Programme co-ordinator: Dr B Schweitzer (School of Public Health and Family Medicine)

Admission requirements
FMS1 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; 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 exempt from undergoing another.]

Duration of programme
FMS2 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
FMS3 The prescribed courses are:
(a) Part I Master in Family Medicine & Primary Care,
consisting of the following modules:
PPH7070S – Quantitative Research Methods
PPH7071F – Qualitative Research Methods;
PPH6002W – Clinical Medicine C;
PPH6003S – Health and Culture.
(b) PPH7001W Part 2 Master in Family Medicine & Primary Care
Dissertation.

Assessment
FMS4 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 examinations. The examination in Part 2 consists of a dissertation.

Progression and readmission
FMS5 Except with the permission of Senate, on the recommendation of the Division of Family Medicine,
(a) a candidate who fails three modules, or who fails the same module more than
once, shall not be permitted to continue with the programme;
(b) a candidate who is permitted to reregister after failing may be permitted to re-take
the examination after six months, if he/she failed no more than two components of
the examination at first attempt, or after one year if he/she failed three or more
components at first attempt.

Degree with distinction
FMS6 This degree may be awarded with distinction (75% - 100%).
Courses for Master In Family Medicine and Primary Care:

PPH6002W  CLINICAL MEDICINE C  
Course convenor: Dr B Schweitzer.  
Course outline: The aim of this course is to gain greater depth of skill in areas of special interest in clinical practice. The student is required to create a portfolio and write six patient studies.  
Assessment:  
The students will be examined by means of an oral examination on his/her areas of interest, based on – but not limited to – his/her portfolio and patient studies. The weighting of components is as follows:  
Six patient studies 50%  
Oral exam on area of special interest – based on, but not limited to, portfolio 40%  
Assessment of portfolio 10%  

PPH6003S  HEALTH AND CULTURE  
Course convenors: Dr B Schweitzer and Ms L Vivian.  
Course outline: This course aims to foster awareness of family medicine clinicians about culture and to promote cultural competency and communication with patients, families and communities. The emphasis in the programme is placed firstly on cultural issues in communication 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 student’s 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 cultural issues and the role of cultural factors in ethical decision-making will be explored. Students should gain a better understanding of their own and other people’s world and worldviews, and the many cultural influences that nurture a person’s development. The meaning and relevance of terms and related 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 specific conditions such as mental illness and healing from trauma.  
Assessment: Completion of assignment.  

PPH7070S  QUANTITATIVE RESEARCH METHODS  
Course convenor: Prof R Ehrlich.  
Course outline: The course is designed to enable students to prepare research proposals on health or health service problems that utilise quantitative methods; to carry out such research with appropriate supervision; and to enable candidates to cooperate as a team in research protocol development.  
Lectures: One half-week block in July and one two-hour session every two to three weeks during the semester.  
Assessment: Assignments and written examination.  

PPH7071F  QUALITATIVE RESEARCH METHODS  
Course convenor: Dr C Colvin.  
Course outline: Conceptual/theoretical foundations of qualitative research; relationship/differences between qualitative and quantitative research designs and theoretical perspectives; qualitative data collection methods and study designs (e.g. in-depth interviews, focus group discussions, participant-observation, document reviews); qualitative data analysis and interpretation of data, (including introduction to computer-aided data management and analysis); formats and strategies for write-up, reporting and dissemination of qualitative research results; ethical issues in qualitative research; evaluating the quality of qualitative research projects.  
Lectures: A half-week block in January/February and one two-hour session approximately every second week during the semester.  
Assessment: Assignments and written examination.
MASTER OF PUBLIC HEALTH (MPH) (MM012)
[Note: This is a degree programme by coursework and dissertation.]

Programme convenor: Prof R Ehrlich (School of Public Health and Family Medicine).

Admission requirements
FMT1 A candidate for the General, Epidemiology or Clinical Research track or stream shall not be admitted to the programme unless he/she
(a) is a graduate in medicine or a health profession other than medicine with at least a four-year degree from this University or another university recognised by the Senate as equivalent; or holds an honours or equivalent four-year degree from this University or another university recognised by the Senate for the purpose; and
(b) has attained at least a C-grade pass in higher-grade matriculation mathematics or an equivalent recognised by the Senate for the purpose.

FMT2 A candidate for the Health Economics stream shall not be admitted to the programme unless he/she
(a) is a graduate in economics, health sciences or social sciences with at least a four-year degree from this University or another university recognised by the Senate as equivalent; or holds an honours or equivalent four-year degree from this University or another university recognised by the Senate for the purpose; and
(b) has attained at least a C-grade pass in higher-grade matriculation mathematics or an equivalent recognised by the Senate for the purpose.

Duration of programme
FMT3 A candidate shall be registered for a minimum of 12 months.

Programme outline
FMT4.1 General and Epidemiology streams
The prescribed courses include:
(a) Part I Master of Public Health
All students shall register for the following core modules:
PPH7016F Public Health and Society
PPH7018F Introduction to Epidemiology
PPH7021F Biostatistics I
PPH7070S Quantitative Research Methods
PPH7041F Health Policy and Planning, or
PPH7082S Introduction to Health Management and Programme Evaluation.
And shall choose another five (5) elective modules, subject to specialisation stream requirements, from the modules below:
PPH7022S Evidence-based Health Care
PPH7029F Advanced Epidemiology
PPH7039F Theory and Application of Economic Evaluation in Healthcare
PPH7049S Macroeconomics, Health and Health Care Financing
PPH7050S Microeconomics for the Health Sector
PPH7053S Public Health and Human Rights
PPH7054F Gender and Health.
STA5055Z Biostatistics 2
STA5056Z Biostatistics 3
PPH7063S Epidemiology of Infectious Diseases
PPH7065S Epidemiology of Non-Communicable Diseases
PPH7071F Qualitative Research Methods
PPH7075S Clinical Research Methods
(b) **PPH7015W Master of Public Health (General & Epidemiology) Part 2**  
   Minor dissertation.

**FMT4.2 Clinical Research Stream**

(a) **Part 1 Master of Public Health**  
   All students shall register for the following core modules:
   - PPH7018F Introduction to Epidemiology
   - PPH7021F Biostatistics 1
   - PPH7022S Evidence-based Health Care
   - PPH7029F Advanced Epidemiology
   - STA5055Z Biostatistics 2
   - STA5056Z Biostatistics 3
   - PPH7063S Epidemiology of Infectious Diseases, or
   - PPH7065S Epidemiology of Non-Communicable Diseases
   - PPH7075S Clinical Research Methods
   And shall choose another two (2) elective modules, subject to specialisation stream requirements, from the modules below:
   - PPH7016F Public Health and Society
   - PPH7039S Theory and Application of Economics Evaluation in Health Care
   - PPH7041F Health Policy and Planning
   - PPH7049S Macroeconomics, Health and Healthcare Financing in
   - PPH7050S Microeconomics for the Health Sector
   - PPH7053S Public Health and Human Rights
   - PPH7054F Gender and Health
   - PPH7071F Qualitative Research Methods

(b) **PPH7076W Master of Public Health (Clinical Research) Part 2**  
   Minor dissertation.

**FMT4.3 Health Economics stream**

The prescribed courses include:

(a) **Part 1 Master of Public Health**  
   All students shall register for the following core modules:
   - PPH7039F Theory and Application of Economic Evaluation in Health Care
   - PPH7041F Health Policy and Planning
   - PPH7049S Macroeconomics, Health and Healthcare Financing
   - PPH7050S Micro-economics for the Health Sector
   - PPH7064F Quantitative Methods for Health Economics
   - PPH7070S Quantitative Research Methods
   And shall choose another two elective modules from the list below:
   **Non-Faculty Electives**
   - ECO4002V Development Economics
   - POL4006X Public Policy (Faculty of Humanities)
   - POL5020Z Financial Administration: Public Finance and Budgeting (Faculty of Humanities)
   - SOC5022X Critical Issues in the Study of HIV/AIDS and Society (Faculty of Humanities)
   - Monitoring and Evaluation in Primary Healthcare (University of Western Cape)
   **Faculty Electives**
   - PPH7016H Public Health & Society
   - PPH7018F Introduction to Epidemiology
   - PPH7021F Biostatistics I
   - PPH7022S Evidence-Based Healthcare
   - PPH7053S Public Health and Human Rights
   Any other relevant course (subject to approval by the programme co-ordinator).
Progression and readmission

Candidates may be allowed to repeat a course they have failed, at the convenor’s discretion. No course may be repeated more than twice. A candidate who fails (a) any core course twice, or who fails (b) any three courses will be asked to withdraw from the degree programme. (If a course failed is repeated and passed it is still counted as a one fail. Failing any elective twice will be counted as two courses failed.)

Assessment

FMT6.1 The following requirements apply to the General, Epidemiology and Clinical Research streams:

(a) Each course convenor will determine the appropriate form of assessment in that module. Such assessment will consist of some combination of home assignments, a semester project and a final classroom examination. The examination carries 50% of the assessment weight. Each module 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 every course and has the authority to allocate final marks.

(b) 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.

(c) 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.

FMT6.2 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 marks, while the assignments account for the remaining 50%. Students are required to pass a minimum of eight courses and the dissertation to qualify for the degree. A pass mark of 50% is required overall, with a 45% sub-minimum for each of the examination and semester marks. An external examiner is appointed for every course and has the authority to allocate final marks.

(b) Students are required to develop a research proposal by the second semester. Their dissertation accounts for 50% of total marks, while the coursework component accounts for the remaining 50%. In total, the dissertation accounts for 50%, assignments for 25% and the examination for 25%.

(c) The dissertation will be marked by two examiners, both external to the University. The standard aimed for will be that of a manuscript publishable as a single paper in a peer-reviewed journal.

(d) The external examiner retains the discretion to alter any mark based on assessment of the candidate’s performance across the course (or course components) as a whole.

Distinction

The degree may be awarded with distinction to candidates who average 75% or above on coursework plus dissertation, with a 70% sub-minimum on each component.
Courses for Master of Public Health:

**STA5055Z  BIOSTATISTICS 2**
Course convenor: M G Distiller.
Prerequisites: Biostatistics I and Introduction to Epidemiology.
Course outline: The course is designed to equip candidates with a good understanding of modelling the relationship between a response and a set of risk factors, so as to be able to perform such analyses themselves using sophisticated statistical software.
Contact time: One half-week block in July and one two-hour session every second week during the semester.
Assessment: See rule FMT6.

**STA5056Z  BIOSTATISTICS 3**
Course convenor: Dr F Little.
Prerequisites: Biostatistics 2.
Course outline: This course aims to provide candidates with a thorough understanding of the analysis of “time-to-event” data and a capability to perform such analyses themselves and to introduce students to other more advanced statistical methods relevant to medical research, so that they are aware of their availability for application to specific problems in medical research.
Contact time: One half-week block in January / February and one two-hour session every second week during the semester.
Assessment: See rule FMT6.

**PPH7016F  PUBLIC HEALTH AND SOCIETY**
Course convenors: Associate Professor H Phillips and Dr C Colvin.
Course outline: The course will consist of two related components. The first will provide an historical analysis of the concept of public health and the growth and development of a public health movement in Europe and South Africa. The second will consider patterns of disease in the world and South Africa and their social implications.
Contact time: One half-week block in January / February and two to four-hour sessions every 2nd or 3rd week during the semester.
Assessment: See rule FMT6.

**PPH7018F  INTRODUCTION TO EPIDEMIOLOGY**
Course convenor: Ms M Kamupina.
Course outline: The course aims to introduce the basic principles and methods of epidemiology. The emphasis will be on the application of epidemiology to the prevention of disease, the promotion of health, and the support of services in addressing all aspects of the health of populations.
Contact time: One half-week block in January/February and one two-hour session every second week during the semester.
Assessment: See rule FMT6.

**PPH7021F  BIOSTATISTICS I**
Course convenor: Mr R Sayed.
Course outline: The course aims to give candidates an introduction to basic statistical concepts that will enable them to understand published research, interpret basic statistical results and perform elementary data analysis using STATA statistical software.
Contact time: One half-week block in January/February and one two-hour session every second week during the semester.
Assessment: See rule FMT6.
**PPH7022S  EVIDENCE-BASED HEALTH CARE**

Course convenor: Mr J Irlam.

**Prerequisites:** Introduction to Epidemiology (PPH7018F), passed with at least 55%; Biostatistics I (PPH7021F). 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 FMT6.

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**PPH7029F  ADVANCED EPIDEMIOLOGY**

Course convenors: Prof JE Myers and Dr L Myer.

**Prerequisites:** Introduction to Epidemiology (PPH7018F) with a pass mark of at least 55%; Biostatistics 1 (PPH7021F); Biostatistics 2 (STA5055Z). Recommended: One or more of: PPH7022H Evidence-based Health Care; PPH7063S Epidemiology of Infectious Diseases; PPH7065S Epidemiology of Non-communicable diseases; regular access to a computer and the internet at home and/or on campus to make use of online course materials and teaching resources.

**Course outline:** This course will provide candidates with a deeper understanding of concepts learned in the introductory epidemiology course. This includes: Causation, measures of occurrence and measures of association; the relationships between observational and experimental study designs, and an understanding of how different observational designs are inter-related; the role of variable measurement in research, with emphasis on bias and misclassification and their effects; how confounding is controlled in epidemiological research, and the uses and limitations of matching in analytical studies; the role of intermediate variables in investigating the determinants of disease; effect modification/interaction, including the relevance of these concepts to public health and the difficulties in identifying these phenomena in data; 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 face-to-face learning sessions supplemented with notes and discussion and learning on UCT’s online student learning system (Vula).

**Assessment:** See rule FMT6.

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**PPH7039F/S  THEORY AND APPLICATION OF ECONOMIC EVALUATION IN HEALTH CARE**

Course convenor: Dr S Cleary.

**Course outline:** This module aims to enable students to understand and apply current methods in economic evaluation in health care. The main objectives are to gain insights into the economic theory underlying economic evaluation in health care, to develop skills in designing and conducting cost-effectiveness, cost utility, and cost-benefit analyses and to use these skills to inform policy formulation and implementation processes. At the end of this module, the students should also have an understanding of the importance of modelling in economic evaluation.

**Contact time:** One half-week block in July and one two-hour session approximately every week during the semester.

**Assessment:** See rule FMT6.

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**PPH7041F  HEALTH POLICY AND PLANNING**

Course convenor: Prof D McIntyre.

**Course outline:** This course will enable participants to gain an insight into health sector policy and planning; appreciate evolution and performance of health systems; conceptualise health policies in a global setting; develop analytical skills for assessing policy development and implementation, and strategic management of stakeholders; understand the key tenets of planning, the constraints on planning authorities and key phases of the planning cycle; understand equity in health care - both in...
theory and practice, and explore the practicalities of geographic distribution of resources; understand and assess option appraisal, programming and budgeting, with special emphasis on human resources and pharmaceuticals; develop skills to monitor and evaluate health sector policies and plans to be able to feed back the results into future policy development and planning. Contact time: One half-week block in July and a two-hour session every week during the semester. Assessment: See rule FMT6.

PPH7049S MACROECONOMICS, HEALTH AND HEALTH CARE FINANCING
Course convenor: Dr S Cleary
Prerequisites: Computer literacy, including proficiency in Microsoft Excel required.
Lectures: One half-week block in July and one two-hour session every second week during the semester.
Course outline: The course will give candidates an in-depth understanding of economic growth and health; macroeconomic policies and ideologies; structural adjustment programmes; globalisation and health; health sector reform and decentralisation; public-private mix; health care financing; national health accounts and financing and benefit incidence. Assessment: See rule FMT6.

PPH7050S MICROECONOMICS FOR THE HEALTH SECTOR
Course convenor: Ms M Castillo-Riquelme.
Prerequisites: As for the Health Economics track, preferably with a background in economics or health-related research. Quantitative research skills required.
Course outline: The course is designed to enable candidates to understand economic growth and health; macroeconomic policies and ideologies; structural adjustment programmes; globalisation and health; health sector reform and decentralisation; public-private mix; health care financing; national health accounts and financing and benefit incidence. Contact time: One half-week block in July/August and one two-hour session approximately every week during second semester. Assessment: See rule FMT6.

PPH7053S PUBLIC HEALTH AND HUMAN RIGHTS
Course convenor: Prof L London.
Course outline: This course provides candidates with insight into the theoretical and historical background to human rights; international and national human rights instruments and institutions; contemporary debates in defining human rights and their implementability; the relationship of human rights to health; the right to health, and of access to health care in national and international law; health as a socio-economic right; when it may be legitimate to restrict rights and the public health rationale; instruments to examine the human rights impact of public health policies, and to incorporate human rights in public health planning and practice; vulnerable groups, human rights and health; rights of health care users; trade policies and practices, intellectual property, human rights and public health. Contact time: One half-week block in July and one two-hour session every second week during the second semester. Assessment: See rule FMT6.

PPH7054F GENDER AND HEALTH
Course convenors: Ms P Orner and Ms J Harries.
Contact time: A half-week block in January/February and four 2-hour seminars during the semester. Course outline: The course provides candidates with an understanding of issues of gender impact on health and health care; global patterns in gender and health; gender and health in South Africa; men, gender and health, gender theory; changing practices and mainstreaming gender; strategic and practical approaches. Specific topics will be used to examine the impact of gender on health. These
include: Gender and HIV/AIDS; women, work and health; gender-based violence; termination of pregnancy; gender and work.

**Assessment:** See rule FMT6.

**PPH7063S** EPIDEMIOLOGY OF INFECTIOUS DISEASES  
**Course convenor:** Dr D Coetzee.  
**Prerequisites:** A pass of at least 55% for Introduction to Epidemiology (PPH7018F).  
**Course outline:** This course is designed to enable candidates to apply descriptive epidemiology to communicable diseases and outbreak situations; discuss how observational studies are used to investigate causation; discuss transmission dynamics and mathematical modelling of epidemics; discuss routine and sentinel surveillance; discuss how experimental studies are used to evaluate efficacy and effectiveness of treatment and control measures; discuss the epidemiology of vaccination; apply epidemiology to specific communicable diseases including HIV/AIDS, TB, STIs and childhood communicable diseases.  
**Contact time:** One half-week block in July and one two-hour session approximately every second week during the semester.  
**Assessment:** See rule FMT6.

**PPH7064F** QUANTITATIVE METHODS FOR HEALTH ECONOMISTS  
**Course convenor:** Mr O Okorafor.  
**Course outline:** The course is designed to cover aspects of the following: Descriptive statistics; basic introduction to probability theory and probability distributions; estimation; standard errors, variance, confidence intervals; hypothesis testing; introduction to epidemiology; indices and concentration curves; diagnostic tests; standardisation; regression analysis and modelling; discrete choice models; distribution equity – concentration curves.  
**Contact time:** One half-week block in January and one two-hour session approximately every second week during the semester.  
**Assessment:** See rule FMT6.

**PPH7065S** EPIDEMIOLOGY OF NON-COMMUNICABLE DISEASES  
**Course convenor:** Prof R Ehrlich.  
**Prerequisites:** A pass of at least 55% for Introduction to Epidemiology (PPH7018F)  
**Course outline:** Individual vs. population strategies for disease control; burden of disease; descriptive epidemiology; social epidemiology; epidemiology applied to cardiovascular disease, respiratory disease, cancer, occupational disease, environmental risk factors, mental health, injuries and violence.  
**Contact time:** One half-week block in July and one two-hour session every second week during the semester.  
**Assessment:** See rule FMT6.

**PPH7070S** QUANTITATIVE RESEARCH METHODS  
**Course convenor:** Prof R Ehrlich.  
**Course outline:** The course is designed to enable candidates to prepare research proposals on health or health service problems that utilise quantitative methods; to carry out such research with appropriate supervision; and to enable candidates to cooperate as a team in research protocol development.  
**Contact time:** One half-week block in July and one two-hour session every two to three weeks during the semester.  
**Assessment:** See FMT6.

**PPH7071F** QUALITATIVE RESEARCH METHODS  
**Course convenor:** Dr C Colvin.  
**Course outline:** Conceptual/theoretical foundations for qualitative research;
relationship/differences between qualitative and quantitative research designs and theoretical perspectives; qualitative data collection methods and study designs (e.g., in-depth interviews, focus group discussions, participant-observation, document reviews); qualitative data analysis and interpretation of data (including introduction to computer-aided data management and analysis); formats and strategies for write-up, reporting and dissemination of qualitative research results; ethical issues in qualitative research; evaluating the quality of qualitative research projects.

**Contact time:** A half-week block in January / February and one two-hour session approximately every second week during semester.

