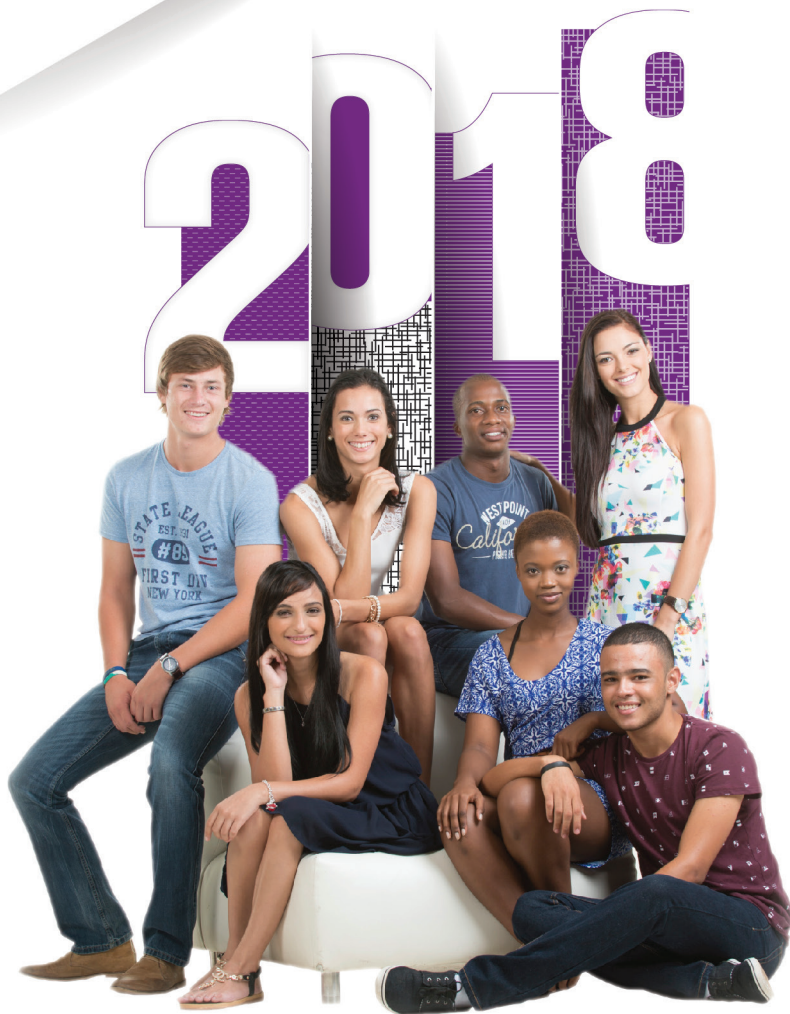




Yearbook
**FACULTY
HEALTH SCIENCES**

Jaarboek
**FAKULTEIT GESONDHEIDS-
WETENSCHAPPE**

All universities in South Africa are obligated by law to take part in a National Project driven by the external regulatory bodies (Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA)), to align all qualifications with the Higher Education Qualifications Sub-Framework (HEQSF). It follows that the NWU is continuously in process of aligning our qualification and programme offering with the requirements of the HEQSF.

Students are advised to contact the relevant faculty to ensure that they register for the correct qualification, programme and /or curriculum, or to report any errors and/or omissions noticed. It is the duty of the student to ascertain that he/she is registering for the correct qualification, programme and /or curriculum. The University will not be held liable for any damages students may suffer as result of neglecting this responsibility.

Universiteite in Suid Afrika is regtens verplig om deel te neem aan 'n Nasionale Projek onder leiding van die eksterne regulatoriese liggame (die Departement van Hoër Onderwys en Opleiding (DHOO), die Raad op Hoër Onderwys (RHO) en die Suid-Afrikaanse Kwalifikasie-owerheid (SAKO)), ten einde alle kwalifikasies volgens die Hoëronderwys-kwalifikasiesubraamwerk (HOKSR) te belyn. Die NWU is dus deurlopend besig om die universiteit se kwalifikasie- en programaanbod met die vereistes van die HOKSR te belyn.