**Assessment:** See FMT6.

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**PPH7075S  CLINICAL RESEARCH METHODS**

**Course convenor:** Dr L Myer.

**Prerequisites:** Introduction to Epidemiology (PPH7018F); Biostatistics 1 (PPH7021F); Biostatistics 2 (STA5055Z); PPH7022H Evidence-based Health Care. Recommended: One of more of: 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 Evidence-based Health Care, including: linking clinical practice and patient-orientated research; 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 FMT6

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**PPH7082S  INTRODUCTION TO HEALTH MANAGEMENT AND PROGRAMME EVALUATION**

**Course convenor:** To be announced.

**Course outline:** This course focuses on: (a) Generic principles of management; (b) the principles and practical issues in the management of public sector health services and programmes; and (c) principles and techniques in monitoring and evaluating programmes.

**Contact time:** The course is taught in Semester 2, with a 2.5 block in July and a two-hour seminar every second week during the semester.

**Assessment:** See rule FMT6.

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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 FMU1 to FMU6 are generic to all MSc (Med) programmes. Outlines for the two MSc (Med) programmes containing coursework follow after this section.

Also see General Rules for Master’s Degree Studies on page 21 of this handbook.]
Admission requirements

FMU1 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

FMU2 A candidate shall not be awarded the degree unless he/she has been registered therefor
for at least one academic year.

Content of programme

FMU3.1 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.

FMU3.2 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.

FMU3.3 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

FMU4.1 A candidate who is required to do coursework should pass each coursework component
as well as the full dissertation with at least 50%.

FMU4.2 The examiners may in addition require a candidate to present himself/herself for an oral
examination.

Dissertation

FMU5.1 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.

FMU5.2 The dissertation may not be submitted without written permission of the supervisor, and
it must be submitted in readable format on a compact disc as well as in two paper copies
in temporary binding. 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
FMU6.1 The full dissertation may be awarded with distinction (75% - 100%).

FMU6.2 In the case of a degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate
(a) obtains an average mark of 75% for both components; and
(b) obtains at least 70% for each component.

MSc (Med) in Biomedical Engineering
[Note: This is a degree programme by full dissertation. Students who have not met certain coursework prerequisites are required to complete such prerequisite before proceeding with the full dissertation.]

Programme convenor: Dr T Douglas (Department of Human Biology)

Admission requirements
FMV1 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
FMV2 A candidate shall not be awarded the degree unless he/she has been registered for the programme for at least one academic year.

Stucture of programme
FMV3.1 Students are required to complete the following pre-requisite courses in preparation of the dissertation:
HUB2022F Anatomy for Biomedical Engineering
HUB2019F Introduction to Human Biology
[Note: Students may be exempted from these courses if they have completed equivalent courses at this or another institution.]

FMV3.2 Students may be required by their supervisor and the programme convenor 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. (Some outlines are given from p222.)
HUB2005F Introduction to Medical Engineering
HUB2021S Human Biology: Regulation and Integration
HUB4007F Biomechanics of the Musculoskeletal System
HUB4014H Introduction to Healthcare
HUB4027H Health Technology Assessment
HUB4028H Healthcare Technology Planning and Acquisition
HUB4030H  Project Management
HUB4036H  Healthcare Orientation
HUB4044H  Health Informatics and Management Information Systems

Modules that form part of the BSc(Med)Hons in Cell Biology (HUB4000W), BSc(Med)(Hons) in Anatomy (HUB4002W) and BSc(Med)(Hons) in Physiology (HUB4040W).

FMV3.3  (a) 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.

(b) Students who are required to do coursework before commencing with the dissertation will register for HUB5013S in the second semester; the following year they will continue with HUB5002W. Students who are not required to do coursework will register for HUB5002W from the outset.

(c) 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.

Assessment
FMV4.1  The examination shall consist of a dissertation, showing acquaintance with the methods of research.

FMV4.2  The examiners may in addition require a candidate to present himself/herself for an oral examination.

Dissertation
FMV5.1  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.

FMV5.2  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.

FMV5.3  The dissertation may not be submitted without written permission of the supervisor, and must be accompanied by an undertaking in writing, signed by the candidate, empowering the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever. No publication may, without the prior permission of the University, contain a statement that the published material was or is to be submitted in part or in full for the degree.

FMV5.4  The dissertation must be submitted not later than 31 December in the second year of registration for the degree. This rule will be waived only in extenuating circumstances and at the discretion of the Head of Department.

FMV5.5  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.
Distinction

FMV6 The degree may be awarded with distinction (75% - 100%).

Courses for MSc (Med) in Biomedical Engineering:

**HUB2005F  INTRODUCTION TO MEDICAL ENGINEERING**

[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 particularly valuable for students considering postgraduate studies in Biomedical Engineering. Entrance may be limited.]

Course convenor: To be announced. (Biomedical Engineering, Department of Human Biology).

Prerequisites: Students must be in their second year of study.

Course outline: Medical terminology; overview of health care and health care technology, physical diagnosis. Cardiopulmonary 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.

Contact time: 24 Lectures.

Assessment: Class tests 40% (Two tests, each worth 20%), June examination 3-hours 60%.

**HUB2019F  INTRODUCTION TO HUMAN BIOLOGY**

(Note: Offered by Department of Human Biology. Entrance is limited to 60 students.)

Course convenor: Dr E Ojuka.

Prerequisites: CEM1000W (or equivalent), BIO1000F.

Course outline: This course is an introduction to human anatomy and the basics of physiology. The first five weeks examine the basics of cells and tissues and cell proliferation, along with gross and histological studies and physiology of the integumentary, musculoskeletal, 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.

**HUB2022F  ANATOMY FOR BIOMEDICAL ENGINEERING**

Course convenors: 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 55%. Class Record 45%.

**HUB4007F  BIOMECHANICS OF THE MUSCULOSKELETAL SYSTEM**

Course convenor: To be announced.

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**

**Course convenor:** 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.

The course includes invited lectures in relevant clinical departments and practicals/demonstrations in hospital departments that illustrate the applications of the principles introduced during lectures and seminars. Day-visits to institutions involved in welfare and public health help broaden the perspective of students from the natural sciences.

**Assessment:** Written examination at the end of the second semester. Work during the semester may contribute to the overall mark.

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**HUB4045F**  **INTRODUCTION TO MEDICAL IMAGING & IMAGE PROCESSING**

**Course convenors:** Assoc Prof T Douglas and Dr E Meintjes.

**Prerequisites:** Mathematics 2 and Physics 2.

**Course outline:** This course is for students in their fourth year of study. It provides an introduction to the physics and engineering principles involved in the acquisition and processing of medical images. Topics covered include mathematical tools of image processing; computed tomography; ultrasound; magnetic resonance imaging; nuclear imaging.

**Assessment:** Assignments, written assessments and/or a final project.

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**MSc(Med) in Genetic Counselling**

*[Note: This is a degree programme by coursework and dissertation. The programme is under review.]*

**Programme convenor:** Prof J Greenberg (School of Clinical Laboratory Sciences).

**Admission requirements**

FMW1 An applicant shall not be admitted as a candidate for the degree programme unless he/she holds a degree of Bachelor of Science (Honours), preferably in the biomedical sciences, or a BA (Honours) degree or the equivalent in social work, nursing, or psychology, with a basic knowledge of genetics; or

(a) holds an MBChB degree (in the case of medical doctors who wish to specialise in genetic counselling rather than in clinical genetics); or

(b) 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

(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 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**

FMW2 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**

FMW3 (a) *MSc(Med) in Genetic Counselling Part 1* (66% of total mark)

Students are required to complete the coursework part of this programme which is regarded as preparation for the dissertation. Two courses are compulsory, namely:

LAB5005W Medical Genetics (33%)
LAB5006W Principles and Practices of Genetic Counselling (33%)

(b) *MSc(Med) in Genetic Counselling Part 2*: (34% of total mark)

LAB5007W Research training and dissertation.

The candidate must complete research training and must submit a dissertation (which may not exceed 30 000 words or 60 pages).

**Assessment**

FMW4.1 Coursework, essays, case reports, project reports and journal reviews all count towards assessment of taught modules. Students are expected to attend all taught modules.

FMW4.2 Any student whose performance is not satisfactory may be required to withdraw from the programme.

FMW4.3 The logbook of all cases seen, that has been signed on a weekly basis by the clinician/counsellor involved with the case, will also be assessed at the end of the programme.

**Dissertation**

FMW5.1 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMW5.2 The dissertation may not be submitted without written permission of the supervisor, and it must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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.

**Duly performed (DP) requirements**

FMW6.1 In order to qualify to write the final examinations, a Duly Performed certificate is required. At least 80% attendance at all activities is required to obtain a DP.

FMW6.2 For the Principles and Practices of Genetic Counselling course, a minimum average of
50% is required for the four counselling assessments. Students who do not pass this component of the programme will not be permitted to write the final examination.

**Distinction**

**FMW7** The degree may be awarded with distinction.

**Coursework for MSc (Med) in Genetic Counselling:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAB5005W</td>
<td>MEDICAL GENETICS</td>
</tr>
<tr>
<td>LAB5006W</td>
<td>PRINCIPLES AND PRACTICES OF GENETIC COUNSELLING</td>
</tr>
</tbody>
</table>

**Structure and outline:** As this is a hands-on programme, it is expected that students will be in the department during working hours to meet the requirements of their internship. They will attend all genetic clinics where patients/families are counselled, initially as observers, but later, as their competence grows, as supervised counsellors. Teaching and mentoring takes place at the clinics and at post-clinic consultations. Students are expected to start writing counselling letters to patients from the beginning of the course, and to be present when telephonic follow-up is done with patients by counsellors/genetic nursing sisters. It is expected that students will be counselling, under supervision after six months, on straightforward cases, and increasingly taking on complex cases. By the end of the programme students should be competent counsellors able to handle situations such as advanced maternal age, previous pregnancy resulting in Down syndrome, neutral tube defects, positive triple screens, Mendelian inheritance, and to conduct initial counselling for fetal anomalies.

**Lectures:** There will be two major teaching blocks a year, for two weeks at a time each (about 80 hours contact time per year per module), comprising tutorials/discussions and experiential role-playing scenarios. For the rest of the year the student will learn to apply the acquired genetic information and skills through genetic counselling, while working under supervision.

**Practicals:** Students will attend all genetic clinics (different clinics on different days of the week) where patients/families are counselled, initially as observers, but later as their competence grows, as supervised counsellors.

**DP requirements:** In order to qualify to write the final exams, a DP is required. At least 80% attendance of all activities is required to obtain a DP.

**Assessment:** For LAB5006W Principles and Practices of Genetic Counselling, a minimum average of 50% per year is required for the counselling assessments in order for a student to pass. There are two assessments in the first year of study and two assessments in the second year. Students who do not pass this component of the programme are not permitted to write the final examination. The two courses each make up 33% of the final mark (total of 66%) and the written dissertation makes up the remaining 34%. For each component, a 50% pass mark is required, and a viva takes place at the end of the second year, related to the genetic counselling assessments as well as the medical genetics component.

**MSc IN AUDIOLOGY AND MSc IN SPEECH & LANGUAGE PATHOLOGY (MM019, MM020, MM008, MM009)**

*Note: Degree codes:
MM019 MSc in Audiology by coursework and dissertation (not currently on offer);
MM020 MSc in Speech-Language Pathology by coursework and dissertation (not currently on offer);
MM008 MSc in Audiology by dissertation and MM009 MSc in Speech-Language Pathology by dissertation.*

*Programme codes:
AHS5000W MSc in Audiology,
AHS5001W MSc in Speech-Language Pathology

Please also see General Rules for Master’s Degree Studies on page 21 of this handbook.*
Programme convenor: Ms V Norman (School of Health and Rehabilitation Sciences)

Admission requirements
FMX1 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
FMX2 (a) The programme by coursework and dissertation requires full-time attendance for two academic years or part-time attendance for three years.
(b) The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

Prerequisite for MSc by dissertation
FMX3 AHS5001W MSc in Speech-Language Pathology; AHS5000W MSc in Audiology by dissertation only: Students registering for the dissertation only option are required to have completed a postgraduate level course in research methodology prior to the submission of the research proposal or at least within the first six months following registration for the MSc.

Programme outline for MSc by coursework and dissertation
FMX4 (a) AHS5006W Professional Practice (to be taken by candidates for either of the two degrees by coursework and dissertation) plus
(b) For MSc in Audiology:
   AHS5004W Advanced Audiology, and
   AHS5005W Dissertation; OR
(c) For MSc in Speech and Language Pathology:
   AHS5002W Advanced Speech and Language Pathology; and
   AHS5003W Dissertation.
   [Note: The dissertation is a minor dissertation which may be submitted only after the successful completion of the coursework. Students must pass each course as well as the dissertation to qualify for the award of the degree.]

Ethics approval
FMX5 Students must establish whether they are required to obtain approval for their research study by the Faculty Research Ethics Committee within the first two years of registration in order to be eligible to continue on the programme.

Dissertation
FMX6.1 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMX6.2 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.

FMX6.3 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.
FMX6.4 The dissertation must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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).

FMX6.5 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
FMX7.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMX7.2 In the case of the degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate:
(a) obtains an average mark of 75% for both components; and
(b) obtains at least 70% for each component.

Courses for MSc In Audiology and MSc In Speech and Language Pathology:

AHS5002W ADVANCED SPEECH-LANGUAGE PATHOLOGY
Course convenor: To be announced.
Course outline: The course comprises four theory modules in advanced speech-language pathology. The modules include topics in promotive, preventive, diagnostic, and rehabilitative domains for adults and children with emphasis on advances in speech-language pathology research and clinical practice. The course fosters critical thinking and encourages independent learning. A seminar-based mode of learning is encouraged with tutorial support.
Contact time: Each module requires 24 hours of contact time for seminar-based learning. The contact time is scheduled as per the annual Division timetable.
DP requirements: Students are required to attend at least 80% of seminars.
Assessment: Course outcomes are assessed by means of written assignments and/or examinations. A minimum of four assessments (one assignment/examination per module) contributes to the final mark for the course. All modules are weighted equally. The pass mark for each module is 50%. The student must pass all (four) assessments and obtain an average of at least 50% to pass the course. If the mark is borderline, the student will have an opportunity to do an oral presentation. If a module is failed with a mark of 45% to 49%, an opportunity will be offered for a supplementary assessment. All assessments must be completed prior to the submission of the mini-dissertation.

AHS5004W ADVANCED AUDIOLOGY
Course convenor: To be announced.
Course outline: The course comprises four theory modules in advanced audiology. The modules include topics in promotive, preventive, diagnostic, and rehabilitative domains for adults and children with emphasis on advances in audiology research and clinical practice. The course fosters critical thinking and encourages independent learning. A seminar-based mode of learning is encouraged with tutorial support.
DP requirements: Students are required to attend at least 80% of seminars.
Assessment: Course outcomes are assessed by means of written assignments and/or examinations. A minimum of four assessments (one assignment/examination per module) contributes to the final mark for the course. (All modules are weighted equally.) The pass mark for each module is 50%. The student must pass all (four) assessments and obtain an average of at least 50% to pass the course. If the mark is borderline, the student will have an opportunity to do an oral presentation. If a
module is failed with a mark of 45% to 49%, an opportunity will be offered for a supplementary assessment. All assessments must be completed prior to the submission of the mini-dissertation.

AHS5006W  PROFESSIONAL PRACTICE

Course convenor: To be announced.

Course outline: The course comprises four theory modules in various aspects of professional practice which contribute to broadening the basis of professional practice knowledge and develop research knowledge. The student must take two research methodology modules and any two other modules related to their professional development: They may choose modules equivalent to 24 hours contact time which could be offered in the School of Health and Rehabilitation or by other departments or faculties, at the discretion of the Head of Division. These may include: Introduction to epidemiology, biostatistics 1, economic evaluation in health care, health economics and management, health policy and planning, evidence-based health care, introduction to disability studies, disability and lifestyles.

Contact time: Each module requires 24 hours of contact time for seminar-based learning. The contact time is scheduled as per the annual Division timetable.

DP requirements: Students are required to meet the DP requirements for individual modules.

Assessment: Course outcomes are assessed via assessment requirements of individual modules. The student must pass each of the four modules with 50%. All modules are weighted equally. All modules must be completed prior to the submission of the mini-dissertation.

MSc IN NURSING (MM017, MM002)

[Note: Degree codes: 
MM017 MSc Nursing by coursework and dissertation 
MM002 MSc Nursing by dissertation
Please also see General Rules for Master’s Degree Studies on page 21 of this handbook.]

Programme convenor: Mrs P Mayers (School of Health and Rehabilitation Sciences)

Admission requirements

FMY1.1 A candidate shall be required to
(a) have a four-year Bachelors degree in nursing;
(b) be registered with the South African Nursing Council as a nurse;
(c) produce evidence of successful study in research methodology (within the past three years) at Bachelor’s or equivalent level. Applicants who are unable to provide such evidence will be required to complete an appropriate module approved by the Head of Division.

[Note: Computer literacy is a strong recommendation.]

FMY1.2 Alternative route of access, and recognition of prior learning:
A registered nurse and midwife who does not meet the requirements set out above may be considered for admission if he/she meets the requirements in the following categories:
(a) A three or four-year diploma in Nursing and Midwifery and a Bachelors degree (e.g. B Com) or Postgraduate Diploma in Nursing; or
(b) a qualification recognised by the Senate as equivalent to the above.

[Note: A four-year diploma in nursing and midwifery plus at least one post-basic diploma and relevant experience may be considered for admission. Such candidates will be expected to submit a full portfolio, curriculum vitae, and supporting references, and may be required to complete a prerequisite programme. Applicants may be asked to come for an interview with the programme convenor.]
Duration of programme
FMY2  (a) The MSc degree in Nursing by coursework and dissertation requires full-time attendance of two years (or a maximum of three years) or three years part-time (with a part-time maximum of four years.) All coursework requirements, including the research dissertation, must be completed in a maximum of five years.
(b) The MSc by dissertation must be completed in a maximum period of three years full-time or five years part-time.

Programme outline for degree by coursework and dissertation
FMY3  The programme consists of four modules equivalent to two full courses plus a minor dissertation of a maximum of 30,000 words. Taught core modules provide the candidate with a base for critically examining nursing practice by achieving a sound understanding of the principles and methods of research and professional issues. Other [elective] modules reflect the interests and areas of practice of individual candidates. A module is a self-contained one-semester offering, which may require qualifying or prerequisite modules. A module will consist of 35 to 45 contact hours.

Core modules:
AHS5014F Research Methods
AHS5022S Theoretical Foundations of Nursing Practice.

Example of elective module:
PPH7053S Public Health and Human Rights [offered by School of Public Health and Family Medicine].
Possibilities exist to take modules/course offered by other faculties/departments. Candidates who wish to consider such modules should consult with the programme convenor.
AHS5024W Minor dissertation.

Assessment of MSc by coursework and dissertation
FMY4.1  Coursework
Essays, project reports and reflective journals all count towards assessment of taught modules. Each module will be assessed in a manner appropriate to the course content and objectives

FMY4.2  Dissertation
AHS5024W The minor dissertation [30,000 words] counts 50% of the final mark.

MSc by dissertation only (MM002)
FMY5.1  Students registering for the dissertation only option (i.e. for AHS5007W) are required to have completed a postgraduate level course in research methodology prior to registration of the research proposal or within the first six months following registration for the MSc.

FMY5.2  A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMY5.3  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.
FMY5.4  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.

FMY5.5  The dissertation must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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).

FMY5.6  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
FMY6  Students registered for the MSc must establish whether they are required to obtain approval for their research study by Faculty Research Ethics Committee within the first two years of registration in order to be eligible to continue on the programme.

Distinction requirements
FMY7.1  The degree by dissertation may be awarded with distinction (75% - 100%).

FMY7.2  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
Course convenors: Dr 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 will contribute 40% towards the final mark. Summative assignments will contribute 60% of the final mark. The summative assignment will be internally marked and externally moderated.

AHS5022S  THEORETICAL FOUNDATIONS OF NURSING PRACTICE
Course convenor: 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 NUTRITION AND MSc IN DIETETICS (MM013, MM010).

[Note: Degree codes:
MM013 MSc in Nutrition by dissertation
MM023 MSc in Dietetics by dissertation.
Programme codes:
HUB5015W MSc in Nutrition by dissertation,
HUB5014W MSc in Dietetics by dissertation.
Please also see General Rules for Master’s Degree Studies on page 21 of this handbook.]

Programme convenor: Assoc Prof M Senekal.

Admission requirements
FMZ1 Except by permission of the Senate, an applicant for
(a) the Master of Science in Dietetics (MM023) must have a BSc (Med)(Hons) in Nutrition and Dietetics, or a four-year degree in dietetics, or the equivalent.
(b) the MSc in Nutrition (MM013) 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 FMZ2.2 for prerequisites in respect of the latter option).

Co-requisites
FMZ2.1 Students registered for the MSc in Nutrition and the MSc in Dietetics are required to register for and pass one research methodology module and one biostatistics course offered by the School of Public Health, preferably in the first year of their MSc. (Note: The marks obtained for these courses do not contribute to the final mark for the MSc programme.)

FMZ2.2 Students registered for the MSc 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 prescribed nutrition-related courses in the first year of their MSc. (Note: The marks obtained for these courses do not contribute to the final mark for the MSc programme.)

Duration of programme
FMZ3 The MSc 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
FMZ4 Students registered for the MSc must establish whether they are required to obtain approval for their research study by the Faculty Research Ethics Committee within the first two years of registration in order to be eligible to continue on the programme.

Dissertation and examination
FMZ5.1 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMZ5.2 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.

FMZ5.3 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.

FMZ5.4 The dissertation must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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).

FMZ5.5 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
FMW6 The degree may be awarded with distinction. (75% - 100%)

MSc IN OCCUPATIONAL THERAPY (MM018, MM005)
[Note: Degree codes:
MM018 MSc in Occupational Therapy by coursework and dissertation
MM005 MSc in Occupational Therapy by dissertation.
Programme code:
AHS5027W MSc in Occupational Therapy by dissertation.
Please also see General Rules for Master’s Degree Studies on page 21 of this handbook.]

Programme convenor: Ms H Buchanan (School of Health and Rehabilitation Sciences).

Admission requirements
FMAA1 Except by permission of Senate a candidate must be
(a) a Bachelor of Science in Occupational Therapy graduate, or
(b) a graduate in Occupational Therapy of any other university recognised by the Senate for the purpose; or
(c) the holder of equivalent qualifications recognised by the Senate for the purpose.
Duration of programme

The MSc in Occupational Therapy degree by coursework (part-time) is offered over two years, followed by a dissertation, and must be completed within five years of commencement of study. Not all courses are offered every year; some are offered every second year.

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.

Curriculum for MSc in Occupational Therapy by coursework and dissertation

Part 1 MSc in Occupational Therapy

AHS5012H Disability Studies: This course raises awareness about disability issues, explores relevant national and international legislation and policy and promotes an understanding of equity and equal opportunity for all people.

AHS5014F Research Methods: A research module which prepares candidates to plan, execute and report research.

AHS5015H Human Occupation I: This module develops the theoretical constructs of the form, function and meaning of occupation and examines and evaluates the impact of occupation on health and adaptation.

AHS5016F Human Occupation 2: This module further develops the theoretical constructs of the form, function and meaning of occupation, and further examines and evaluates the impact of occupation on health and adaptation.

AHS5018F Research Methods II: A research module which further prepares candidates to plan, execute and report research.

AHS5025S Rehabilitation: This course interrogates a South African interpretation of service provision, particularly with respect to primary health care, appropriate measurement of outcome and service indicators.

AHS5040S Health Promotion and Development: This course explores the interface between teaching, learning and therapy, and how risk-taking behaviour threatens occupational performance and therefore health.

PPH7036S Foundations of Health Economics & Management.

Part 2 MSc in Occupational Therapy

AHS5011W Dissertation: This follows the research modules in the third year of study.

Duly performed (DP) requirements for MSc by coursework and dissertation

Attendance of teaching commitment for two full weeks per semester per course.

Assessment of MSc by coursework and dissertation

Each course convenor will determine the appropriate form of assessment in that course. Such assessments could consist of some combination of home assignments, a semester project, poster presentations, oral assessments and a final classroom examination. The examination carries 50% of the assessment weight. A pass mark of 50% is required for each course with a 40% sub-minimum for each of the assessment that contributes to the course marks.

The minor dissertation will be marked by two examiners, both external to the University. A pass mark of 50% is required.

Candidates may be allowed to repeat a course they have failed, at the convenor's discretion. No course may be repeated more than once.

A candidate failing a core course twice, or who fails any two courses (including
any elective) will be asked to withdraw from the programme.

(e) No supplementary examinations will be offered. A deferred examination may be granted where applicable, e.g. on medical grounds.

**MSc by dissertation only**

FMAA6.1 Students registering for the dissertation only option are required to have completed a postgraduate level course in research methodology prior to beginning work on their dissertation.

FMAA6.2 A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMAA6.3 A candidate registered for the degree by coursework and dissertation shall submit, to the satisfaction of the Senate, a statement of about 500 words indicating the purpose, design and scope of the research project he/she proposes to undertake, not later than six months before submitting the work for examination, to allow for the appointment of external examiners.

FMAA6.4 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.

FMAA6.5 The dissertation must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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).

FMAA6.6 The dates for the receipt of the work by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.

**Ethics approval**

FMAA7 Students must establish from their department whether they are required to obtain approval for their research study by the relevant Faculty Research Ethics Committee within the first two years of registration in order to be eligible to continue on the programme.

**Distinction requirements**

FMAA8.1 The degree by dissertation may be awarded with distinction (75% - 100%).

FMAA8.2 In the case of a degree by coursework and dissertation, the degree shall be awarded with distinction where a candidate
(a) obtains an average mark of 75% for both components; and
(b) obtains at least 70% for each component.

**MSc IN PHYSIOTHERAPY (MM004)**

[Note: Degree code:MM004 MSc in Physiotherapy by dissertation. There is no MSc by coursework and dissertation in this discipline.]
Programme code:
**AHS5019W MSc in Physiotherapy.**

*Please also see General Rules for Master’s Degree Studies on page 21 of this handbook.*

**Programme convenor:** Prof S L Amosun (School of Health and Rehabilitation Sciences)

**Admission requirements**

FMAB1  An applicant to the Master of Science in Physiotherapy must have a BSc Physiotherapy degree.

**Duration of programme**

FMAB2  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.

**Ethics approval**

FMAB3  Students registered for the MSc by dissertation must establish whether they are required to obtain approval for their research study by the Faculty Research Ethics Committee within the first two years of registration in order to be eligible to continue on the programme.

**Dissertation and examination**

FMAB4.1  A candidate registered for the degree by dissertation only will be eligible for the award of the degree upon the acceptance by the Senate of a dissertation on an approved topic embodying research and produced under the guidance of a supervisor appointed by the Senate and, if required by the examiners, upon successful completion of an oral examination.

FMAB4.2  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.

FMAB4.3  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.

FMAB4.4  The dissertation must be submitted in readable format on a compact disc as well as in two paper copies in temporary binding. 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).

FMAB4.5  The dates for the receipt of the work by the Faculty Manager: Academic Administration is 15 March for the June graduation and 15 August for the December graduation.

**Distinction requirement**

FMAB5  The degree may be awarded with distinction (75% - 100%).
DOCTOR OF PHILOSOPHY (PhD) (MD001)
[Note: The University offers the degree of Doctor of Philosophy (degree by thesis). Rules for this degree are published in Handbook No 3 of this series. Candidates admitted to a PhD in Exercise Science who have not completed the BSc(Med)(Hons) in Exercise Science at UCT will be required to complete and pass the coursework component of the honours programme during the first year of registration.]

DOCTOR OF MEDICINE (MD) (MD002)
[Note: This is a degree by thesis. A copy of the procedures for the MD is available from the Faculty Office. The future of the degree is under review.]

Admission requirements
FDA1 The degree of Doctor of Medicine may be conferred on graduates in medicine of any university or on the holders of an equivalent qualification recognised by the Senate for the purpose, provided that graduates of universities other than the University of Cape Town have performed at the University of Cape Town the work which is the subject of the thesis.

Required period of registration
FDA2 Every candidate must be registered for at least two academic years. Retrospective registration will not be allowed.

Supervision
FDA3 A candidate shall undertake research and such advanced study as may be required, under the guidance of a supervisor or supervisors appointed by Senate.

Prerequisites for acceptance by University of thesis
FDA4 Every candidate for the degree of Doctor of Medicine must submit:
(a) Evidence of meeting the requirements of Rule FDA1 above;
(b) a statement of about 500 words indicating the purpose, design and content of the proposed thesis on any branch of knowledge included in the second or any subsequent year of the curriculum for the degree of Bachelor of Medicine and Bachelor of Surgery (MBChB);
(c) at a time after acceptance of his/her candidature, a thesis in a readable format on a compact disc as well as in three paper copies in temporary binding. 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.)
(d) The thesis must also be accompanied by an abstract for possible publication in the interests of research.
(e) The thesis must consist of the original work of the candidate with such acknowledged extracts from the work of others as may be pertinent. The candidate shall declare the extent to which it represents his/her own work, both in concept and in execution.
(f) Published work may be incorporated in the thesis but a collection of published works will not be accepted as a thesis, which must show academic style as well as
(g) No thesis or published memoir or work will be accepted which has been already accepted for the purposes of obtaining a degree.

(h) No publication may, without the prior permission of the University, contain a statement that the published material was or is to be submitted in part or in full for this degree.

(i) A 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.

**Oral examination**

FDA5 Every candidate for the degree of doctor of medicine may be required to present himself/herself for a viva voce examination in the field of research on which the candidate's research was based.

**DOCTOR OF SCIENCE IN MEDICINE (MD004)**

[Note: 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.
RAY2001W  RADIObIOLOGY
(For students in Faculty of Science)

Course convenors: 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 5th period (or by arrangement).
Practicals: 1 practical per week.
Fieldwork: None.
Examination requirements: Essays, tests and practicals count 30%. Two three-hour exams written in November count 70%.

HUB2005F  INTRODUCTION TO MEDICAL ENGINEERING

[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 convenor: 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. Carepiolunary 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 60 students)

Course convenor: 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, urinary and nervous systems. The course includes the study of homeostasis, the chemistry of life, membranes, electrophysiology, nutrition and metabolism.

**HUB2021S  HUMAN BIOLOGY: REGULATION AND INTEGRATION**
*(Offered by Department of Human Biology.)*

**Course convenor:** 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 a) study the electrical, mechanical and chemical events in the contraction of skeletal and cardiac muscles using the oscilloscope and other electronic equipment, b) learn various principles of measuring the activities and concentration of enzymes and hormones c) study anatomical parts of the human body for cadavers and histological sections under a microscope.

**Period**

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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.

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**HUB3006F  GENERAL AND APPLIED PHYSIOLOGY**
*(Offered by Department of Human Biology.)*

**Course convenors:** Prof V A Russell and 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.

**Period**

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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 20%
Assignments 10%
Practicals 20%
Examinations (written and practical) 50%

An oral examination may be required in the case of selected students.

[Note: A student may not count more than three full courses or the equivalent from the set HUB2019F and HUB2013S, HUB3006F, HUB3007S, HUB3002S and RAY2001W towards the senior courses required for the degree.]

HUB3007S  BIOPHYSICS AND NEUROPHYSIOLOGY
(Offered by Department of Human Biology)

Course convenor: Prof V A Russell.
Prerequisites: HUB2013S, CEM1000W (or equivalent)
Course outline: Advanced lectures on topics on neuroscience, such as: electrophysiological techniques, membrane physiology, neural communication, recticular formation, motor systems, vision, pain, hypothalamus, biorhythms, learning and memory, development of nervous system, imaging.

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DP requirements: Attendence at all practicals, 40% average in class tests and an average of 50% for all assignments.

Assessment: Contribution to total mark:
Class tests 20%
Assignments 10%
Practicals 20%
Examinations (theory and practical) 50%

An oral examination may be required in the case of selected students.

[Note: A student may not count more than three full courses or the equivalent from the set HUB2019F and HUB2013S, HUB3006F, HUB3007S, HUB3002S and RAY2001W towards the senior courses required for the degree.]

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.)

Course convenor: 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
LAB5000S  MEDICINA FORENSIS  
(Offered by Division of Forensic Medicine and Toxicology in Department of Clinical Laboratory Sciences)

Course convenor: Prof L J Martin.
Lecturers: Prof L J Martin, Dr I G Brouwer, Dr L Liebenberg, Dr Y van Heyde, Dr G Kirk, Dr X Njovane, 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 (1½hr) 100%. Twenty minutes oral examination for pass/fail and other candidates with borderline results will be held.
## FACULTY STRUCTURE: SCHOOLS, DEPARTMENTS, DIVISIONS, RESEARCH STRUCTURES; AND CONTACT NUMBERS

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A list of Departments and teaching staff in Departments given from the next page.
DEPARTMENTS

ANAESTHESIA

D23, New Groote Schuur Hospital

Professor and Head:
M F M James, PhD Witwatersrand MBChB Birm FRCA FCA SA

Associate Professors:
A R Dyer, BSc (Hons) Stell MBChB Cape Town FFA SA
P C Gordon, MB BCh Witwatersrand BScChem Natal FFA SA
J M Thomas, MBChB Cape Town FFA SA

Senior Lecturers Full-time:
K Bester, MBChB Stell DA FCA SA
A D Butt, MBChB Cape Town FFA SA
J F Cardoso, MBChB Cape Town FCA SA
F M Falanga, MBChB Cape Town DA FFA SA
S A M Heijke, MBChB Cape Town FFA SA
I Joubert, MB BCh Witwatersrand FCA SA
R L Llewellyn, MBChB Cape Town FFA SA
M Miller, MBChB Stell FCA SA
L F Montoya-Pelaez, MBChB Zimbabwe FCA SA
R Mulder MBChB, Cape Town DA FCA SA
J Piercy, MBBS Lond BSc (Hons) FCA SA
R W Nieuwveld, MB BCh Witwatersrand FFA SA
A R Reed, MBChB Cape Town DA FRCA UK
H K S Steinhaus, MBChB Cape Town DA FCA SA
H van Zyl, MBChB Stell FCA SA
G S Wilson, MBChB Cape Town FRCA

Lecturers Full-time:
R Gray, MBChB Cape Town DA FCA SA
O Hodges, MBChB Cape Town DA FCA SA
K Kemp, MBChB Stell DA FCA SA
S Piovesan MBChB Natal DA FCA SA
D van Dyk MBChB Cape Town DA FCA SA
R Verbeek, MBChB Pret DA FCA SA

Lecturer Part-time:
D J B Batty, MBChB Cape Town FCA SA

Division: Paediatric Anaesthesia

Red Cross Children's Hospital

Associate Professor:
J Thomas, MBChB Cape Town FFA SA

Principal Specialist:
A D Butt, MBChB Cape Town FFA SA
CHILD AND ADOLESCENT HEALTH

Institute of Child Health, Red Cross Children's Hospital, Rondebosch

Professor and Director:
GH Swingler, MBChB Cape Town DCH SA FCP SA PhD

Division: Associated Paediatric Disciplines
Physiotherapy Department, Red Cross Children’s Hospital, Rondebosch

Head:
B Morrow, BSc (Physio) Cape Town PhD

Division: Child and Adolescent Psychiatry
[See Department of Psychiatry and Mental Health.]

Division: Child Development and Paediatric Neurosciences
46 Sawkins Road, Rondebosch

Associate Professor (Paediatric Neurology) and Head:
J Wilmshurst, MB BS Lond MRCP UK FCP SA

Professor (Neurosurgery):
G Fieggen, MBChB Cape Town BSc (Med) MSc Lond FCS SA

Senior Lecturer (Paediatric Neurology) Full-time:
A P Ndondo, MBChB Medunsa FCPaed SA

Senior Lecturers (Paediatric Neurology) Part-time:
G Riordan, MBChB Cape Town DCH SA MMed (Paed) FCP SA
B Schlegel, MBChB Cape Town FCP SA
P Springer, MBChB Cape Town DCH FCP SA
K Walker, MBChB Cape Town DCH SA

Lecturer (Neurosurgery) Full-time:
A A Figaji, MBChB MMed (NeuroSurg) Cape Town FCNeuroSurg SA

Lecturers (Child development) Part-time:
V Reddy, MBChB DCH SA
S C Van Bever Donker, ARTS Leiben DCH SA

Division: Child Health Unit
46 Sawkins Road, Rondebosch

Professor and Head:
To be announced.

Emeritus Professor:
M A Kibel, MB BCh FRCP Edin DCH RCP & S Eng

Professor:
G D Hussey, MBChB MMed (CH) Cape Town MSc Lond FFCM SA

Associate Professor:
Institute of Child Health

Director:
To be announced.

The Institute of Child Health co-ordinates and supports the research activities of members of the School of Child and Adolescent Health. It also supports local and international participation in academic training and research endeavours, including attendance at scientific meetings, conduct of refresher courses, and academic support in the clinical arena. Work undertaken by school members is spread across the fields of Paediatric Infectious Disease, Malnutrition, Neonatology, Child Public Health and the specialist clinical disciplines.

Division: Critical Care and Children's Heart Disease
ICU, C Floor, Red Cross Children's Hospital, Klipfontein Road, Rondebosch

Professor and Head:
A C Argent, MB BCh MMed (Paeds) Witwatersrand DCH FCPaeds S A FRCPCH UK

Associate Professor Full-time:
J Hewitson, MBChB Cape Town FCS (Cardiothoracic) S A

Associate Professor Part-time:
J Brink, MBChB Cape Town FCS (Cardiothoracic) S A

Senior Lecturers Full-time:
R De Decker, MBChB Cape Town FCPaeds SA NSc Cape Town DCH Lond Cert Med Genet S A
J Lawrenson, MB BCh Witwatersrand M MED (Int Med) Cape Town FCP S A
S Salie, MBChB, DCH Lond FCPaed Cert Crit Care S A
L Zulhke, MBChB Cape Town DCH S A FCPaeds Cert Cardiology S A

Senior Lecturer Part-time:
H Pribut, MBChB Cape Town FCPaeds S A

Lecturer Full-time:
A Brooks, MBChB Cape Town FCS (Cardiothoracic) S A

Division: Neonatology
Red Cross Children's Hospital, Klipfontein Road, Rondebosch

Associate Professor and Head:
C Pieper, MBChB UOFS Dip Aviation Med MMed (Paed) MScMedSc (Epid) MD Stell

Emeritus Associate Professors:
V C Harrison, MBChB MMed (Paed) MD Cape Town DCH RCP&S Eng
A F Malan, MBChB MMed (Paed) MD Cape Town Dip O&G S A
D L Woods, MBChB MD Cape Town FRCP UK DCH RCP & S Eng

Senior Lecturers Full-time:
A Horn, MBChB UCT FCP SA DCH S A MRCP (Paed) UK Cert Neon S A
S M Kroon, MBChB Cape Town FCP SA DTM & H Lond MRCP UK
L Linley, MBChB Cape Town FCP S A
Lecturers Full-time:
A Bekker, MBChB UOFS DCH FCPaed MMed (Ped) *Stell*
M T Richards, MBChB *Cape Town*, DCH FCPaed Cert Der Paed SA
J C van Heerden, MBChB *Stell* DCH SA
A M van Niekerk, MBChB *Witwatersrand* DCH SA FCP Paed Cardiol Certif Paed SA

Lecturers Part-time:
J C G Dyssell, MBChB *Cape Town* MMEd (Paed) *Witwatersrand* DCH FCP SA
D H Greenfield, MBChB MPhil MCH *Cape Town* DCH DPH DTM&H *Witwatersrand*
M C Thompson, MBChB DCH SA MD *Cape Town*

**Division: Paediatric Medicine**

*Red Cross Children's Hospital, Klipfontein Road, Rondebosch*

**Professor and Head:**
G H Swingler, MBChB PhD *Cape Town* DCH SA FCP SA

**Emeritus Professors:**
D W Beatty, MBChB MD *Cape Town* FCP SA
F Bonnici, MBChB MMEd(Paed) *Cape Town* FCP SA ADE
H de V Heese, MBChB MD *Cape Town* BSc *Stell* DCH FRCR Edin

**Professor:**
H J Zar, MBBCh *Witwatersrand* Board Certified in Paediatrics and in Paediatric Pulmonology *USA* PhD *Cape Town*

**Emeritus Associate Professors:**
M D Bowie, BSc *Natal* MBChB MD *Cape Town* FRCP Edin DCH RCP&S Eng
C D Karabus, MBChB MMEd(Paed) *Cape Town* DCH RCP&S FRCP Edin FRCP Lond

**Associate Professors:**
B S Eley, BSc (Hons) (Med Biochem) MBChB *Cape Town* FCP SA
J P S Hartley, MBChB *Cape Town* FCP SA
M D Mann, MBChB PhD MMEd (Paed) MMed (Nuc Med) *Cape Town*
M McCulloch, MBChB *Witwatersrand* DCH SA FRCP DTM&H MRCPCH UK FCP SA
C Motala, MBChB *Natal* DCH SA FCPaed SA FACAI FAAAI
L G Von B Reynolds, MBChB *Cape Town* FCP SA
A T R Westwood, MBChB MD *Cape Town* FCP SA MRCP UK MMEd (Paed) *Cape Town*