Studente word aangeraai om met die relevante fakulteit in verbinding te tree om te verseker dat hulle vir die korrekte kwalifikasie, program en/of kurrikulum registreer, of in geval hulle enige foute en/of weglatings wil aanmeld. Die onus lê op die student om seker te maak dat hy/sy vir die regte kwalifikasie, program en/of kurrikulum registreer. Die Universiteit sal dus nie aanspreeklik gehou word vir enige skade wat studente mag ly indien hulle nie hierdie verantwoordelikheid nakom nie.

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The A-Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: <http://www.nwu.ac.za/yearbooks>.

Please note: *Although the information in this Yearbook has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.*

Rig alle korrespondensie aan

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U UNIVERSITEITSNOMMER MOET ASSEBLIEF IN ALLE KORRESPONDENSIE VERMELD WORD.

Die A-Reëls van die Universiteit, waaraan alle studente hulle moet onderwerp en wat op al die kwalifikasies wat die Universiteit aanbied, van toepassing is, verskyn in 'n afsonderlike bundel op die web: <http://www.puk.ac.za/jaarboek/index.html>.

Let Wel: Ofskoon die inligting wat in hierdie Jaarboek opgeneem is so noukeurig moontlik saamgestel is, aanvaar die Raad en die Senaat van die Universiteit hoegenaamd geen aanspreeklikheid vir onjuisthede wat hierin mag voorkom nie. In die besonder bly dit elke student se verantwoordelikheid om hom/haar deeglik te vergewis van die klasrooster en moontlike roosterbotsings voordat hy/sy finaal oor die keuse van modules besluit. Indien daar 'n botsing by 'n student se voorgenome keuse voorkom, is die betrokke kombinasie van modules ontoelaatbaar.

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NWU OFFICE BEARERS / NWU AMPSDRAERS

Chancellor / Kanselier

KL Molotlegi.

Vice-Chancellor / Vise-Kanselier

Prof ND Kgwadi.

Vice-Principal / Vise-Prinsipaal

Prof JJ Janse van Rensburg.

Vice-Chancellor: Research and Innovation / Vise-Kanselier: Navorsing en Innovasie

Prof NR Phaswana-Mafuya.

Vice-Chancellor: Teaching and Learning / Vise-Kanselier: Onderrig en Leer

Prof R Balfour.

Deputy Vice-Chancellor: Assigned functions and Potchefstroom campus operations / Adjunk Vise-Kanselier: Toegewysde funksies en Potchefstroomkampusbedryf

Prof JJ Janse van Rensburg.

Deputy Vice-Chancellor: Planning and Vaal Triangle campus operations / Adjunk Vise-Kanselier: Beplanning en Vaaldriehoekkampusbedryf

Prof L du Plessis.

Executive Director Student Life / Uitvoerende Direkteur: Studentelewe

Prof L Lalendle.

Registrar / Registrateur

Prof MM Verhoef.

NWU EXECUTIVE DEANS / NWU UITVOERENDE DEKANE

Faculty of Economics and Management Sciences / Fakulteit Ekonomiese en Bestuurswetenskappe

Prof S Swanepoel.

Faculty of Education / Fakulteit Opvoedkunde

Prof E Mentz (acting).

Faculty of Engineering / Fakulteit Ingenieurswese

Prof LI van Dyk (acting).

Faculty of Health Sciences / Fakulteit Gesondheidswetenskappe

Prof AF Kotzé.

Faculty of Humanities / Fakulteit Geesteswetenskappe

Prof M Setlalentoa.

Faculty of Law / Fakulteit Regte

Prof S de la Harpe (acting).

Faculty of Natural and Agricultural Sciences / Fakulteit Natuur- en Landbouwetenskappe

Prof EE Ebenso.