**Senior Lecturers Full-time:**
J D Burgess, MBChB *Cape Town* FCP SA
H A Buys, MBChB *Zimbabwe* LRCP LRCS Edin MRCP UK FCP SA
A Davidson, MBChB *Cape Town* DCH SA FCP SA Cert Med Onc (Paeds) SA
S V Delport, MBChB MMEd (Paed) *Cape Town* FCP DCH SA BSc (Hons) Epidemi
F Desai, MBChB *Cape Town* DCH FCP SA
R Diedericks, MBChB *Cape Town* FCP (Paed) FRCPCH UK
M E Levin, MBChB *Cape Town* FCPaed SA MMEd (Paeds) Dip Allerg SA PhD
J C Nuttall, MBChB *Cape Town* Dip Obst SA DCH FCPaed SA DTM&H *Witwatersrand*
A Philotheou, BA (Hons) MBChB *Cape Town* ADE
P Roux, MBChB MD *Cape Town* MPhil (Bioethics) FCP DCH SA
Senior Lecturers Part-time:
E A Goddard, MBChB Cape Town BSc Med(Hons) MMed (Paed) PhD
L V Jedeikin, MBChB Cape Town FCP SA
J E Mostert, MBChB Stell MMEd (Paeds) Pret
L Movsowitz, MBChB Cape Town MFGP DCH FCP SA
J H Vermeulen, MBChB Stell DCH FCP SA
S A R Wynchank, MA DPhil Oxon MBChB MD Cape Town FInstP Lond
S Zieff, MBChB MMed (Paed) Cape Town

Honorary Senior Lecturers:
G Boon, MBChB Cape Town FCP SA
F Goosen, MBChB Cape Town DCH FCP (Paed) SA
M L Levy, MBChB Cape Town FCP SA
V Magasiner, MSc (Physio) Cape Town
A Morison, MBChB Cape Town DCH FCP SA
J Wiggelinkhuizen, MB BCh MMed (Paeds) FCP SA

Lecturers Part-time:
K Dacombe, MBBCh Witwatersrand
J C Firth, MBChB Cape Town DCH RCP&S UK
S N Furman, MBChB Cape Town MFGP SA
C Grindlay, MBChB Cape Town FCP (Paeds) SA
W R Mathiassen, MBChB Cape Town MRCP UK
A J Morris, MBChB Cape Town DCH SA
A Puterman, MBChB Cape Town FCP SA
C Rainier-Pope, MBChB MMed (Paed) Cape Town DCH RCP&S Lond
J C Roberts, BA (Hons)(Biochem) MB BCh BAO Dublin DCH Cape Town
P J Sinclair, MBChB Cape Town DCH FCP SA
P Springer, MBChB Cape Town FCP SA
P J White, MBChB Cape Town FCP DCH SA

Research Ethics Co-ordinator
L d Henley, PhD Cape Town MSocSc M Phil (Bioethics)
Professor and Head:
L J Martin, MBCh Witwatersrand Dip For Med SA MMed Path (Foren) Cape Town Assoc FC For Path SA

Division: Anatomical Pathology
Falmouth Building, Wernher & Beit Building

Wernher & Beit Professor and Head:
D Govender, MBChB MMed (AnatPath) Natal FCPat (Anat) SA FRCPath Lond

Honorary Associate Professor:
M A Dada, MBChB MMed (Forensic Path) Natal MMed (AnatPath) FC For Path SA Dip Occ Med FRIPHH

Senior Lecturers Full-time:
M S Duffield MBChB Rhod LRCP & S Edin & Glas MMed Path (Anat) Cape Town MRCPath
D J Maartens MBChB Cape Town MMed (Forensic Path) Stell FCForPath SA MMed (AnatPath) Stell
L Mogotlane, MBChB Natal FCPat (Anat) SA FRCPC Canada
D A Taylor, MBChB Zimbabwe MMed Path (Anat) Cape Town DIC Lond PhD Manchester
H C Wainwright, MBChB Cape Town FCPat (Anat) SA

Lecturers Full-time:
M L Locketz, MBChB Cape Town FCPat (Anat) SA
K Pillay, MBChB Natal FCPat (Anat) SA MRCPat Lond

Honorary Senior Lecturer:
G M Learmonth, MBChB BAO Galway FCPat (Anat) SA MIAC

Laboratory Managers:
B Bollaert (Cytopathology)
M Wolfe (Histopathology)

Chief Scientific Officer:
R Kriel

Chief Technologists:
N B Allie
C Bilobrk
S P Davids
S Fenwick
R G Henderson
H A F Judelsohn
S R Louw
H A McLeod
M S Ngxangane
P Papier
A Rademan
D Rademeyer
A M Visser

**Senior Technologists:**
A Epanaar
S Sirkhotte

**Technologists:**
I Arendse
J C Fortuin
M Grobbelaar
V S Mangala
H Meyers
S Ntanta
K Tengwa

**Chief Medical Technician:**
C Grainger

**Medical Technician:**
U Rakiep

**Division: Chemical Pathology**

**Professor and Head:**
T S Pillay, MBChB *cum laude* Natal PhD Cantab MRCPath FRCPath UK

**Emeritus Professors:**
E H Harley, PhD MD *Lond* FRC Path UK
M C Berman, BSc MBChB MMed (Path) PhD DSc(Med) *Cape Town*

**Associates Professors:**
H E Henderson, BSc(Hons) Natal MSc PhD *Cape Town*
D B McIntosh, BSc(Hons) *Witwatersrand* PhD *Cape Town*

**Senior Lecturers:**
P A Berman (Principal Specialist), BSc MBChB MMed (Path) PhD DSc (Med) *Cape Town*
J A King (Principal Medical Scientists), BSc (Hons) MSc PhD *Cape Town*
E P Owen (Principal Medical Scientist), BSc (Hons) PhD *Lond*
H Vreede (Senior Specialist), MBChB MMed Path (Chem) *Cape Town*
G F Van Der Watt (Specialist), MBChB *Pret*

**Lecturer Full-time:**
F Leisegang (Senior Medical Scientist), BSc (Hons) Natal

**Lecturer Part-time:**
D J Steenkamp, BSc(Hons) *Stell* MSc *UNISA* PhD RAU

**Registrars:**
R Benjamin MBChB *Cape Town*
F Omar, MBChB *Stell*
D Haarburger MBChB *Witwatersrand*
C Haumann MBChB *Cape Town*
J Stanfllet, MBChB *Cape Town*

**Chief Scientific Officer:**
D Woolley, BSc *Cape Town*
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.

**Division: Haematology**

*Chris Barnard Building, Faculty of Health Sciences Campus*

**Professor and Head:**

N Novitzky, Dip Med *La Plata FCP SA PhD Cape Town*

**Senior Lecturers & Haematologists Part-time:**

R Bird, MBChB MMedPath (Haem) FFPath (Haem) *Cape Town*

M Stein, MBChB FF PATH (Haem)

M Shuttleworth MBChB, FF PATH

**Specialist and Haematologist:**

J Opie, MBChB FCP

**Lecturer and Haematologist:**

B van Staden, MBChB MMed (Haem) *UOFS*

**Specialists:**

M Shuttleworth MBChB, FF PATH

M Stein, MBChB FF PATH (Haem)

B van Staden, MBChB MMed (Haem) *UOFS*

**Sessional Specialist:**

I Aronson, BSc (Hons) MBChB MM edPath (Haem) *Cape Town*

**Principal Medical Natural Scientist:**

K Shires, PhD *Cape Town*

**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
K Shires, PhD Cape Town
M Stein, MBChB FFPath (Haem)
B van Staden, MBChB MMed (Heam) UOFS

Division: Human Genetics

Suite 3.14, Wernher Beit North, Institute of Infectious Diseases and Molecular Medicine, Faculty of Health Sciences Campus

Professor and Head:
R S Ramesar, BSc (Hons) MSc Natal PhD Cape Town

Professor:
L J H L Greenberg, BSc Stell PhD Cape Town

Emeritus Professor:
P H Beighton, MD Lond PhD Witwatersrand FRCP UK FRCPCH FRS SA

Honorary Professor:
W James, BA Hon BA Hon WWC MSc PhD Madison Wisconsin

Senior Specialists / Senior Lecturers:
KFieggen, MBChB Cape Town FCPaeds SA Cert Med Genet SA
M Urban, MBBCh Witwatersrand FCPaeds SA Cert Med Genet SA

Honorary Senior Lecturers:
L V Jedeiken, MBChB Cape Town FCP SA
S Zieff, MBChB MMed (Paed) Cape Town FCP SA

MRC/UCT Human Genetics Research Unit

Professor and Director:
R S Ramesar, BSc (Hons) MSc Natal PhD Cape Town

The UCT/MRC Human Genetics Research Unit benefits from the strong history of excellent research within UCT's Division of Human Genetics, and 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 UCT campus, and other interested bodies in the country.

The core expertise and resident functions in the Unit will ultimately include:
• Genetic study co-ordination which 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
CLINICAL LABORATORY SCIENCES

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 Natal 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..

Division: Immunology
Wernher Beit South Building, IIDMM

Professor and Acting Head:
F Brombacher, PhD Freiburg

Honorary Professors:
G Alber, PhD Germany
E du Toit, PhD Cape Town
B Ryffel, PhD Switzerland
E L Wilson, PhD Cape Town

Visiting Professors:
J Alexander, PhD Glasgow
M Kopf, PhD ETH Zürich
T Huenig, PhD Wuerzburg
S Magez, PhD Brussels

Associate Professor:
G D Brown, PhD Cape Town

Senior Lecturers:
M Jacobs, PhD Cape Town
B Nurse, PhD Cape Town

Research Scientists:
P Burger, PhD Cape Town
W Horsnell, PhD UK
M Kimberg, PhD Stell
J Willment, PhD UK

Control Medical Technologist:
D G Taljaard, Dip Med Technology

Chief Medical Technologists:
B Arendse
L Fick
M Schinkel
Senior Medical Technologists:
J Banks, Dip Med Technology
V Borrill, Dip Med Technology
K B Jonas, Dip Med Technology
S Maart, Dip Med Technology
G Martin, Dip Med Technology
B Pillay, Dip Med Technology
T Schlaphoff, Dip Med Technology M Dip Med Technology
G Shiba, Dip Med Technology

Medical Technologists:
R Dreyer
B Fenemore

MRC/UCT Immunology of Infectious Diseases Research Unit

Professor and Director:
F Brombacher, PhD Freiburg

Professor and Co-Director:
B Ryffel, MD PhD Switzerland

Human infectious diseases are a high priority area for South Africa and Africa, where they continue to be a leading cause of childhood and adult morbidity and mortality. Thus, the unit focuses on effective vaccine development and the eradication of the immunology of the following diseases, identified as priority areas by the World Health Organisation:

- tuberculosis
- leishmaniasis, and
- helminth diseasess (bilharziosis)
- African trypanosomiasis (sleeping sickness)
- Allergy.

The Unit's mission is to be relevant as an excellent multidisciplinary and international team, embracing both basic and applied research, in order to improve capacity, teaching and training in the immunology of infectious diseases.

Division: Medical Biochemistry
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

Professors:
J Blackburn, BSc (Hons) DPhil Oxon
E D Sturrock, BSc (Med) (Hons) PhD Cape Town

Emeritus Associate Professor:
L R Thilo, MSc Pret Dr rer Nat Heidelberg

Associate Professor:
A A Katz, MSc PhD Rehovot

Senior Lecturers:
The UCT / MRC Oesophageal Cancer Research Group is a multi-disciplinary research group consisting of project leaders at the Walter Sisulu University, University of Cape Town (UCT) and the MRC (PROMEC). The activities are funded mainly by the Cancer Association of South Africa, the Medical Research Council, the National Research Foundation, and UCT (for the UCT-based group).

The Group's mission is to study the structure and function of G protein-coupled receptors and to apply the research to understanding and treating diseases that have major effects on the social and economic welfare of South Africa. The research of the Group focuses on type I and type II GnRH receptors, on the role of cyclooxygenases and prostaglandins in cervical cancer and on the interaction of the chemokine receptor CCR5 with the HIV envelope protein gp120.
Division: Medical Microbiology
Wernher and Beit Building North, Faculty of Health Sciences Campus

Professor and Head:
M P Nicol, MB BCh MMed (MedMicro) Witwatersrand 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
H Segal, BSc (Hons) PhD Cape Town
J Simpson, MBChB Pret MMed Path (Microbiol) Stell
A Whitelaw, MBChB Witwatersrand FC (Path) SA MSc Cape Town

Honorary Lecturer:
D Lewis, MB BS Lond MRCP FRCP UK DipTropMed&Hygiene London School of Hygiene and Tropical Med Dip Genitourinary

Division: Medical Virology
Werner and Beit Building South (IIDMM) Faculty of Health Sciences Campus

Professor and Head:
A-L Williamson, BSc (Hons) PhD Witwatersrand

Emeritus Professor:
K Dumbell, MBChB MD FRCPPath UK DSc Cape Town

Associate Professor:
C Williamson, BSc (Hons) PhD Cape Town

Senior Specialist/Senior Lecturer Full-time:
D R Hardie, MBChB MMedPath (Med Virol) Cape Town

Honorary Senior Lecturers:
W Katz, BSc Rhodes MSc (Hons) PhD Cape Town
T J Tucker, MBChB PhD Cape Town FCPath SA Viro

Specialists/Lecturers:
C Corcoran, MBChB MMed Cape Town FCPath SA (Virol) DTM&H Witwatersrand
M Hsiao, MBChB Witwatersrand, FCPath SA (Virol), DTM&H Witwatersrand

Medical Specialist/Lecturer:
H Smuts, PhD Cape Town

Lecturer:
J A Passmore, PhD Cape Town

Registrar:
S Coovadia, MBChB Natal

Project Managers:
K J Downing, PhD Cape Town
D Stewart, MSc Zimbabwe

Chief Scientific Officer:
E Hurter, PhD Stell

Senior Scientific Officers:
C Adams, MSc Cape Town
W J Bredell, MSc Witwatersrand
D Marais, BSc MSc PhD Cape Town

Scientific Officers:
G Bandawe, MSc Cape Town
P Gumbi, MSc Natal
F Treurnicht, MSc Stell

Senior Researcher Officers:
W Burgers, PhD Cambridge
D Martin, MSc Natal PhD Cape Town

Research Officers:
R Chapman, PhD Cape Town
G Chege, PhD Cape Town
N Douglass, PhD Cape Town
H Stutz, PhD Cape Town

Research Associate:
M-R Abrahams, MSc Cape Town

Chief Medical Technologist:
H Gamieldien Nat Dip Med Tech (Peninsula Tech)

Senior Medical Technologist:
B Allan, Dip Med Tech MSc Cape Town

Medical Technologists:
T Blanckensee, Nat Dip Med Tech Cape Peninsula University of Technology
T Muller, Nat Dip Biomed Tech Btech Cape Tech
R Thebus, Nat Dip Med Tech Peninsula Tech

Laboratory Manager:
J Truter, MSc Stell

Division: 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

Lecturer Full-time:
K Pillay
Lecturer Part-time:
A Whitelaw, MBChB MSc FCPath (Micro)

Chief and Control Medical Technologists (Chemical Pathology):
B Bergstedt, Nat Dip (Clin Path) Nat Dip (Chem Path) BTech
R Brown, BSc (Microb) Nat Dip (Chem Path)
L Ungerer, Nat Dip (Chem Path)
J van Helden, Nat Dip (Chem Path)
D Walters, Nat Dip (Chem Path)
V West, Nat Dip (Chem Path)

Chief and Control Medical Technologists (Histopathology):
E Dollie, Nat Dip (Histopathol Technique) BTech
S Ford, Nat Dip (Histopathology) Tech
C Jackson, Nat Dip (Microb) Nat Dip (Histopathol Technique) Nat Higher Dip

Chief and Control Medical Technologists (Haematology):
K Benjamin, Nat Dip (Haematol) BTech
A Bertscher, Nat Dip (Blood Transfus) Nat Dip (Haematol)
G N Tappan, Nat Dip (Blood Transfus) Nat Dip (Haemat)
T Zbodulja, Nat Dip (Haematol)

Institute of Infectious Disease and Molecular Medicine
Wolfson Pavilion, IIDMM Building

Professor and Director:
G Hussey, MBChB MMed Cape Town MSc Clin Trop Med Lond 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 Cambridge
L Denny, MBChB Cape Town MMed (O&G) PhD FCOG SA
S Kidson, BSc (Hons) MSc PhD Witwatersrand H Dip Ed JCE
P N Meissner, BSc (Med) (Hons) PhD
Ml Parker, BSc (Hons), BSc (Hons), PhD Cape Town MASSAf, FIAS, fTWAS
R Ramesar, BSc (Hons) MSc Natal PhD Cape Town
E P Rybicki, BSc Hons MSc PhD Cape Town MASSAf FRSSAf
A L Williamson, BSc BSc (Hons) PhD Witwatersrand
R Wood, BSc BM MMed FCP SA

Full Members and Associate Professors:
L G Bekker, MBChB DCH DTM&H FCP SA PhD
G Brown, BSc BSc (Hons) Witwatersrand PhD Cape Town
W A Hanekom, MBChB Stell DCH FCP (Paed)
A Katz, PhD Weizmann Institute Rehovot
D McIntosh, BSc BSc (Hons) Witwatersrand PhD and Fellow Cape Town
C Seoighe, BSc PhD Trinity College Dublin
B T Sewell, MSc Witwatersrand PhD Lond
E D Sturrock, BSc UPE BSc (Hons) PhD Cape Town
R Wilkinson, MA Cantab PhD Lond MB BCh Oxon DTM&H FRCP Lond (Wellcome Trust Senior Fellow in Clinical Tropical Medicine and Professor of Infectious Diseases Imperial College London and MRC Programme Leader National Institute for Medical Research London)
C Williamson, BSc(Hons) PhD Cape Town

Full Member and Researcher:
H Hoppe, PhD (Wellcome Trust International Senior Research Fellow; Div. Pharmacology) Cape Town

Affiliate Members and Professors:
G Maartens, MBChB MMed FCP SA DTM&H
B M Mayosi, BMedSc MBChB Natal FCP SA DPhil Oxon FESC FACC, FRCP, MASSAf
E L Wilson, BSc (Hons) PhD Cape Town
H Zar, MBBC Ch BC (Paed) BC (PaedPulmonol) USA PhD

Affiliate Members and Associate Professors:
K Dheda, MBBC, FCP (SA), FCCP, PhD Lond
B S Eley, MBChB FCP (Paed) SA BSc (Hons)(Med Biochem)

Affiliate Members and Researchers:
A Boulle, MBChB MSc FCPHM SA Cape Town
D Coetzee, BA Cape Town MBBC Ch DPH DTM&H DOH Witwatersrand FCPHM SA MS Columbia
L Myer, BA Brown MA Cape Town MPhil PhD Columbia

Associate Members and Professors:
G Elisha, BSc (Med)(Hons) PhD Cape Town
E Shephard BSc (Hons), PhD Cape Town

Associate Member and Associate Professor:
J Greenberg, B.Sc (Physiol & Chem) Stell Ph.D (Hum Gen) Cape Town

Associate Members and Researchers:
M Hatherill, MBChB, DCH, MMed, MRCP, FC Paed, MD
M Jacobs, BSc (Med)(Hons) and PhD Cape Town
S Lawn, BMedSci MB BS MRCP MD DTM&H Dip HIV Med
V Leane, PhD Cape Town
D P Martin, MSc Genetics Natal PhD (MolCellBiol) Cape Town
N Mulder, BSc (Chem & Microbiol) BSc Honours (Microbiol) PhD (Med Microbiol)
M P Nicol, MB BCH MMed (MedMicro) Witwatersrand DTM&H, FCPath (Microbiol) SA PhD Cape Town
J Passmore, BSc Natal BSc (Hons) Natal PhD Cape Town
H Segal, PhD (Medical Microbiology Cape Town
KA Wilkinson, MSc (Chem) PhD (Chem & Petide Immunol) Eotvos Lorand University, Budapest

Adjunct Members and Researchers:
C Gray, BSc (Hons) Bristol Polytechnic MSc PhD Witwatersrand
B Kampmann, Med Staats Examen MD Cologne FRCPCH UK DTM&H PhD Imperial College Lond
D Lewis, MB BS Lond MRCP FRCP UK DipTropMed&Hygiene Lond School of Hygiene and Tropical Med Dip Genitourinary Med UK BA (Hons)(PhysiolSci) Oxon MSc(Clin Microbiol) PhD Lond

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, BA (SPHT) M (SpPath) D Ed UDW

Division: Communication Sciences and Disorders
F45, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
S A Singh, BA (SPHT) UDW MA PhD (SLP) North-Western

Senior Lecturer:
M Pascoe, BSc (Log) MSc (SpeechPath) Cape Town, PhD Sheffield UK

Lecturers Full-time:
V Norman, BSc (Log) Cape Town, M Comm Path, Pret
L Petersen, B (Spraak & Audio) Stell MSc (Audio) Cape Town
L Ramma, BA (CommSci&Dis) California State, MA (Audio) San Diego State AUD Florida
C Rogers, MSc (Audio) Cape Town
P G Sorour, BA BSc (Log) Cape Town MSc (Human Communic) Lond

Clinical Educators Part-time:
T Cupido, BSc (Audio) Cape Town
R Hewetson, BA Hons (Psychology) UPE, BSc (SLP) Cape Town
T Kuhn BSc (Log), Cape Town
C Samuels, BSc (SLP) Cape Town
LC van Niekerk, B (Spraak & Audio) Stell

Lecturers Part-time:
R Lentin, BSc (Log) Cape Town
J Perold, BSc (Log) MSc(Audio) Cape Town

Division: 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 Natal, BCur (NEd NAdmin) Unisa RN RM CHN RPsychN

Associate Professors:
S E Clow, MSc (Nurs) Cape Town, BSocSc (Nurs) Natal 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:
U Kyriacos, MSc (Nurs) Cape Town, BCur I et Al (NEd NAdmin CHN) UPE, Dip IntN, RN RM
N Fouché, MSc (Nurs) AUDNE Cape Town Dip IntN RN RM
PM Mayers, MSc (Med) (Psych) Cape Town BA (Nurs) Stell BCur (Comm Nurs & Nurs Ed) (N
Marr Guide & Couns) S A RN RM RpsyN
Division: Occupational Therapy
F45, Old Main Building, Groote Schuur Hospital

Associate Professor and Head:
L van Niekerk, B OccTher M OccTher UOFS PhD (Occ Ther) Cape Town

Honorary Professor:
M Mclean, BSc (Hons) MSc PhD MEd Natal

Associate Professor and Control Occupational Therapist (full-time):
T Lorenzo, BSc (OccTher) DipAdEd Witwatersrand MSc (CommDisStud) Lond PhD (Public Health)

Senior Lecturer/Control Occupational Therapist (full-time):
EM Duncan, Dip (OccTher) Pret BArb UOFS BA (Hons) UDW MSc (OccTher) Cape Town

Senior Lecturer/Control Occupational Therapist (part-time):
HA Beeton, Dip OT Pret BA SA MSc (OccTher) Cape Town

Senior Lecturers and Clinical Educators:
H A Buchanan, BSc (OccTher) MSc (OccTher) Cape Town
R Galvaan, BSc (OccTher) MSc (OccTher) Cape Town
E Ramugondo, BSc (OccTher) MSc (OccTher) Cape Town

Lecturers/Chief Occupational Therapists:
L Cloete, BSc (OccTher) UWC MSc (OccTher) Cape Town
A Sayed, BSc (Occ Ther) UWC M (ECI) UP

Clinical Educators:
M H Engelbrecht, BArb Stell MSc (OccTher) Cape Town
H Flierenga, BArb Stell MSc (OccTher) Cape Town
F Gamieldien, BSc (OccTher) Cape Town Dip Bus Management Varsity College
S Landman, Barb Stell
L Lewis, BSc (OccTher)
N Matyida, BSc (OccTher)
T Mohomed, BSc (OccTher)
L Peters, BSc (OccTher) Cape Town

Honorary Lecturers:
M J Linegar, BArb Stell
L Swanepoel, BArb Stell

Division: Physiotherapy
F45 and F46 Old Main Building, Groote Schuur Hospital

Professor and Head:
S L Amosun, BSc (Phys) PhD Ibadan SRP UK

Professor and Deputy Head:
J Jelsma, BSc (Phys) Stell DipTertEd UNISA DipInternResEthics Cape Town MPhil Zimbabwe PhD Leuven
Senior Lecturers:
S Maart, BSc (Phys) MPH UWC
R Parker, BSc (Phys) BSc (Med)(Hons) ExSci Cape Town MSc (Pain) Queen Margaret University Edin

Lecturers:
T Burgess, BSc (Phys) BSc (Med) (Hons) (ExercScience) Cape Town
G Ferguson, BSc (Phys) MSc Cape Town
J R Hughes, BSc (Phys) BSc (Hons) Phys Stell
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:
N Edries, BSc (Phys) Cape Town
F Harris, BSc (Phys) UWC
L Pienaar, BSc (Phys), UWC MSc Stell
D Scott, BSc (Phys) Cape Town
H Talberg, BSc (Phys) Cape Town
L van Dieman, BSc (Phys) Cape Town PhD

Senior Lecturer Part-time:
B Morrow, BSc (Phys) Cape Town PhD

Clinical Supervisors, Groote Schuur Hospital Part-time:
A Baker, Dip (Phys) Cape Town
A Catchpole, BSc (Phys) Cape Town
C Davids, BSc (Phys) UWC
Z Hoosain, BSc (Phys) UWC
J Johnston, BSc (Phys) Stell
H Kariem, BSc (Phys) UWC
H La Foy, BSc (Phys) Witwatersrand
Y Louw, Dip (Phys) Germany
Z Parker, BSc (Phys) UWC
R Siebritz, BSc (Phys) Cape Town
N Timothy, BSc (Phys) Cape Town
N Van der Schyff, BSc (Phys) UWC

Clinical Supervisors, Red Cross Hospital Part-time:
S Khan, BSc (Phys) UWC
R Mowzer, BSc (Phys) UWC
A Parbhoo, BSc (Phys), UWC MSc Stell
S Rahim, BSc (Phys) Cape Town
L Van Zyl, BSc (Phys) Cape Town
I Viljoen, BSc (Phys) Cape Town

Community Health Centres:
C De Wet, BSc (Phys) Stell

Jooste Hospital:
W Ceasar, BSc (Phys) UWC
Somerset Hospital:
L Arries, BSc (Phys) *UWC*

Western Cape Rehabilitation Centre:
M Cloete, BSc (Phys) *UWC*

Victoria Hospital:
V Stone, BSc (Phys) *Cape Town*
HUMAN BIOLOGY

(This incorporates the disciplines of Anatomy, Cell Biology, Biomedical Engineering, Physiology, Exercise Science, and Sports Medicine) Room 5.1.4, Level 5, Anatomy Building, Health Sciences Campus and Sports Science Institute Building, Newlands.

Associate Professor and Head:
L A Kellaway, MSc PhD Cape Town

Hyman Goldberg Professor of Biomedical Engineering:
C L Vaughan, BSc (Hons) Rhodes PhD Iowa

Discovery Health Chair of Exercise and Sports Science:
T D Noakes, MBChB MD Cape Town FACSM

Honorary Professors:
J L Jacobson, JD Harvard PhD Harvard
S W Jacobson, PhD Harvard

Professors:
S H Kidson, BSc (Hons) MSc PhD Witwatersrand HDE JCE
E V Lambert, BA (Phys Ed) MSc South Carolina PhD Cape Town
G J Louw, BVSc DVSc Pret
A G Morris, BSc (WLU) PhD Witwatersrand
V A Russell, BSc (Hons) MSc Cape Town PhD Stell
M P Schwellnus, MBChB Witwatersrand MSc MD Cape Town

Associate Professors:
A N Bosch, BSc Natal BA (Phys Ed)(Hons) MA Rhodes PhD Cape Town
M R Collins, BSc (Hons) Stell PhD Cape Town
E W Derman, MBChB Pret BSc (Med)(Hons) PhD Cape Town FACSM
T S Douglas, BSc(Eng) Cape Town MS Vanderbilt PhD Strathclyde
M I Lambert, BSc (Agric) Natal BA (Phys Ed)(Hons) Rhodes MSc South Carolina PhD Cape Town
E Meintjes, BSc (Hons), MSc Natal, MS PhD Oregon State
E Ojuka, BSc(Med) Makerere PhD Brigham Young

Senior Lecturers:
R L Alexander, BSc MSc Western Australia PhD PGD HED Cape Town
T Kolbe-Alexander, BSc UWC BSc (Hons) PhD Cape Town
D M Lang, Dr rer Nat Konstanz
M A J Poluta, BSc(Eng) Witwatersrand
S Prince, BSc (Hons) HDE PhD Cape Town
C P Slater, MBChB Cape Town FFRad (T) SA
L van der Merwe, Nat Dip Med Tech Cape Tech BSc (Med) Hons MSc Cape Town
C M R Warton MBChB Zimbabwe

Senior Lecturer and Chief Medical Officer:
D A Boonzaier, MBChB Cape Town DIC Lond

Honorary Senior Lecturers:
L Micklesfield, PhD Cape Town
J de Beer, MBChB MMed (Orthop) Pret
M Patrick, PhD Cape Town
The late Allan Cormack, who won the Nobel Prize for Medicine in 1979 for his pioneering work on the computed tomography (CT) scanner, was the inspiration that led to the creation of MIRU. Professor Cormack was an alumnus of UCT who performed his research at Groote Schuur Hospital in the mid-1950s. The mission of the unit is to conduct world-class research in medical imaging that specifically
addresses the health care needs of Africa. The unit has a multidisciplinary focus, attracting talented physicists, engineers, computer scientists and clinicians. In addition to cutting across departmental boundaries at UCT, the Unit also facilitates active collaboration with other universities and organisations in South Africa and abroad. The research focuses on the role of medical imaging in health care problems such as trauma, cancer, tuberculosis, cardiovascular disease, neuromuscular disorders, brain function and alcohol abuse, all of which are highly relevant to Africa.

**MRC/UCT Research Unit for Exercise Science and Sports Medicine**

*Sports Science Institute of South Africa (SSISA), Newlands*

**Professor and Director:**
T D Noakes, MBChB MD Cape Town FACSM

Prof Noakes began his exercise research in a small laboratory in the basement of the Department of Physiology within the University of Cape Town’s Faculty of Health Sciences, with one laboratory assistant, a single bicycle and a wealth of enthusiasm and initiative. By 1989, the research had grown to such an extent that the Medical Research Council (MRC) and UCT agreed to fund a UCT/MRC Bioenergetics of Exercise Research Unit (BERU). In 2000 the unit changed its name to the UCT/MRC Research Unit for Exercise Science and Sports Medicine. Now, the unit is located in the Sports Science Institute of South Africa (SSISA), Newlands, and boasts state-of-the-art equipment, extensive facilities and internationally renowned research staff. Although located in SSISA, the unit remains part of the Department of Human Biology within the Faculty of Health Sciences, UCT, and the primary functions of its staff are still teaching and research.

This unit exists to research factors influencing physical performance and health, and to disseminate knowledge and skills through education. The following areas of research are covered:

- Effectiveness of sports-specific training protocols, and predictability of athletic ability or performance
- Energy balance, sports nutrition and physical activity throughout the life cycle
- Physical activity and health in communities undergoing epidemiological transition
- Genetic determination of athletic ability and susceptibility to exercise-induced injuries
- Neurophysiology and the control mechanisms of fatigue
- Muscle structure, recruitment and function and the causes of muscle damage
- Sports injuries and biomechanics
- Physical exercise in the prevention and rehabilitation of chronic disease states.
MEDICINE

J47, Old Main Building, Groote Schuur Hospital

Professor and Head:
B M Mayosi, BMedSci MBChB Natal DPhil Oxon FCP SA FRCP UK FESC FACC MASSAf

Professor of Clinical Medicine and Deputy Head:
V C Burch, MBChB Witwatersrand MMed Cape Town FCP SA PhD Maastricht

Emeritus Professors:
S R Benatar, MBChB DSc (Med) Cape Town FFA FRCP
R E Kirsch, MBChB DSc (Med) Cape Town FCP SA FRCP Glasgow FRCAP Aus
S Saunders, MBChB MD

Emeritus Associate Professors:
G R Keeton, MBChB Witwatersrand FRCP Glasgow FCP SA
R Scott Millar, MBChB Witwatersrand FCP SA
R van Zyl Smit, MBChB Witwatersrand 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
P J Schwartz, MD PhD
K Steyn, MD MSc NED
R J Wilkinson, BM BCh MA PhD DTM&H FRCP
D M Yellon, PhD

Honorary Associate Professors:
D Lawn, BMedSci MBBS MD Nottingham MRCP UK DTM&H Dip HIV Med SA
A D MBewu, MBBS ND Lond FRCP UK MASSAf
J C Moolman-Smook PhD Stell

Honorary Senior Lecturers:
T Gould, MBChB Witwatersrand FCP FA
F Majooos, MBChB Cape Town FCP SA
D Nathan, MBChB MS FACC Witwatersrand

Division: Acute General Medicine

G8, New Groote Schuur Hospital

Professor and Head:
B M Mayosi, BMedSci MBChB Natal DPhil Oxon FCP SA FRCP UK FESC FACC MASSAf

Professor of Clinical Medicine:
V C Burch, MBChB Witwatersrand MMed Cape Town FCP SA PhD Maastricht

Professor:
J L Seggie, BSc (Hons) MBChB MD Birm FRCP UK FCP SA

Senior Lecturers:
M Sonderup, MBChB Cape Town FCP SA
G Parolis, MBChB Cape Town FCP SA
Senior Lecturers Part-time:
A Aboo, MBChB FCP SA
R Bhorat, MBChB FCP SA Cert Rheum
R Breeds, MBChB Cape Town FCP SA
E Danso, MBChB FCP SA
D Epstein, MBChB Cape Town FCP SA Cert Gastro
A Horak, MBChB Cape Town FCP SA
M Karjiker, MBChB FCPsych SA
M Pascoe, MBChB FCP SA
C Thompson, MBChB
R Weiss, MBChB

Division: 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
G Mensah, MD FACP FACC FESC FAHA

Emeritus Associate Professor:
RN Scott Millar, MBBCh Witwatersrand, FCP SA

Honorary Associate Professor:
AD MBewu, BA Oxon MBBS FRCP UK MD MASSAf

Associate Professor:
A M Okreglicki, MBChB MMed Cape Town

Honorary Senior Lecturer:
J E Stevens, MD FRCP UK

Senior Lecturers Full-time:
M Ntsekhe, BA MD USA FCP Cert Cardiol SA
A Chin, MBChB Cape Town FCP Cert Cardiol SA

Senior Lecturers Part-time:
B Buchanan-Lee, BSc BA BChir MA FRCP UK

Division: Clinical Haematology
Chris Barnard Building, Faculty of Health Sciences Campus

Professor and Head:
N Novitzky, Dip Med La Plata FCP SA PhD Cape Town

Senior Lecturers Full-time:
C Du Toit, MBChB MMed (Int Med) UOFS
A McDonald, MBChB FCP SA

Chief Professional Nurse:
R Charles, RN
**Division: Clinical Immunology**  
_H46, Old Main Building, Groote Schuur Hospital_

**Associate Professor and Head:**  
S R Ress, MBChB *Pret FCP SA*

**Scientific Investigator:**  
L Semple, MSc

**Division: 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*

**Senior Lecturer:**  
K Cohen, MBChB MSc (Epidemiol) MCFP *SA Dip HIV Man Dip Obst*

**Senior Medical Officer:**  
H McIllelern, MB ChB PhD *Cape Town*

**Medicines Information Centre Pharmacists:**  
A Chanterie, BSc (Pharm) *Stell*  
B S Chisholm, BPharm *Rhodes*  
J Talmud, Dip Pharm

**South African Medicines Formulary (SAMF) Pharmacist:**  
C J Gibbon, BSc (Pharm) *Rhodes*

**Principal Technical Officers:**  
A C Evans, Nat Dip Med Lab Tech  
G A Gabriels, Nat High Dip Anal Chem (Hons)

**Division: Critical Care Medicine**  
_C27 ICU, New Groote Schuur Hospital_

**Professor and Head:**  
E D Bateman, MBChB MD *Cape Town DCH FRCP UK*

**Associate Professor Full-time:**  
W L Michell, MBChB *Cape Town DA FFA (Crit Care) SA*

**Senior Lecturers Full-time:**  
I Joubert, MBBCh *Witwatersrand DA SA FCA (Crit Care) SA*  
R I Raine, MBChB MMed *Cape Town FCP SA*
**Division: Dermatology**

*G23, New Groote Schuur Hospital*

**Associate Professor and Head:**
G Todd, BSc (Agric) Natal MBChB PhD Cape Town FCDerm SA

**Senior Lecturer Full-time:**
S J Jessop, MBChB Cape Town FCDerm SA

**Senior Lecturers Part-time:**
G Gottschalk, MBChB Cape Town HDip Int Med SA Derm SA
C M J Keyzer, MBChB MMed Derm Cape Town
NP Khumalo, MBChB FCDerm SA PhD Cape Town
R M S B McKenzie, MBChB Cape Town FC Derm SA
R Ngwanya, MBChB Natal DTM&H Witwatersrand MFGP SA FC Derm SA
N H Omar, MBChB Cape Town DOM FCDerm SA
S Pather, MBChB Natal DCH SA MPhil (Epi) Cape Town FC Derm SA
M Penny, MBChB Cape Town Dip Paeds FC Derm SA

**Desmond Tutu HIV/AIDS Research Centre**

*IIDMM, Wernher & Beit Building North*

**Professor and Head:**
R Wood, MB ChB Cape Town DCH DTM&H SA FCP SA

**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, BNurs
M Mtshizana, RN
L Ncana, RN
F Smith, SEN
A Witbooi, SEN
Division: Endocrinology and Diabetology
J47, Old Main Building, Groote Schuur Hospital

Professor and Head:
N S Levitt, MBChB MD Cape Town

Honorary Professor:
K Steyn, MD MSc

Senior Lecturer Full-time:
I Ross, MBChB Stell FCP Cert. Endocrinology and Metabolism SA

Senior Lecturer Part-time:
M Wormald, MBChB

Division: Geriatric Medicine and the Albertina and Walter Sisulu Institute of Ageing in Africa
J 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

Visiting Professor:
D A Lipschitz, MD PhD

Associate Professor:
M Combrinck, MBChB BSc (Med) (Hons) PhD Cape Town FCP SA Neurology MRCP UK DTM&H Lond

Senior Lecturer:
L de Villiers, MBChB Cape Town FCP SA

Senior Lecturers Part-time:
K Ross, MBChB Stell FCP Cert Geriatrics SA
K Thomas, PhD (Clin Psych) Arizona
JA Joska, MBChB MMed (Psych) FC Psych SA

Honorary Senior Lecturer:
L Geffen, MBChB Cape Town MCFP SA

The Albertina and Walter Sisulu Institute of Ageing in Africa conducts interdisciplinary research in Geriatric Medicine, Psychogeriatrics and Social Gerontology. Current research thrusts are dementia in the South African population (the development of cognitive function assessment protocols and culture/education fair measurement instruments, community screening and clinical diagnosis, cognitive impairment and quality of life); functional status; stroke care and rehabilitation, and community follow-up; income security in old age; and impact of HIV/AIDS and older persons.
**Hatter Cardiovascular Research Institute**

**Emeritus Professor and Director:**
L H Opie, DPhil Oxon MD DSc (Med) Cape Town FRCP UK

**Professor and Director:**
B M Mayosi, BMedSci MBChB Natal DPhil Oxon FCP SA FRCP UK FESC FACC MASSAf

**Honorary Professors and Co-Directors:**
P J Schwartz, MD PhD
D M Yellow, PhD FESC FRCP UK

**Honorary Associate Professor and Deputy Director:**
J C Moolman-Smook, PhD Stell

**Senior Lecturer and Deputy Director:**
S Lecour, DPharm PhD

A rapidly increasing incidence of serious heart disease in South Africa and other developing countries, as prophesied by the World Health Organisation, is already evident. Cardiovascular disease is now the greatest killer among both men and women in the Western Cape, increasing in incidence in South Africa. Our research approach to coronary heart disease is to strengthen the heart muscle threatened with death by coronary blockage (thrombosis) by enhancing the effect of the inherent immune system (Dr Sandrine Lecour).

Professors Mayosi and Schwartz, and Associate Professor Moolman-Smook have set up the Cardiovascular Genetics Unit. The research of this group is to delineate genetic versus environmental factors in the etiology of common South African cardiac conditions such as heart failure of unknown origin in patients of black African ancestry.

The Institute has an excellent publication record, including a series of recent articles in "The Lancet" (impact factor 22.9) and ten articles in "Circulation" (impact factor 12.6). It is multi-ethnic in its personnel. A constant stream of highly talented students study for MSc and PhD degrees. Our mission is to be at the forefront of the heart research at the University of Cape Town and to be internationally competitive.