Faculty of Theology / Fakulteit Teologie

Prof R Letsosa (acting).

FACULTY OF HEALTH SCIENCES OFFICE BEARERS / FAKULTEIT GESONDHEIDSWETENSKAPPE AMPSDRAERS

Executive dean / Uitvoerende dekaan

Prof AF Kotzé, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (PU for CHE).

Deputy dean: Research and Innovation / Adjunk dekaan: Navorsing en Innovasie

Vacant / Vakant

Deputy dean: Teaching and Learning / Adjunk dekaan: Onderrig en Leer

Vacant / Vakant

Deputy dean: Assigned functions / Adjunk dekaan: Toegewysde funksies

Vacant / Vakant

Faculty Coordinators / Fakulteit Koördineerders

Mafikeng: Prof AJ Pienaar, BCur (RAU), Advance University Diploma in Health Science Education and Health Service Management (NWU), MA (PU for CHE), MEd (NWU), PhD (UKZN).

Vaal Triangle: Dr HJ Walker-Williams, BA (NWU), Hons BA (UJ), MA (Clinical Psychology) (NWU), PhD (NWU).

SCHOOLS / SKOLE

SCHOOL OF HUMAN MOVEMENT SCIENCES / SKOOL VIR MENSLIKE BEWEGINGSWETENSKAPPE

Director / Skooldirekteur: Prof JH de Ridder, BA (PU for CHE), HED (PU for CHE), Hons BA (PU for CHE), MA (PU for CHE), PhD (PU for CHE).

Programme leaders / Programleiers

Human Movement Science & Academic programme manager / Menslike Bewegingswetenskappe & Akademiese programbestuurder

Prof DDJ Malan, BSc (PU for CHE), Hons BSc (PU for CHE), MSc (PU for CHE), DSc (PU for CHE).

Dr E Eksteen (acting), BComm (PU for CHE), Hons BComm (PU for CHE), MBA (NWU), PhD (NWU).

Recreation Science / Rekreasiekunde

Ms C Schreck, BA (PU for CHE), Hons BA (PU for CHE), MA (NWU).

Diploma in Coaching Science / Diploma in Afrigtingswetenskap

Potchefstroom: Dr PH van den Berg, BA (PU for CHE), HED (PU for CHE), Hons BA (PU for CHE), MA (NWU), PhD (NWU).

Subject Group Chairpersons / Vakgroep voorsitters

Diploma in Coaching Science / Diploma in Afrigtingswetenskap

Mafikeng: Dr PH Boer, BSoSci (UP), BSc Hons (University of Western Australia), BA Hons (UOFS), BSc Hons Statistics (NWU), M Sport Science (SU), PhD HMS (NWU).

Biokinetics / Biokinetika

Dr M Swanepoel, BSc (Biokinetika) (PU vir CHO), MSc (MBW) (NWU), PhD (MBW) (NWU).

Kinderkinetics / Kinderkinetika

Prof AE Pienaar, BA (PU for CHE), HED (PU for CHE), Hons BA (PU for CHE), MA (PU for CHE), PhD (PU for CHE).

Sport Science / Sportwetenskap

Dr C Pienaar, BSc (PU for CHE), Hons BSc (NWU), MSc (NWU), PhD (NWU).

SCHOOL OF PHARMACY / SKOOL VIR FARMASIE

Director / Skooldirekteur: Prof S van Dyk, BPharm (PU for CHE), MSc (Pharmaceutical Chemistry) (PU for CHE), PhD (Pharmaceutical Chemistry) (PU for CHE).

Programme leaders / Programleiers

Pharmacy (undergraduate) & Academic programme manager / Farmasie (voorgaads) & Akademiese programbestuurder

Prof AF Marais, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (PU for CHE).

Programme for Continuing Inter-Professional Education / Program vir Voortgesette Inter-Professionele Opleiding

Mrs H Hamman, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE).