**Division: Hepatology**
*K-Floor, Old Main Building, Groote Schuur Hospital*

**Associate Professor and Head:**
C W N Spearman, MB ChB MMed Cape Town FCP SA

**Emeritus Professor:**
S J Saunders, MB ChB MD Cape Town FRCP UK FCP SA

**Senior Lecturers Part-time:**
H Hairwadzi, MB ChB Zimbabwe MMed Cape Town
M Sonderup, MBChB Cape Town FCP SA
**Division: Infectious Disease and HIV Medicine**

*G16 Floor, New Groote Schuur Hospital*

**Senior Lecturer and Head:**
M Mendelson, BSc MBChB PhD *Cambridge* FRCP DTM&H

**Professors Part-time:**
G Maartens, MBChB MMed (Int.Med) *Cape Town* FCP SA DTM&H
L G Bekker, MBChB PhD *Cape Town* DCH DTM&H FCP SA

**Honorary Associate Professor Part-time:**
S Lawn, BMedSci MB BS MRCP (UK) MD DTM&H Dip HIV Med

**Senior Lecturers Part-time:**
G Meintjes, MBChB FCP SA
K Rebe MBChB *Cape Town* FCP SA DTM&H

**Division: Lipidology**

*5th 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*

**Division: Medical Gastroenterology**

*E23, New Groote Schuur Hospital*

**Professor and Acting Head:**
JEJ Krige, MBChB FRCS *Edin* FCS SA

**Senior Lecturers Full-time:**
S Hlatshwayo, Bsc MBChB Cape Town HDipInt Med FCP SA Cert Gastro
D Levin, MBChB MBA FCP SA Cert Gastro
G Watermeyer, MBChB *Cape Town* FCP SA Cert Gastro

**Senior Lecturers Part-time:**
G Adams, MBChB *Cape Town* FCP SA
A K Cariem, MBChB *Cape Town* FCP SA
Y Garach, MBChB *Natal* FCP SA
A H Girdwood, MBChB *Witwatersrand* FRCP *Edin*
M Letier, MBChB *Cape Town* FCP SA
**MRC/UCT Traditional Medicines Research Unit**  
*K Floor, Old Main Building, Groote Schuur Hospital*

**Director:**  
P J Smith, BSc (Hons) PhD

The Medical Research Council Traditional Medicines Research Unit was founded in 1997. Its principal objectives are:

- To establish a research culture, and to introduce modern research methodologies around the use and understanding of traditional medicines; and
- To create an environment that will attract young scientists and potential leaders in the field.

In the longer term, the research unit has further objectives, which are:

- To develop a series of patents for promising new entities derived from medicinal plants by developing potential new drugs to the point of proof of concept; and
- To create special opportunities for development of this scientific field in Southern Africa.

It also intends to develop strong and sustained links with other institutions in South Africa, Africa, and beyond. It is hoped that the activities of the South African Traditional Medicines Research Unit will add value to national - and ultimately to global - intellectual knowledge systems policy.

**Division: 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

**Medical Officers Part-time:**  
B Brice, MBChB Cape Town DCH SA  
F Ryklief, MBChB Cape Town  
L Swanepoel, MBChB Stell DA SA  
Y Trinder (Research Co-ordinator), MBChB Birm

**Control Technologist:**  
M Maree, Nat Dip Cape Town B Tech Central University of Technology

**Social Worker:**  
L Hlakudi, BA Soc Work University of Fort Hare Pub Management (Hons) Stell

**Division: Neurology**  
*E8, New Groote Schuur Hospital*

**Associate Professor and Head:**  
R W Eastman, MBChB Cape Town FRCP UK
Associate Professors:
A Bryer, MBChB Witwatersrand FC Neurol SA MMed Neurol Cape Town FCP SA PhD Cape Town
J Heckman, MBChB Witwatersrand FCP Neurology SA MMed Neurol PhD Cape Town
M Combrink, MBChB PhD Cape Town FCP SA Neurology SA BSc (Hons) MRCP UK DTM&H Lond
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

Division: Pulmonology
E16, Respiratory Clinic, Groote Schuur Hospital

Professor and Head:
E D Bateman, MBChB MD Cape Town DCH FRCP UK

Professors:
R I Ehrlich (Head: Division of Occupational Medicine), BBusSc MBChB Cape Town DOH Witwatersrand MFOM UK FFCH SA PhD Cape Town
P Potter (Head: Allergology Unit), BSc(Hons) MBChB MD Cape Town DCH FCP Paed SA FACAAI

Associate Professors:
G M Ainslie, MB ChB Cape Town FRCP UK
K Dheda (Head: Lung Infection and Immunity Unit), MBBCh Witwatersrand FCP SA PhD Lond
M Jeebhay, MBChB Natal DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan
P A Willcox, BSc (Hons) MBChB Birm FRCP UK

Senior Lecturer Full-time:
R I Raine, MBChB FCP SA MMed Cape Town

Honorary Lecturers Part-time:
M Bateman, MBChB Cape Town
R Dawson, MBChB Cape Town FCP SA (Cert Pulm)

Division: Rheumatology

Professor and Head:
AA Kalla, MBChB MD Cape Town FCP SA

Senior Lecturers Part-time:
R Breeds, MBChB Cape Town FCP SA
R Gamieldien, MBChB Stell
C Ranier-Pope, MBChB
B Sarembock, MBChB Cape Town FCP SA
Staff in Associated Hospitals who teach undergraduate and postgraduate students

GF JOOSTE HOSPITAL

Senior Lecturer and Head:
T Credé, MBChB Cape Town

Professor Part-time:
V Burch, MBChB Witwatersrand FCP SA MMed Cape Town

Associate Professor Part-time:
P A Goldberg, FCS SA

Senior Lecturers Full-time:
N Schrueder, MBChB FCP SA
N Wearne, MBChB PhD FCP SA

Senior Lecturers Part-time:
G Meinjes, 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 Lecturer:
B Allwood, MBChB DA 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:
P Raubenheimer, MBChB FCP SA

Senior Lecturers Full-time:
C Cupido, MBChB Cape Town FCP SA
J Dave, MBChB PhD Cape Town FCP SA Cert Endocrinol
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

Honorary Senior Lecturers Part-time:
M Abrahams, MBChB Cape Town
S Mathee, MBChB Cape Town
OBSTETRICS & GYNAECOLOGY

H Floor, Old Main Building, Groote Schuur Hospital

Professor and Head:
Z M van der Spuy, MBChB Stell PhD Lond FRCOG FCOG (SA) (pr)

Professor:
L A Denny, MBChB Cape Town PhD Cape Town MMed (O&G) FCOG (SA)

Emeritus Professors:
D A Davey, PhD Lond FRCOG
J Dommisse, MBChB Cape Town FRCOG

Honorary Professor:
D J Ncayiyana, MD Groningen FACOG

Emeritus Associate Professors:
B Bloch, MBChB MMed Cape Town FRCOG
H A van Coeverden De Groot, MBChB Cape Town FRCOG (Community Obstetrics)

Associate Professors:
J Anthony, MBChB Cape Town FCOG SA
E J Coetzee, MBChB Cape Town FRCOG FCOG SA p.r
S J Dyer, PhD Cape Town BChB Munich MMed (Obs & Gynae) FCOG SA
S R Fawcus, MA (Hons) MBBS Lond MRCOG

Senior Lecturers Full-time:
G Draper, MBChB UPE MSc Lond FCOG SA MPhil Cape Town
S Jeffrey, MBChB Stell FCOG SA Subspeciality Urogynaecology (RCOG)
A Kent, MBChB MPhil Cape Town
N Matebese, MBChB Natal FCOG SA
T Matinde, MBChB Zimbabwe D Obst COG SA FCOG SA FRANZCOG-FICS
M Matjila, BSc MBChB Natal FCOG SA
M H Mbatani, MBChB Medunsa FCOG SA
L Schoeman, MBChB Cape Town MMed (Obs & Gynae) FCOG SA
C J M Stewart, BA, MBChB MMed (Obs & Gynae) Cape Town FCOG (SA) MRCOG

Lecturers Full-time:
A Boutall, MBChB Stell
S Constantatos, MBChB Cape Town
T A Horak, MBChB Stell FCOG SA
N Sigcu, BSc MBChB UNITRA FCOG SA
H van Zyl, MBChB Stell FCOG SA

Senior Lecturers Part-time:
A Alperstein, MB BCh Witwatersrand FRCOG
C M C Dehaeck, MBChB Stell FCOG SA
P R de Jong, MBChB Pret MMed (Obs & Gynae) Cape Town FCOG SA MRCOG
S Isaacs, MBChB Cape Town FCOG SA
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 Soeters, MD Leiden PhD Nijmegen
Lecturers Part-time:
P G Barnard, MBChB Cape Town FCOG SA FRCOG
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 Ch Witwatersrand FCOG SA FRCOG
A R Dhansay, BSc UDWMChB Natal FCOG SA
D Dumbrill, MBChB Cape Town FCOG SA MRCOG DA SA
C Floweday, MBChB Cape Town
E Gaertner, MBChB Stell Dip Mid COG SA DA SA FCOG SA
L Graves, MBChB Witwatersrand FCOG SA
B R Howard, MBChB Cape Town FCOG SA
P A le Roux, MBChB Cape Town FCOG SA
J C E Meiring, MBChB Cape Town FCOG SA MRCOG
A P Newham, MBChB Cape Town FCOG SA
M S Puzey, MBChB MMed Cape Town FCOG SA
J R Robinson, MB BS Perth MRACOG FCOG SA MRCOG
S W Sandler, MBChB Cape Town FRCOG MA Stell
S Shanahan, MBChB Witwatersrand FCOG (SA)
L White, MBChB Pret FCOG SA
M Wright, MBChB Witwatersrand FCOG SA MRCOG

Honorary Senior Lecturers:
I Berkowitz (Livingstone Hospital), MBChB Cape Town FRCOG
M Besser, BA MD Harvard
K D Gunston, MBChB Cape Town FRCOG
S Issaacs, MBChB Cape Town FCOG SA
J Hofmeyr (Cecilia Makiwane & Frere Hospitals), MBChB Witwatersrand MRCOG
H Jordan, MBChB MO&G PhD FRCOG FACOG FICS
A P Kent, MBChB MPhil Cape Town FRCOG
CP Nel, MBChB Cape Town MRCIG, 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
P Alberts (Victoria Hospital), MBChB Stell FCOG SA
V Eeckhout (Victoria Hospital), MD Gent FCOG SA
S MacPherson (Wynberg Military Hospital), MBChB Cape Town FCOG SA
S Reddy, MBBS Lucknow FCOG SA
C A Thomas, MBChB Cape Town FCOG SA

Medical Officers/Honorary Lecturers:
R D Boa, MBChB Witwatersrand
LE Kantor, MBChB Cape Town
V J Magan, MBChB Cape Town MRCOG
J Mclnroy, MBChB Cape Town
M E Moss (Family Planning), MBChB Manchester DCH (Head of Family Planning and Reproductive Health)
L Muller, MBChB PhD Stell
K Soeters, MD Leiden
M Stein, MBBCh Witwatersrand
PSYCHIATRY & MENTAL HEALTH

J Block, Old Main Building, Groote Schuur Hospital

Professor and Head:
D J Stein, BSc (Med) MBChB Cape Town FRCPC PhD Stell

Sue Struengmann Professor of Child & Adolescent Psychiatry & Mental Health:
A J Flisher, MSc (Clin Psych) MBChB MMed (Psych) MPhil (Child Adol Psych)
PhD Cape Town FCPsych SA DCH SA

Vera Grover Chair of Intellectual Disability:
C M Adnams, MBChB Cape Town BSc Natal BSc Med (Hons) FCP SA

Emeritus Professors:
L S Gillis, MD DPM Witwatersrand FRCPsych UK
C D Molteno, MBChB DCH RCP UK MMed (Paed) MD Cape Town BA (Hons) (Sociology) PhD UNISA DCH RCP UK
B A Robertson, MD Cape Town (Psych) Dipl McGill
T Zabow, MBChB DPM Cape Town FC (Psych) SA MRCPsych UK

Associate Professors:
A Berg, MBChB Pret M Phil (Child Adol Psych) Cape Town FCPsych SA
S Z Kaliski, BA MB BCh Witwatersrand SA MMed (Psych) PhD Cape Town FC (Psych)
D A White, MBChB MMed (Psych) Cape Town FC (Psych) SA

Senior Lecturers and Principal Specialists:
S Hawkridge, MB BCh Witwatersrand FC Psych SA
D A B Wilson, BSc MBChB Cape Town FC (Psych) SA
L M Daniels, MBChB Cape Town MPH Columbia FCPsych SA

Senior Lecturers and Senior Specialists:
S E Baumann, MBChB Cape Town MRC Psych UK
N R Horn, MBChB Cape Town MRCPsych UK PGDip CogTher Manchester
J Joska, MBChB Cape Town FC (Psych) SA MMed (Psych) Cape Town
I Lewis, BSc MBChB MMed (Psych) Cape Town FCPsych SA
P Milligan, MBChB Cape Town FC (Psych) SA
R Nassen, MBChB Cape Town FCPsych SA Cert Child Psychiatry SA
L Panieri-Peter, MBChB Cape Town FCPsych SA
J S Parker, MBChB Cape Town FCPsych SA
E Peter, MD Toronto FC (Psych) SA
N Shorthall, MBChB Cape Town MRC (Psych) UK
T Timmermans, MBChB Cape Town FCPsych SA
B Vythilingum, MBChB Natal MMed Stell FCPsych SA
P F Williams-Ashman, MBChB Witwatersrand FC (Psych) SA

Lecturers and Specialists:
J Bentley, MBChB Cape Town BSc (Med) Cape Town FCPsych SA
K Dhansay, MBChB Cape Town MMed (Psych) Stell FCPsych SA
A J Hooper, MBChB Cape Town FCPsych SA
H Temming, MBChB FCPsych SA MMed (Psych) Stell
Senior Lecturers and Principal Clinical Psychologists:
L Frenkel, MA (ClinPsych) Witwatersrand
L Stanton, MA (Clin Psych) Stell

Senior Lecturers and Senior Clinical Psychologists:
R B H Anderson, MSc (Clin Psych) Cape Town
M Campbell, MA (Clin Psych) Stell
W De Jager, MA (Clin Psych) Pret
N Lalkhen, MA (Clin Psych) Stell
S J Lay, BA Soc Witwatersrand MA(ClinPsych) Cape Town
H Soltau, MA(ClinPsych) UPE

Lecturers and Clinical Psychologists:
L Abrahams, MPsych UWC
L E Anthony, MA (Clin Psych) Stell
I Bauhardt-Jung, Dip Psych Germany
M Campbell, MA (Clin Psych) Stell
O Coetzee, (ClinPsych) Stell
K A Foster, BA BScSci (Hons) Cape Town MA (Clin Psych) Stell
A L Fourie, BA Hons MA (Clin Psych) UPE
N W Gqiba, BA (Hons) UWC MA (Clin Psych) Cape Town
A Marais, MA (Cling Psych) Stell
Z Parker, MPych UWC MA (Research Psych) Cape Town
M Saptouw, BA (Hons) UNISA
T Swart, BSc Cape Town MSc (Clin Psych) Natal

Honorary Lecturers:
R M F Berard, BSc MBBCh Witwatersrand DCH MFGP FC(Psych) SA
F Daubenton, MBBCh Witwatersrand BA UNISA FC(Psych) SA
I Eidelman, MBChB, MMed (Psych) Stell
D Kibel, MBChB Cape Town MRC Psych UK
J Leff, FRCPsych UK
G McCarthy, MBBCh Witwatersrand FC (Psych) SA
U Meyes, MBBCh Witwatersrand MPhil (Child Adol Psych) Cape Town FCPsych SA
A Moss, PhD
J van Honk, PhD
C F Ziervogel, MBBCh Witwatersrand FCPsych SA

Chief Research Officer:
C A Lund, MA MSoc Sci (ClinPsych) PhD Cape Town

Research Officers:
B L Evans, MA (Clin Psych) UNISA
S Field, BA Hons Rhodes MA Southampton
S Honikmann, MBChB MPhil (MCH) Cape Town DCH SA DObstet SA
J Ipser, MA (Psychology)
S Kleintjies, M.A. (Clin Psych) MPhil (Child Adol Psych) Cape Town
K Pahl, PhD Louisville USA
T Selikow, PhD Alberta

Senior Lecturers and Senior Specialists Part-time:
M Karjiker, MBChB FC (Psych) SA
R A Lacob, MBBCh DPM Witwatersrand
Lecturer and Specialist Part-time:
B Fortuin, MBChB FC(Psych) SA

Lecturer and Psychologist Part-time:
F Hemp, BA (Hons) UNISA MSc (Clin Psych) PhD Cape Town

Lecturers and Medical Officers:
B Eike, MBChB MD Germany
G Marinus, MBChB
J Walker, MBChB Witwatersrand

Lecturers and Medical Officers Part-time:
E le Roux, MBChB DMH SA
S Shearing, MBChB Cape Town
A Swanepoel, MBChB Cape Town
C Warton, MBChB Rhodes LRCP MRCS UK

Adolescent Health Research Unit

Professor and Director:
A J Flisher, MSc(ClinPsych) MBChB MMed(Psych) MPhil(Child Adol Psych) PhD Cape Town FC (Psych) SA DCH SA

This Unit has been established as an interdepartmental research structure, located in the Faculty of Health Sciences.

Adolescents face a wide range of health problems due to a combination of biological, social and psychological factors. There is thus a niche for a research facility that focuses specifically on the health needs of adolescents. AHRI envisages building on existing research and collaborations to coordinate and facilitate research on all aspects of adolescent health. The specific aims of the Unit are to: facilitate cutting edge interdisciplinary research that addresses key national public adolescent health priorities; promote networking among adolescent health researchers, practitioners and policy makers; increase the profile of the Faculty of Health Sciences, UCT, with regard to world-class adolescent health research; provide policy consultation at local, provincial, national and international levels; and increase and improve educational offerings in adolescent health at undergraduate and postgraduate levels.

Division: Child and Adolescent Psychiatry
J Block, 1st Floor, Room 73 Old Main Bldg, Groote Schuur Hospital

Professor and Head:
A J Flisher, MSc(ClinPsych) MBChB MMed(Psych) MPhil(ChildAdolPsych) PhD Cape Town FC Psych SA DCH SA

Emeritus Professor:
B A Robertson, MD Cape Town Dip Psychiat McGill FCPsych SA

Associate Professor:
A Berg, MBChB Pret MPhil (ChildAdolPsych) Cape Town FCPsych SA

Senior Lecturers Full-time or five-eighths:
R Anderson, MSc (ClinPsych) Cape Town
M Campbell, MA (ClinPsych) Stell
W de Jager, MA (ClinPsych) UPE
S Hawkridge, MBChB Cape Town FCPsyh S.A
R Nassen, MBChB Cape Town FCPsyh S.A Cert Child Psychiat S.A
N Shortall, MBChB Cape Town MRCPsyh

Honorary Lecturers:
U Meys, MBChB Cape Town FCPsyh S.A
C Ward, PhD South Carolina
C F Ziervogel, MBChB Cape Town FCPsyh S.A
PUBLIC HEALTH AND FAMILY MEDICINE

Professor and Director:
L London MBChB MMed MD Cape Town BScMed (Hons) DOH Witwatersrand

Division: Family Medicine
Level 2, Falmouth South, Faculty of Health Sciences Campus

Associate Professor and Head:
D Hellenberg, MBChB Cape Town MFam Med Stell MFGP SA

Honorary Visiting Professor:
S Magennis (University of Liverpool, UK), BDS Glasgow MBChB Liverpool MRCGP RCGP FRCGP RCGP

Senior Lecturer Part-time:
E Gwyther, MBChB Cape Town Dip Pall Med MSc Pall Med Wales MFGP Cape Town

Lecturers Full-time:
G Bresick, MBChB Cape Town DCH SA
E De Vries, MBChB Stell MFamMed Medunsa
M Namane, MBChB MFamMed & PHC Cape Town BSc MSc (Immunology) UNIN
B Schweitzer, MBChB Witwatersrand DA SA MFGP SA MPrax Med Medunsa

Lecturers Part-time:
S N Furman, MBChB Cape Town MFGP SA
S Levenstein, MBChB Pret MFGP SA
S Mobbs, MBChB Pret MPraxMed Medunsa
M Navsa, MBChB MFamMed & PHC Cape Town

Honorary Lecturers:
M R Abbas, MBChB Cape Town MFGP SA
A W Barday, MBChB Cape Town MFGP SA DPT+M Witwatersrand
G Baron, MBChB MFamMed Medunsa
D Brink, MBChB Cape Town
S Craven, MBChB Oxon LRCP
J Dhansay, MBChB MFGP SA DPT+M Witwatersrand
D Khan, MBChB Cape Town
B Kruger, MBChB Cape Town MFamMed & PHC Cape Town
M Inglis, MBChB Dip Obstetrics SA
J L Smith, MBChB Cape Town DCH DAMFGP SA
J Venter, MBChB UOFS

Facilitators (Becoming a Doctor - Semesters 3-5):
O Brey, MBChB Cape Town
A De Sa, MBChB Cape Town MFGP SA
Z Jaffer, MBChB Cape Town
G Jacobs, MBChB Cape Town
R Jonas, MBChB Cape Town
S A Moola, MBChB Witwatersrand
M S Saban, MBChB Cape Town MFamMed Stell MFGP SA
Health Economics Unit
Division of Public Health, Research Annex, Faculty of Health Sciences Campus

Director:
S Cleary, BA Rhodes Hons (Econ) MA (Econ) PhD Cape Town

Professors:
L Gilson, BA Oxon MA East Anglia PhD Lond
D McIntyre, BCom BA (Hons) MA PhD Cape Town

Lecturers:
M Castillio Riquelme, BBus (Admin) MBus (Admin) Chile MSc (Health Management) Imperial Coll Lond
O Okorafor, BSc (Econ) Nigeria MSocSc (Health Econ) Cape Town
V Govender MPH (International Health) Boston MCom (Health Econ) Cape Town

Senior Research Officer:
E Sinanovic, BSc (Econ) Zagreb Postgrad Dip (Financial Management) Maastricht MCom (Health Economics) Cape Town PhD (Health Economics) Lond

The Health Economics Unit (HEU) works to improve the performance of health systems through informing health policy and enhancing technical and managerial capacity in Sub-Saharan Africa. Its foundation is academic excellence in research in health economics and management.

Its activities include:
• Research in health economics and management with an emphasis on health policy issues, health care financing, health sector reforms, pharmaceutical policy and regulation, equity in health and the economic evaluation of key health care programmes.
• Training at the post-graduate level and through client-specific short courses to improve technical research and management capacity.
• Consultancy to facilitate the translation of health policies into practical programmes.

HEU is committed to:
• Excellence and independence
• Fairness, social responsiveness and accountability in health systems
• Respect for our collaborators and stakeholders
• Innovative thinking to ensure its work remains ground-breaking.

Industrial Health Research Unit
Division of Public Health, Protem, Lower Campus

Director:
N Henwood, BA (Hons) Cape Town

The IHRG undertakes training, research, investigation, curriculum and resource development in building trade union occupational health and safety (OH&S) capacity. It also provides the following OH&S advice and services: occupational injury and disease cases; incident investigations; risk assessments; policy research and advocacy; participatory action research projects; training methodology development; training evaluation; and production of training materials and popular publications.

The areas of expertise presently include occupational health and safety, adult education, trade union organisation-building, environmental science, social science, OH&S and HIV workplace policy development, developing resources and education materials, and experience in the
development and implementation of participatory action research.

**Infectious Disease Epidemiology Research Group**

*Division of Public Health, Falmouth South, Faculty of Health Sciences Campus*

**Director:**
D Coetzee, BA Cape Town MBBCh DPH DTM&H DOH Witwatersrand FFCH SA MSc (Epi) Columbia

The Group was founded in 2001 and supports HIV/AIDS and TB activities. It conducts research for the Provincial and National Departments of Health, which includes:

- Evaluating and monitoring the ARV Programme for the Western Cape
- Evaluating and monitoring the Programme for the Prevention of Mother to Child Transmission of HIV (PMTCT)
- Assessing different models of care for the management of persons with HIV/AIDS, including HIV/TB integration
- Facilitating the development of a routine monitoring system for antiretroviral treatment and prototyping an electronic system for this purpose
- Providing projections of the service and financial implications of HIV for the province for the 2010 health plan, and informing the third round of the Global Fund for AIDS, Tuberculosis and Malaria applications
- Conducting a situational analysis of paediatric ARV services in South Africa
- Assessing the impact of knowledge of ARVs on HIV preventive behaviour
- Assessing models to promote adherence to long-term therapy for TB and HIV
- Providing technical assistance to the TB programme
- Evaluating new tools for the diagnosis of TB
- Reviewing surveillance of sexually transmitted infections in South Africa
- Evaluating childhood vaccination status in the province.

The Group continues, together with Médecins Sans Frontières, to evaluate the first public primary care service to provide antiretrovirals in South Africa, in Khayelitsha. This site is being developed as a sentinel surveillance for monitoring and evaluation site as well as a site for operational research on HIV in the Province.

The Group is also involved in the estimation of mortality rates from HIV/AIDS in South Africa using empirical data and mathematical models. A system of Rapid Surveillance of AIDS mortality has been established in collaboration with the Medical Research Council.

A surveillance system for birth defects, modelled on the requirements of the International Clearinghouse of Birth Defects Monitoring Systems, is operated by the Group for the Department of Health, in collaboration with various participating hospitals throughout the country.

**Occupational and Environmental Health Research Unit**

*Division of Public Health, Falmouth South, Faculty of Health Sciences Campus*

**Professor and Director:**
J E Myers, BSc MBChB Cape Town DTM&H Lond MD Cape Town MFOM

**Professor and Associate Director (Environmental Health):**
L London, MBChB MMed MD Cape Town BScMed (Hons) DOH Witwatersrand

**Associate Professor and Associate Director (Occupational Health):**
M Jeebhay, MBChB Natal DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan

The Occupation and Environmental Health Research Unit strives:

- To be a principal centre of occupational and environmental health research in South Africa, in
the SADC region of Africa and other African countries, and internationally

- To conduct multidisciplinary research integrating laboratory, clinical, epidemiological and policy research into occupational health problems that have high priority in Southern Africa in order to facilitate identification and improve characterisation of these and other problems and to better understand the determinants and modifiers of such problems
- To explore and develop means of maintaining the health of individuals and the environment, especially the work environment, and of preventing the development of health problems in those exposed to injurious environments at work or more generally
- To conduct public policy research into issues ranging from toxic or injurious exposures through to health surveillance, the functioning of relevant health services including promotive, preventive, curative and rehabilitative/compensation aspects
- To implement the results of research by all means possible
- To deliver quality education and training to researchers and occupational health practitioners especially at postgraduate level.

**Division: Public Health**

*Level 3, Falmouth South, Faculty of Health Sciences Campus*

**Professor and Head:**
R Ehrlich BBusSc MBChB Cape Town DOH Rand MFOM UK FFCH SA PhD Cape Town

**Professors:**
L London MBChB MMed MD Cape Town BScMed (Hons) DOH Witwatersrand
D McIntyre, BCom BA (Hons) MA PhD Cape Town
J Myers BSc MBChB MD Cape Town DTM&H UK MFOM UK

**Honorary Professors:**
W Pick, MBChB Cape Town DPH DTM&H Witwatersrand FFCH SA MSc(Med) Cape Town
G Mooney, MA Edinburgh

**Associate Professors:**
D Cooper, BSoc Sc BA (Hons) PhD (Public Health) Cape Town
M Hoffman BScMed (Hons) MBChB DCM Cape Town
M Jeebhay, MBChB Natal DOH MPhil (Epi) Cape Town MPH (Occ Med) PhD Michigan

**Honorary Associate Professors:**
D Bradshaw, MSc (Mathematics) Cape Town PhD (Biomathematics) Oxford
L Gilson, BA (Hons) Oxford MA East Anglia PhD Lond

**Associate Professors Part-time:**
L Myer, BA (Hons) Rhode Island MA Cape Town Mphil Columbia PhD Columbia
G Perez, BDentistry Algiers DHSM MDent (Community Dentistry) Witwatersrand
M L Thompson, PhD Gottingen BSc(Hons) Natal

**Senior Lecturers Full-time:**
A Boule, MBChB Cape Town MSc Lond FCPHM SA
S Cleary, BA Rhodes BA Hons (Econ) MA (Econ) Cape Town PhD Cape Town
D Coetzee, BA Cape Town MBBCh DPH DTM&H DOH Witwatersrand FFCH SA MSc (Epi) Columbia
J Irlam, BSc (Med) (Hons) MPhil Cape Town

**Specialist Scientist - Biometrician:**
R Sayed MSc Karachi
Lecturers Full-time:
J Keikelame, MPhil (Education Support) Cape Town BSocSci(Hons) (Psychology) UNIBO
L Oelckers, MPhil Education (Higher Education Studies) BSocSc SW (Hons) Cape Town

Lecturer Part-time:
G Kew, MBChB DOH Cape Town

Chief Research Officers:
D Bourne, BSc Natal BPhil Witwatersrand
C Mathews, BA Natal BSocSc (Hons) MSc (Com Health) PhD Cape Town

Senior Research Officers:
A Dalvie, BSc BScMed (Hons) (Sports Science) MSc (Med) PhD Cape Town
J Harries, BA BA (Hons) MA Cape Town
D Michaels, BSocSci MPhil Cape Town MSc (Epi) Columbia
J Moodley, MBChB Natal MMed (Pub Health) Cape Town
P Orner, BA BA (Hons) MA MPhil Cape Town
A Rother, BA MA (Sociology) Michigan
E Sinanovic, BSc Zagreb Dip Fin Mgt Maastricht MCom (Econ) Cape Town

Research Officers:
L Altini, MBChB Witwatersrand
A de Kock, Dipl Edu JCE Witwatersrand MA Cape Town
O Okorafor, BSc(Hons) (Economics) Nigeria MSocSc(Health Econ) Cape Town

Site Facilitators:
E Abrahams, BA UWC Dev Studies (Hons) UWC
M G Arendse
N S Mthoteni, Dip Adult Ed Cape Town
Z Ntwane, Cert Adult Ed HD Ed Training Dev UWC

Honorary Lecturers:
F Abdullah, MBChB Natal BSc (Hons) Witwatersrand DOH Cape Town FCPHM SA
S Kariem, MBChB Cape Town MPhil (Public Health) Cape Town
R Pelteret, MBChB Cape Town Dip Child Health CM SA
K Valabhjee, MBChB Natal FFCH SA
T Young, MBChB Cape Town FCPHM SA MMed Cape Town

Honorary Research Associate:
K Hildebrand, BSc Sussex MSc Lond

Registrars in Public Health Medicine or Occupational Medicine:
S Adams R Mametja
P Bock L Maiphetlho
J Corrigal U Mahlati
M De Souza C Oliphant
B Draper D Pienaar
H Williams M Makiwane
Women's Health Research Unit

Division of Public Health, Falmouth South, Faculty of Health Sciences Campus

Director:
J Moodley, MBChB Natal, MMed (Pub Health) 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
• Health systems research: reproductive health
• Termination of pregnancy (TOP)
• Female cancers
• Contraception

The Unit has established a model of work that is consultative and socially responsive and at the same time scientifically rigorous. Its strong links with government departments, communities and non-governmental organisations (NGOs), enables the voices of diverse stakeholders to be heard in both describing the issues and shaping solutions. The focus on women’s health is aligned with national and international concerns in addressing the health needs of women.
RADIATION MEDICINE

C16, New Groote Schuur Hospital

Professor and Head:
R Abratt, MBChB UPE MMed (Rad Oncol) Cape Town FC Rad Onc SA

Division: Medical Physics
L Block, Groote Schuur Hospital

Associate Professor, Senior Lecturer and Head:
E R Hering, MSc PhD Cape Town MIBiol MInstP Lond

Lecturers:
J K Hough, MSc Cape Town
T Kotze, PhD US
G Maree, PhD Cape Town

Division: Nuclear Medicine
C4/C3, New Groote Schuur Hospital

Professor and Acting Head:
S J Beningfield, MBChB Cape Town FFRad (D) SA

Senior Lecturer Full-time:
T Kotze, MBChB Witwatersrand FCNP SA

Senior Lecturer Part-time:
A B Fataar MBChB Cape Town MMed (Nuclear Medicine)

Senior Technologist:
S Bird, Dip Med Tech

Division: Paediatric Radiology
Red Cross War Memorial Children’s Hospital

Head:
R Pitcher, MBChB Cape Town FCRad (Diag) SA

Senior Lecturer Full-time:
T N Kilborn, MBChB Cape Town FRCR UK

Lecturer Full-time:
N A Wieselthaler, MBChB Cape Town FCRad (Diag) SA

Division: Radiation Oncology
L Block, Groote Schuur Hospital

Professor and Head:
R Abratt, MBChB Pret MMed (Rad Oncol) Cape Town FC Rad Onc SA
Senior Lecturers Full-time:
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
Z Mohamed, MBChB MMed (Rad Onc)

Lecturers Full-time:
A S Hendrikse, BSc (Hons) PhD Cape Town
A J Hunter, BSc (Med)(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

Honorary Lecturers:
R F Christian, MD Romania
V B Reddi, MB BS India DMRT Lond FFr RCSI

Division: Radiology
C16, New Groote Schuur Hospital

Professor and Head:
S J Beningfield, MBChB Cape Town FFRad (D) SA

Emeritus Professor and Senior Lecturer Part-time:
R E Kottler, MBChB MMed (Rad D) Cape Town DCH RCP&S FRCR UK

Senior Lecturers Full-time:
H S Ball, BSc St Andrews MBChB Dundee FFRad (D) SA
S E Candy, BSc HDE MBChB Cape Town FFRad (D) SA
R M Seggie, MBChB Cape Town FFRad (D) SA

Senior Lecturers Part-time:
H T Goodman, MBChB Cape Town M Prax Med Pret MFGP FFRad (D) SA FRCR UK
L C Handler, MBChB MMed (Rad D) Cape Town

Lecturers Full-time:
N Ahmed, MBChB FCRad (Diag) SA
J R Kieck, MBChB Stell FC Rad (Diag) SA
A A Levy, MBChB Witwatersrand FC Rad (Diag) SA
Professor and Head:
D Kahn, MBChB Birm ChM Cape Town FCS SA

Emeritus Professors:
D M Dent, MBChB ChM Cape Town FCS SA FRCS UK FRCPS Glasg (Hon)
E J Immelman, MBChB Cape Town FCS SA FRCS UK
J Terblanche, MBChB ChM Cape Town FCS SA FRCS UK FRCP Glasg FACS (Hon) FACP
(Hon) FRCS UK (Hon) FRCSC (Hon) FRCS Ed FMC SA FRC SI (Hon)

Division: Cardiotoracic Surgery
Groote Schuur Hospital & Red Cross Children's Hospital

[The Division of Cardiotoracic 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 Cardiotoracic Surgery Professor and Head:
P Zilla, MD PD Vienna DMed Zurich PhD Cape Town

Associate Professor Full-time:
J G Brink, MBChB Cape Town FCS SA

Associate Professor Part-time:
K M de Groot, MD Manitoba FRCS Canada

Senior Lecturers Full-time:
A Brooks, MBChB Stell FCS SA
J Hewitson, MBChB Cape Town FCS SA
P Human, PhD Cape Town
G Walther, MD Munich

Lecturer Full-time:
L Moodley, MBChB Natal FCS SA

Division: Emergency Medicine
Metro EMS, Karl Bremer Hospital

Associate Professor and Head:
L Wallis, MBChB Edin MD DIMCRCS Dip Sport Med Glasgow FRCS (A&E) Edin FCEM UK FCEM SA

Honorary Senior Lecturers:
A Aboo, MBChB Cape Town FCP SA
T Hardcastle, MBChB Stell FCS SA MMed (Chir) Stell
M Morris, MBChB FFAEM
W Smith, MBChB Cape Town
**Honorary Lecturers:**
B Bonner, MBChB *Witwatersrand* DA SA
S R Bruinjs, MBChB *Pret* Dip PEC SA
G E Dalbock, MBChB *Cape Town* Dip PEC SA
S Gottschalk, MBChB *Cape Town* Dip PEC SA
S Le Roux, MBChB *Pret*
C H Robertson, MBChB *Cape Town*
D Wood, BPharm *Rhodes* MBChB *Witwatersrand* DA SA Dip PEC SA MPhilEM

**Division: 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
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 Glasg FACS (Hon) FACP (Hon) FRCS UK (Hon) FRCSC (Hon) FRCS Ed FMC SA FRCS1 (Hon)

**Associate Professors:**
P A Goldberg (Head: Colorectal Unit), MBChB MMed *Cape Town* FCS SA
J E J Krige, MBChB *Cape Town* Edin 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 Lecturer Full-time:**
N G Naidoo, MBChB *Natal* FCS SA (Head: Vascular Unit)
S Edu, Dip in Medicine *Romania* FCS SA
E Muller, MBChB *Pret* MRCS FAC SA
J Shaw, MBChB *Witwatersrand* H Dip (Surg) FCS SA Cert Surg Gastroenterol
D Stupart, MBChB *Cape Town* FCS SA
R Verster, MBChB *Cape Town* FCS SA

**Senior Lecturers Part-time:**
H F Allison, MBChB *Cape Town* FRCS Edin FCS SA
D Anderson, MBChB *Cape Town* FCS SA
C Apostolou, MBChB *Witwatersrand* FCS SA
R J Baigrie, BSc MD *Cape Town* FRCS UK
S N R Cullis, MBChB *Cape Town* FCS SA FRCS Edin
C Dreyer, MBChB *Pret* FCS SA
A Ebrahim, MBChB *Cape Town* FCS SA
K J Goldberg, MBChB *Cape Town* FCS SA
P C Jeffery, MBChB *Cape Town* FCS SA FRCS Edin
M A T Jonker MBChB *Cape Town*
B Kavin, MBChB *Witwatersrand* FCS SA
Division: Neurosurgery

Division: Neurosurgery

M V Madden, MBChB Cape Town FCS SA FRCS UK FRCS Edin
J D F Marr, MBChB Cape Town FCS SA
P J Matley, MBChB Cape Town FCS SA
K Michalowski, MD Poland FCS SA
A J Ndhluni, MBChB Zimbabwe FCS SA
R Oodit, MBChB Natal FCS SA
H Spilg, ChM Cape Town FCS SA
G N Stapleton, MBChB Natal FCS SA
J A Tunnicliffe, MBChB Cape Town FCS SA
H I Yakoob, MBChB Cape Town FCS SA

Honorary Senior Lecturers:
A K Atherstone (Frere Hospital), MBChB Cape Town FRCS Glas
S Pillay (Livingstone Hospital), MBChB Ireland FCS SA

Lecturers Full-time:
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

Lecturers Part-time:
D Carter, BSc MBChB Cape Town FCS SA
G White, MBChB 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:
P J Semple, MBChB MMed Cape Town FCS SA
A G Taylor, MBChB Witwatersrand FCS SA MMed Cape Town MSc Paris/Mahidol FCS SA

Senior Lecturers:
A A Figaji, MBChB MMed Cape Town FCNeurosurg SA
D E J Le Feuvre MBChB Cape Town MSc Mahidol FCS SA
D G Welsh, MBChB Cape Town FRCS UK 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 Melvill, MBChB Cape Town FCS SA
S A Parker, MBChB Cape Town FCS SA

Lecturers:
M D Jacobsohn, MBChB UOFS FCNeurosurg SA
S J Röthemeyer, MBChB Witwatersrand FCNeurosurg SA

Lecturers Part-time:
D Carter, BSc MBChB Cape Town FCS SA
G White, MBChB Cape Town FCS SA
Division: Ophthalmology
H52, Old Main Building, Groote Schuur Hospital

Morris Mauerberger Professor of Ophthalmology and Head:
C Cook, MBChB Cape Town FCS (Ophthalm) SA FRCOphth

Emeritus Professor:
A D N Murray, MB BCh Witwatersrand FRCS Edin FRCOphth FCOphth SA

Senior Lecturers Full-time:
N Cockburn, MBChB Cape Town FCS (Ophthalm) SA
N du Toit, MBChB Cape Town Dip Ophth SA FCS (Ophthalm) SA
R H Grotte, MB BS Newcastle FRCS Edin DO RCP Lond RCS UK
K Lecuona, MBChB Cape Town FCS (Ophthalm) SA
J Rice, MBBC Cape Town FCS (Ophthalm) SA

Senior Lecturers Part-time:
J de Villiers MBChB Cape Town FCS (Ophthalm) SA
D Harrison, MBChB Cape Town FCS (Ophthalm) SA
A T Ivey, MBChB Cape Town FCS (Ophthalm) SA FRCS Edin
M Johnston, MBChB Cape Town FCS (Ophthalm) SA
F J Kupper, MBChB MMed (Ophthalm) Cape Town DO RCP Lond RCS UK
M Mesham, MBChB Cape Town FCS (Ophthalm) SA
A Perrott, MBChB Cape Town FCS (Ophthalm) SA
M Saloojee, MBChB Cape Town FCS (Ophthalm) SA
M S Y Solwa, MBChB MMed (Ophthalm) Natal
P S C Steven, MBChB Cape Town DOMS RCP Lond RCS UK
K Suttle, MBChB Cape Town FCS (Ophthalm) SA