Subject Group Chairpersons / Vakgroep voorsitters

Pharmacology / Farmakologie

Prof L Brand, BPharm (PU for CHE), MSc (Pharmacology) (PU for CHE), PhD (PU for CHE).

Pharmaceutics / Farmaseutika

Prof JH Steenekamp, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (NWU).

Pharmaceutical Chemistry / Farmaseutiese Chemie

Prof JC Wessels, BPharm (PU for CHE), MSc (Pharmaceutical Chemistry) (PU for CHE), PhD (Pharmaceutical Chemistry) (PU for CHE).

Pharmacy Practice / Farmasiepraktyk

Mr WD Basson, BSc (PU for CHE), Hons BSc (Physiology) (PU for CHE), BPharm (PU for CHE), MPharm (Pharmacy Practice) (PU for CHE).

Clinical Pharmacy / Kliniese Farmasie

Dr M Julyan, BSc (UFS), BPharm (NWU), Hons BA (Latin) (PU for CHO), MA (Latin) (UFS), PhD (Ancient Medicine) (NWU) PCDT (NWU).

SCHOOL OF PHYSIOLOGY, NUTRITION AND CONSUMER SCIENCES / SKOOL VIR FISILOGIE, VOEDING EN VERBRUIKERSWETENSKAPPE

Director / Skooldirekteur: Prof SM Hanekom, BSc (PU for CHE), Postgraduate Dipl Dietetics (UOFS), Hons BSc (PU for CHE), MSc (PU for CHE), PhD (PU for CHE).

Programme leaders / Programleiers

Dietetics / Dieetkunde

Dr RC Dolman, BSc (Dietetics) (PU for CHE), Post Graduate Diploma in Hospital Dietetics (UP), Hons BSc (Dietetics) (NWU), MSc Nutrition (NWU), PhD Dietetics (NWU).

Occupational Hygiene / Beroepshigiëne

Prof FC Eloff, BSc (PU for CHE), Hons BSc (Physiology) (PU for CHE), Hons BSc (Industrial Physiology) (PU for CHE), MSc (Physiology) (PU for CHE), DSc (Physiology) (PU for CHE).

Subject Group Chairpersons / Vakgroep voorsitters

Physiology / Fisiologie

Prof CMT Fourie, B. Soc. Sc. (Nursing, UOFS), Hons B. Soc. Sc. (Nursing, UOFS), Hons BSc (Physiology, PU for CHE), MSc (Physiology, PU for CHE), PhD (Physiology, NWU).

Nutrition / Voeding

Dr T van Zyl, BSc (Dietetics) (PU for CHE), MSc Dietetics (NWU), PhD Dietetics (NWU).

Consumer Sciences / Verbruikerswetenskappe

Dr M du Preez, BSc (Consumer Science) (NWU), BHons (Consumer Science) (NWU), M Consumer Science (NWU), PhD (Health Profession Education) (UFS).

SCHOOL OF PSYCHOSOCIAL HEALTH / SKOOL VIR PSIGOSOSIALE GESONDHEID

Director / Skooldirekteur: Prof AG Herbst, BA (Social Work) (UP), MA (Social Work with specialization in play therapy) (Cum Laude) (UP); PhD (Social Work) (PU for CHE).

Deputy Director (Mafikeng) Vacant: / Adjunkdirekteur (Mafikeng) Vakant

Deputy Director (Vaal Triangle) Vacant: / Adjunkdirekteur (Vaaldriehoek) Vakant

Programme leaders / Programleiers

Psychology: Ms CM Petersen, BA (UWC), Hons BA (UWC), HDE (UCT), MA (Research Psychology) (NWU), MA (Counselling Psychology) (NWU).

Social Work (Programme coordinator): Dr JPD Steytler, BSW (NWU), MA (Social Work) (NWU), PhD (Social Work) (NWU).

Subject Group Chairpersons / Vakgroep voorsitters

Psychology

Potchefstroom: Dr E Deacon (acting), BComm (PU for CHE), Honns BA (PU for CHE), MA (Clinical Psychology) (PU for CHE), PhD (NWU).

Mafikeng: Dr NA Matamela, BPsyc (UL), MA (Clinical Psychology) (UL), PhD (NWU).

Vaal Triangle: Dr HJ Walker-Williams, BA (NWU), Hons BA (UJ), MA (Clinical Psychology) (NWU), PhD (NWU).

Social Work

Potchefstroom: Prof EH Ryke, BA (Social Work) (RAU), Post Grad Dipl. in Philosophy (Cum Laude) (PU for CHE), MA (Mental Health) (UNISA); PhD (Social Work) (NWU).

Mafikeng: Dr EI Smit, BA (SW) (PU for CHE), MA (SW) (PU for CHE), PhD (SW) (NWU).

Dr Daniel Tuelo Masilo (acting), BSW, MA (SW) (NWU).

Vaal Triangle: Dr JPD Steytler, BSW (NWU), MA (Social Work) (NWU), PhD (Social Work) (NWU).

SCHOOL OF NURSING / SKOOL VIR VERPLEEGKUNDE

Acting Director / Waarnemende Skooldirekteur

Potchefstroom: Ms E Bornman, BA Cur (Nursing Education, Nursing Management) (UNISA), Diploma Clinical Nursing Science, Assessment Treatment and Care (UOFS), MCur (Professional Nursing Science) (NWU).

Mafikeng: Dr MJ Matsipane, Diploma in General Nursing and Midwifery (Bophelong Nursing School), BCur (Nursing Education and Admin) (UNISA), Honours BCur (Nursing Education) (UNISA), MCur (Nursing Education) (RAU), PhD (Nursing Education) (UJ).

Programme leaders / Programleiers

BCur (Undergraduate) programme

Potchefstroom: Dr A du Preez, B Soc Sc (Nursing) (UOFS), Hons B Soc Sc (Nursing) (UOFS), BA (Nursing Administration & Education) (UNISA), Diploma in Advanced Midwifery & Neonatological Nursing Science (RAU), MCur (Midwifery & Neonatological Nursing Science) (PU for CHE), PhD (Nursing) (NWU).

Mafikeng: Ms JM Sabaeng, BNSc (UNW-Mafikeng), AUD in Health Service Management (NWU-Potchefstroom), AUD in Nursing Education (NWU-Potchefstroom), AUD in Forensic Nursing (UFS), MCur in Nursing (NWU-Mafikeng).

Postbasic Nursing programme

Potchefstroom: Ms KD Shopo, (BNSc NWU Mafikeng), BCur (Education and Admin) (NWU Potchefstroom), MCur (Health Science Education) (NWU Potchefstroom).

Mafikeng: Prof MA Rakhudu, Diploma in Midwifery, Diploma in General Nursing (Natalspruit Hospital), Diploma in Human Resource Management (UNWU), BA Cur, BA Cur Hons (UNISA), MCur (PU), MCur Health Science Education (UNISA), PhD (NWU).

Nursing Clinical Education

Potchefstroom: Prof R Pretorius, BCur (Nursing Science) (UP), MCur (Advanced Medical and Surgical Nursing) (UP), Advanced University Diploma (Health Science Education) (NWU), PhD (Nursing Science) (NWU).

Mafikeng: Ms PM Sithole, Diploma in General Nursing (Ga-rankuwa Nursing College), Diploma in Midwifery (Elim hospital), Diploma in Advanced Midwifery (Baragwanath Nursing College), Diploma in Human Resource Management (Allenby College), Diploma in Nursing Administration (UNISA), BA Cur (UNISA), BA Cur Hons (University Of Venda), MCur Advanced Midwifery (NWU).

RESEARCH ENTITIES / NAVORSINGSENTITEITE

CEN - Centre of Excellence for Nutrition / Sentrum van Uitnemendheid vir Voeding

Director / Direkteur: Prof CM Smuts, BSc (US), Hons BSc (Biochemistry: US), MSc (Biochemistry: US), PhD (Biochemistry: US).