Honorary Senior Lecturer:
C Cook, MBChB Cape Town FCS (Ophthalm) SA FRC Ophthalm

Division: Orthopaedic Surgery
H49 Old Main Building, Groote Schuur Hospital

Pieter Moll & Nuffield Professor of Orthopaedic Surgery and Head:
J Walters, MBChB Cape Town FCS SA (ORTH)

Associate Professor Full-time:
E B Hoffman, MBChB Stell FCS SA (ORTH)

Senior Lecturers Full-time:
S Dix-Peek, MBChB Witwatersrand FCS SA (ORTH)
R Dunn, MBChB Cape Town FCS SA (ORTH) MMed (ORTH) Cape Town
N Kruger, MBChB Cape Town FCS SA (ORTH)
G Siboto, MBChB Natal FRCS Edin FCS SA (ORTH)
S Roche, MBChB Cape Town LMCC Canada FCS SA (ORTH)
M M Solomons, MBChB Cape Town FCS SA (ORTH)

Senior Lecturer five-eighths:
G Grobler, MBChB Cape Town FRCS Edin FCS SA (ORTH) MMed Cape Town
Senior Lecturers Part-time:
J H Crosier, MBChB Cape Town FRCS Edin ChM Cape Town FCS SA (ORTH)
B Dower, MBChB Cape Town FCS SA (ORTH)
K V Hosking, MBChB Cape Town FCS SA (ORTH)
P Makan, BSc (Med) MBChB Cape Town FCS SA (ORTH) MMed (ORTH) Cape Town
T Munting, MBChB Cape Town FCS SA (ORTH)
L T Sparks, MBChB Cape Town FRCS Eng

Honorary Senior Lecturers:
M Bartman, MBChB Pret FCS SA (ORTH)
B Bernstein, MBChB Witwatersrand FCS SA (ORTH)
S Carter, MBChB Cape Town FCS SA (ORTH)
D Dall, MBChB Cape Town FRCS Edin MCh (ORTH)
J de Beer, MBChB Pret MMed (ORTH)
P J Erasmus, MBChB Stell MMed (ORTH)
D E Pollock, MBChB Cape Town FCS SA (ORTH)
P Rowe, MBChB Witwatersrand FCS SA (ORTH)
B C Vrettos, MBChB Zimbabwe FRCS Eng FCS SA (ORTH) MMed (ORTH) Cape Town

Lecturer:
S van Heerden, MBChB Witwatersrand FCSSA (Orth)

Division: Otorhinolaryngology
H53, Old Main Building, and Ward F8, Groote Schuur Hospital

Leon Goldman Professor of Otorhinolaryngology and Head:
J J Fagan, MBChB Cape Town FCS SA MMed Cape Town

Emeritus Professor:
S L Sellars, MA MB BChir Cambridge FRCS England FCS SA FACS Hon FRCSI FRCSEd

Associate Professor:
C A J Prescott, MBChB St Andrews FRCS

Senior Lecturer Full-time:
G Copley, MBChB Cape Town FCS SA
D Lubbe, MBChB Stell FCS SA

Lecturers Five-eighths:
A van Lierop, MBChB Stell FCS SA

Lecturers Part-time:
M D Broodyk, MB Ch Stell FCS SA
P De Waal, MBChB Cape Town FCS SA
L Nel, MBChB Pret FCS SA
J Reyneke, MBChB MMed Pret
P Traub, MB BCh Witwatersrand FCS SA
M Vanlierde, MBChB Cape Town FCS SA
**Division: Paediatric Surgery**

*Institute of Child Health, Children's Hospital, Rondebosch*

**Charles F M Saint Professor of Paediatric Surgery and Head:**

A J W Millar, MBChB *Cape Town* FRCS Eng FRCS Edin FRACS DCH (RCP & S Eng) FCS SA

**Professors:**

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 Edin FCS (Surg) SA

**Emeritus Professors:**

S Cywes, MBChB *Cape Town* MMed (Surg) SA FACS (Ped) FRCS Eng & Edin FRCPS Glasg

FAAP (Hon) FCS (Hon) SA DSc (Hon) *Cape Town*

M R Q Davies, MBChB *Pret* MMed (Surg) FCS SA FRCS Eng & Edin

H Rode, MBChB *Pret* MMed (Surg) *UPE* FRCS Edin FCS SA

**Associate Professors:**

T Hoffman, MBChB *Cape Town* FCS Orth SA

D A Hudson, MBChB *Cape Town* FCS (Plastic) FRCS

A Numanoglu, MBChB *Turkey* FCS SA

C A J Prescott, MBChB *St Andrews* FRCS

**Senior Lecturer Full-time:**

R Grötte, MB BS *Newcastle* FRC (Ophth) UK FRCS Edin DO RCP Lond RCS UK FRC Ophth

**Lecturers:**

S G Cox, MBChB *Cape Town* FCS SA Cert Paed Surg SA

A A Figaji, MBChB MMed (Neurosurg) FC (Neurosurg) SA

J S Karpelowsky, MBChB *Witwatersrand* FCS SA Cert Paed Surg SA

J Lazarus, MBChB *Cape Town* FCS (Urol) SA

**Research Social Workers:**

R Albertyn, BSocSc (MW) UOFS BA (Hons)(GMW) *Stell* PhD *Cape Town*

N du Toit, MA (MW) *Stell*

**Kind Edward VII Trust Community Sister:**

P Telela, Dip (Gen Nurs) Dip (Mid) Dip (PaedNurs)

**Senior Medical Technologist:**

J Raad, Dip Med Tech (Microbiol) (Haem)

**Division: Plastic, Reconstructive and Maxillo-facial Surgery**

*F16, New Groote Schuur Hospital*

**Associate Professor and Head:**

D A Hudson, MBChB *Cape Town* FCS SA FRCS MMed *Cape Town*

**Associate Professor and Head Corectal Clinic:**

PA Goldberg, MBChB *Cape Town* FCS SA
Associate Professor and Head HPBI Upper G1:
J E J Kirge, MBChB Cape Town FCS SA

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
D Lazarus, MBChB Cape Town FCS SA
R Lechtape-Grüter, MD MMed (Plast & Recon Surg) Cape Town
S Meintjes, MBChB MMed (Plast & Recon Surg) Cape Town
T Rousseau, MBChB Pret FCS (Plast & Recon Surg) SA
P J Skoll, MBChB Cape Town FRCS FCS SA
L B van Oudenhove, MBChB Cape Town FCS SA
J E van Zyl, MBChB Stell FCS SA

Part-time Dental Surgeon and Acting Head of Oral and Dental Surgery:
G Kariem, BChD UWC MChD MFOS Stell

Maxillo-facial and Oral Surgery: Part-time Consultants:
G J Hein, BChD MChD UWC
G Kariem, BChD UWC MChD MFOS Stell

Maxillo-facial Prostheticist:
R Goolam, BDChD MChD

Dentists:
S Aniruth, BChD UWC
A Kassan, BDS RAU
S Singh, BChD UWC BSc Natal

Maxillo-facial Prosthetics Technologist:
R Wallis, Dip Dent Tech SA Cert in Advanced Orthodontics and Maxillofacial Techn

Division: Surgical Gastroenterology

Professor and Head:
P C Bornman, MBChB Pret MMed (Chir) OFS FRCS Edin FCS SA FRCS Glasg

Associate Professor and Head Corectal Clinic:
P A Goldberg, MBChB Cape Town FCS SA

Associate Professor and Head HPBI Upper G1:
J E J Krige, MBChB Cape Town FCS SA

Senior Lecturer Full-time:
J M Shaw, MBBCh HDip (Surg) SA Cert Surg Gastroent SA FCC SA

Division: Urology

F26, New Groote Schuur Hospital

Associate Professor and Head:
A R Pontin, MBChB Birm FRCS Edin FCS SA
Senior Lecturer Full-time:
R D Barnes, MBChB Cape Town FCS (Urol) SA

Senior Lecturers Part-time:
T M Borchers, MBChB Cape Town FCS (Urol) SA
W Botha, MBChB Stell FCS (Urol) SA
D Bowden, MBChB Witwatersrand FCS (Urol) SA
H O Kirsten, MBChB Cape Town FRCS Edin FCS (Urol) SA
G L Webb, MBChB Cape Town FRCS (Urol) UK FCS (Urol) SA

Lecturer:
J M Lazarus, MBChB Cape Town FCS (Urol) SA
# FORMULAE FOR UNDERGRADUATE DEGREES WITH HONOURS AND DISTINCTION

## MBChB

Weighting of points:

**PRECLINICAL YEARS (SEMESTERS 1 – 6) : 56 TOTAL**

<table>
<thead>
<tr>
<th>Course</th>
<th>1st (75%+)</th>
<th>Upper 2nd (70 to 74%)</th>
<th>Lower 2nd (60 to 69%)</th>
</tr>
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<tr>
<td><strong>FIRST YEAR</strong> (all 5 first year courses are ½ courses)</td>
<td>4</td>
<td>2</td>
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<tr>
<td>SECOND YEAR:</td>
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<tr>
<td>Integrated Health Sciences Part 1</td>
<td>10</td>
<td>8</td>
<td>4</td>
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<tr>
<td>Becoming a Doctor Part 1</td>
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<tr>
<td>Becoming a Doctor (languages)</td>
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<td>½</td>
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<tr>
<td>Special Study Module</td>
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<td>½</td>
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<tr>
<td><strong>THIRD YEAR</strong></td>
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<tr>
<td>Integrated Health Sciences Part 2</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Becoming a Doctor Part 2</td>
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<td>1</td>
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<tr>
<td>Becoming a Doctor (languages) Result PA or F only.</td>
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<tr>
<td>Introduction to Clinical Practise</td>
<td>6</td>
<td>4</td>
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**CLINICAL YEARS : TOTAL 119**

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<th>Year</th>
<th>Course</th>
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<th>Lower 2nd</th>
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<td>Medicine</td>
<td>10</td>
<td>8</td>
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<tr>
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<td>Obstetrics &amp; Gynaecology</td>
<td>6</td>
<td>4</td>
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<td>Public Health</td>
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<td>Primary Health Care</td>
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<tr>
<td>5</td>
<td>Anaesthesia (inc 4th yr)</td>
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<td>3</td>
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<tr>
<td></td>
<td>General Surgery</td>
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<td></td>
<td>Trauma</td>
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<td></td>
<td>Forensic Medicine</td>
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<td>Medical &amp; Surgical Specialities</td>
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<td></td>
<td>Pharmacology (inc 4th yr)</td>
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<td>Primary Health Care Elective</td>
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<tr>
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<tr>
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<td>Obstetrics &amp; Gynaecology</td>
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<td>Family Medicine</td>
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<td>Psychiatry</td>
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<td>3</td>
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</tr>
</tbody>
</table>

**OVERALL TOTAL : 175**
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.

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:
The degree with distinction calculation is based on the overall average of marks contributing the following percentage to the total: First Year = 10%, Second Year = 20%, Third Year = 30%, Fourth Year = 40%.
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
- PPH1002S Becoming a Health Professional

Class medal for best overall performance in
- HUB1006F Introduction to Integrated Health Sciences Part 1
- HUB1007S Introduction of Integrated Health Sciences Part 2

Class medal for best overall performance in
- HUB2107H Integrated Health Systems Part 1A
- LAB2000S Integrated Health Systems Part 1B
- LAB3009H Integrated Health Systems Part 2

Class medal for best overall performance in Pathology components in
- HUB2107H Integrated Health Systems Part 1A
- LAB2000S Integrated Health Systems Part 1B
- LAB3009H Integrated Health Systems Part 2

Class medal for best overall performance in
- PPH2000W Becoming a Doctor Part 1A
- SLL2002H Becoming a Doctor Part 1B
- PPH3000F Becoming a Doctor Part 2A
- SLL3002F Becoming a Doctor Part 2B

Final year class medal for best overall performance in
- PRY6000W Psychiatry
- OBS6000W Obstetrics & Gynaecology
- MDN6000W Medicine
- CHM6000W Surgery
- PED6000W Paediatrics
- PPH6000W Family Medicine

Gold medal for overall top performance throughout the MBChB programme

HEALTH & REHABILITATION SCIENCES

A class medal to be awarded to the top student in each year from first to fourth. (Since the first two years of the BSc Audiology and BSc Language Pathology are the same, there will be one class medal per annum for the top student in these two programmes).

(A proposal is under consideration for additional class medals to be awarded for specific groupings of courses. Please consult the Faculty Office for more information.)

Gold medal for overall top performance throughout each of
- BSc Physiotherapy
- BSc Occupational Therapy
- BSc Audiology
- BSc Speech-Language Pathology
provided the top student has achieved at least an overall percentage of 75% through all 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% will be acknowledged on the Dean’s Merit List (each year).

**HEALTH & REHABILITATION SCIENCES**

- 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.

**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.

KRETSCHEMER 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 5th Year MBChB Paediatrics.

NESTLÉ PRIZE For the best final year MBChB student in Paediatrics oral and clinical examinations.

DR KATHY CHUBB MEMORIAL PRIZE For the Final Year MBChB student (preferably female) who has shown excellent overall performance in the fields of Paediatrics and Surgery, and recognised dedication to the practice of Medicine.
DEPARTMENT OF CLINICAL LABORATORY SCIENCES

Anatomical Pathology

B J RYRIE BOOK PRIZE For meritorious work in Anatomical Pathology in 3rd year MBChB.

R O C KASHULA PRIZE For the best Anatomical Pathology essay in Semester 5 MBChB.

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 3rd 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)

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 graduate who has maintained the highest
academic standard over four years of study with a minimum average mark of 70% throughout the programme

SUSAN SWART PRIZE To the final year Audiology graduate who has maintained the best academic standard over four years of study with a minimum average of 70% throughout the programme.

THE SOUTH AFRICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (WESTERN CAPE) PRIZE For the students who have made the most significant progress in clinical application in (a) the BSc Speech-Language Pathology programme and (b) the BSc Audiology programme.

Nursing and Midwifery

PROFESSORIAL AWARD For the graduating student who has achieved the highest aggregate mark for the Postgraduate Diploma in Nursing.

HENRIËTTA STOCKDALE TROPHY For the graduating Postgraduate Diploma in Nursing student who has displayed the highest standard of academic work, clinical ability, professional behaviour, social responsibility, commitment and leadership skills.

ADVANCED MIDWIFERY & NEONATAL CARE AWARD For the best student in the Advanced Midwifery pathway of the Postgraduate Diploma in Nursing

CHILD NURSING AWARD For the best student in the Child Nursing pathway of the Postgraduate Diploma in Nursing.

ADULT CRITICAL CARE AWARD For the best student in the Adult Critical Care pathway of the Postgraduate Diploma in Nursing.

CHILD CRITICAL CARE AWARD For the best student in the Child Critical Care pathway of the Postgraduate Diploma in Nursing.

NURSING EDUCATION AWARD For the best student in the Nursing Education pathway of the Postgraduate Diploma in Nursing.

NURSING MANAGEMENT AWARD For the best student in the Health Care and Nursing Management pathway of the Postgraduate Diploma in Nursing.

OPHTHALMIC NURSING AWARD For the best student in the Ophthalmic Nursing pathway of the Postgraduate Diploma in Nursing.

Nutrition and Dietetics

ABBOTT NUTRITION JEVITY PLUS PRIZE For the best student in Clinical Dietetics in the BSc Medicine (Honours) in Nutrition & Dietetics.

DREOSTI RESEARCH PRIZE For the best Nutrition and Dietetics Honours research project.

KAGISO KHULANI SUPERVISION PRIZE For the highest mark in Nutrition and Dietetics Management in the BSc Medicine (Honours) programme.
McMAHON COMMUNITY NUTRITION PRIZE
For the top student in Community Nutrition in the BSc(Med) (Honours) programme.

NESTLÉ AWARD
For the most outstanding Nutrition and Dietetics student.

**Occupational Therapy**

OCCUPATIONAL THERAPY ASSOCIATION OF SOUTH AFRICA (OTASA)
For the BSc Occupational Therapy student/s who presented the best final year research project.

PRACTICE LEARNING MERIT AWARD
For the best final year BSc Occupational Therapy student/s in fieldwork.

**Physiotherapy**

TWO OCEANS MARATHON AWARD
For the BSc Physiotherapy student with the highest marks during second and third year Clinical Practice.

THE PHYSIOTHERAPY THIRD YEAR SHIELD
For the best overall student in Third Year BSc Physiotherapy.

THE JOHANNES KARL WILHELM BINNEWALD TROPHY
For the best final year student in Physiotherapy.

PAGET PHYSIOTHERAPY SHIELD
For the student achieving the highest academic standard during the four years of BSc Physiotherapy study.

THE SOUTH AFRICAN SOCIETY FOR PHYSIOTHERAPY TROPHY
For the best overall student in final Year BSc Physiotherapy.

**DEPARTMENT OF HUMAN BIOLOGY**

IONE SELLARS MEMORIAL PRIZE
For the best student in Anatomy & Physiology 2 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

W A AND GORDON JOLLY PRIZES

MR DRENNAN MEMORIAL PRIZE
For the best student in HUB2017F and LAB2000S Integrated Health Systems Parts 1A and Part 1B in second year MBChB
**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 – 3rd Year MBChB MDN3001H
(b) For the best overall student in Medicine - 4th Year MBChB
(c) For the best student in Clinical Medicine - 6th Year MBChB.

**DR HELEN BROWN PRIZE**
For the second best final year student in Clinical Medicine.

**THE JACKSON AWARD**
For the Registrar or Intern who has made the best presentations at medical rounds during the year.

**WILL-FRID EXNER BAUMANN MEMORIAL MEDAL**
For the best results in final year Medicine 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**

**CUTHBERT CRICHTON OBSTETRIC PRIZES**
For the best student/s in Obstetrics in Fourth Year MBChB (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/s in Obstetrics and Gynaecology in the final MBChB examinations.

**CUTHBERT CRICHTON OBSTETRICS PRIZE**
For the best student at the end of the 4th year Obstetrics block

**BASIL BLOCH AWARD**
For contributions to Oncology.

**S J BEHRMAN AWARD**
For 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 Obstetrics research presentation.

GOLDEN SPECULUM AWARD For the best research presentation in Gynaecology.

YVONNE PARFITT PRIZE For the best paper on original research published (excludes undergraduates, postgraduate interns, SHOs and registrars).

**DEPARTMENT OF PSYCHIATRY AND MENTAL HEALTH**

SA SOCIETY OF PSYCHIATRISTS 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**

GEOFF CAMPBELL BOOK PRIZE Awarded every second year for the best student in the Postgraduate Diploma in Occupational Health.

JOHN FLEMING BROCK PRIZE For the best fourth year Public Health MBChB student/s. (PPH4013W)

ETHNE JACKE PRIZE For the top student graduating with the Master of Public Health degree.

SOUTH AFRICAN ACADEMY OF FAMILY PRACTICE PRIZE For the top student in final year MBChB Family Medicine.

FAMILY PRACTICE/PRIMARY CARE PRIZE For the best student in final year MBChB Primary Health Care

ISADORE JACOB WALT PRIZE For the best student in Primary Health Care in fourth year MBChB

**DEPARTMENT OF RADIATION MEDICINE**

Radiology

PROTEA HOLDINGS PRIZE For the best Registrar in Radiology.

**DEPARTMENT OF SURGERY**

General Surgery

MOFFATT MEMORIAL PRIZE For a fifth year MBChB student who has demonstrated excellence in Surgery and an interest in the Humanities.
BERK-SILBER PRIZE For the best student in the final MBChB written Surgery examination - Fifth Year MBChB.

FHS SURGERY PRIZE For the final year MBChB student who shows the greatest promise in Surgery.

DR KATHY CHUBB MEMORIAL PRIZE (also listed under School of Child & Adolescent Health) For the Final Year MBChB student (preferably female) who has shown excellent overall performance in the fields of Paediatrics and Surgery, and recognised dedication to the practice of Medicine.

J H LOUW PRIZE IN SURGERY For the final year MBChB student who showed the greatest promise in Surgery.

LENNOX GORDON PRIZE For an original, distinguished publication by a Registrar in Surgery.

GEORGE SACKS PRIZE IN SURGERY For outstanding postgraduate research in Surgery.

**Ophthalmology**

J S DU TOIT MEMORIAL PRIZE For the winner of a competition in Ophthalmology open to Fifth year MBChB students.

WELCH ALLYN S.A For the top student in Ophthalmology - Fifth Year MBChB.

**Orthopaedic Surgery**

SYNTES 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.

**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.
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