Pharmacen - Centre of Excellence for Pharmaceutical Sciences / Sentrum van Uitnemendheid vir Farmaseutiese Wetenskappe

Director / Direkteur: Prof J du Plessis, BPharm (PU for CHE), MSc (PU for CHE), PhD (PU for CHE), Diploma in Tertiary Education (PU for CHE).

HART – Centre of Excellence for Hypertension in Africa Research Team / Sentrum van Uitnemendheid vir Hipertensie in Afrika Navorsingspan

Director / Direkteur: Prof HW Huisman, BSc (Physiology and Biochemistry), Hons BSc (Physiology), MSc (Physiology), PhD (Physiology) (PU for CHE).

AUTHeR - Research Unit: The Africa Unit for Transdisciplinary Health Research / Navorsingseenheid: Afrika Eenheid vir Transdissiplinêre Gesondheidsnavorsing

Director / Direkteur: Prof P Bester, BCur (PU for CHE), MCur (Community Psychiatric Nursing) (PU for CHE), Advanced University Diploma in Health Service Management and Health Science Education (PU for CHE), PhD (Nursing) (NWU)

Programme Leader: Master of Health Sciences in Transdisciplinary Health Promotion: Dr IM Kruger, BSc (PU for CHE), Hons BSc (PU for CHE), MSc (Cardiovascular Physiology) (NWU), PhD (Cardiovascular Physiology) (NWU)

Programme Leader: Master of Health Sciences in Gerontology: Prof V Roos, BA (UP), BA Hons (Psychology) (UP), MA (Clinical Psychology) (UP), DPhil (UP).

Programme Leader: Master of Arts in Positive Psychology: Dr. L Schutte, BSc (NWU), BSc Hons (Statistics) (NWU), MSc (Statistics) (NWU), BSc Hons (Psychology) (NWU), MSc (Psychology) (NWU), PhD (Psychology) (NWU).

PhASRec - Focus area: Physical Activity, Sport and Recreation / Fokusarea: Fisieke Aktiwiteit, Sport en Rekreasie

Director / Direkteur: Prof SJ Moss, BSc (PU for CHE), Hons BSc (Biochemistry) (PU for CHE), Hons BSc (Biokinetics) (PU for CHE), MSc (Biochemistry) (PU for CHE), PhD (PU for CHE), MBA (NWU).

INSINQ - Focus area: Quality in Nursing and Midwifery / Fokusarea: Kwaliteit in Verpleegkunde en Vroedvrouorg

Director / Direkteur: Prof CS Minnie, B Art et Scien (Nursing) (PU for CHE), Hons Ba (Psychology) (PU for CHE), MCur (Obstetric and Neonatal Nursing Science) (PU for CHE), PhD (NWU).

COMPRES - Focus area: Community Psychosocial Research / Fokusarea: Gemeenskap Psigososiale Navorsing

Director / Direkteur: Prof HB Grobler, BA (Social Sciences) (PU for CHE), BA Hons (Psychology) (UPE), MA (Research Psychology) (NWU), MDiac (Play Therapy) (UNISA), DDiac (Play Therapy) (UNISA).

MUSA - Niche area: Medicine Usage in South Africa / Nisarea: Medisyneverbruik in Suid-Afrika

Director / Direkteur: Prof MS Lubbe, BPharm (PU for CHE), MPharm (Pharmacy Practice) (PU for CHE), PhD (PU for CHE), Diploma in Tertiary Education (PU for CHE).

OHHRI - Niche area: Occupational Hygiene and Health Research Initiative / Nisarea: Beroepshigiëne en Gesondheidsnavorsing Inisiatief

Director / Direkteur: Prof JL du Plessis, BSc (PU for CHE), Hons BSc (Physiology) (PU for CHE), MSc (Physiology) (PU for CHE), PhD (Occupational Hygiene) (NWU).

CPBS - CENTRE FOR PHARMACEUTICAL AND BIOMEDICAL SERVICES / SENTRUM VIR FARMASEUTIESE EN BIOMEDIESE DIENSTE (SFB D)

Director / Direkteur (acting): Prof APS Terblanche (acting), BSc (UP), BSc (Hons) (UP), MSc Medical Oncology (UP), DSc Medical Oncology (UP).

RIIP/CENQAM - Research Institute for Industrial Pharmacy incorporated with Centre for Quality Assurance of Medicine / Navorsingsinstituut vir Industriële Farmasie geïnkorporeer met die Sentrum vir Kwaliteitsversekering van Medisine (NIIF/CENQAM)

Head: Dr E Swanepoel, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (PU for CHE).

PCDDP - DST/NWU PRECLINICAL DRUG DEVELOPMENT PLATFORM / PREKLINIESE GENEESMIDDELONTWIKKELING PLATFORM

Director / Direkteur: Prof AF Grobler, BSc (PU for CHE), Hons BSc (Biochemistry) (PU for CHE), MSc (Medical Biochemistry) (US), PhD (Pharmaceutics) (NWU).

Vivarium

Head / Hoof: Mr CJJ Bester, National Diploma in Laboratory Animal Technology, Senior Primary Education Diploma (POK), Higher Education Diploma (POK).

CCYFS - CENTRE FOR CHILD, YOUTH AND FAMILY STUDIES / SENTRUM VIR KINDER-, JEUG- EN FAMILIESTUDIES (SKJF)

Head / Hoof: Prof CHM Bloem, BSW (Social Work) (UP), BSW Hons (Industrial Sociology) (UP), MSW (Social Work) (UP), DPhil (Social Work) (UP).

CHPE - CENTRE FOR HEALTH PROFESSIONS EDUCATION / SENTRUM VIR GESONDHEIDSBEROEPE ONDERRIG

Head / Hoof: Prof GM Reitsma, BSc Home Ec (PU for CHE), BSc Home Ec Hons (PU for CHE), MSc Home Ec (PU for CHE), PhD Learning and teaching (NWU).

UODL - UNIT FOR OPEN DISTANCE LEARNING / EENHEID VIR OOP AFSTANDSONDERRIG

Academic coordinator: Ms OR Appolus, BA (Nursing Science) (UNISA), BA (Hons) (Health Studies) (UNISA), BA (Hons) (Life Skills and Counselling) (UNW), MBA (General) (MANCOSA).

CENTRE FOR HEALTH AND HUMAN PERFORMANCE / SENTRUM VIR GESONDHEID EN MENSLIKE PRESTASIE

Institute for Psychology and Wellbeing / Instituut vir Psigologie en Welstand

Head: Prof P Kruger BA (Public and private sectors) (PU for CHE), BA (Hons) Psychology (PU for CHE), BA (Hons) Sport Science (PU for CHE), MA Clinical Psychology (UFS), PhD Psychology (NWU), Postgraduate Certificate: Cognitive Behavioural Therapy (Albert Ellis Institute; New York State University).

Ipeleng Centre / Ipelegeng Sentrum

Prof Ushotanefe Useh, BSc. Hons Physiotherapy (Ibadan), LLB (NWU), MEd Exercise Physiology (Ibadan), PhD in Sociology (UNIVEN) Pgd in Education (Plymouth), Pgd Management (NWU), Fellow Higher Education Academy (UK).

Institute for Biokinetics / Instituut vir Biokinetika

Head: Ms E Kruger, BA (Sport development) (UFS), BA Hons (UFS), MSc (Med) (Biokinetics) (Wits)

Institute for Sport Science and Development / Instituut vir Sportwetenskap en -ontwikkeling

Head: Dr Y Willemse, BA (PU for CHE), Hons BA (PU for CHE), MA (PU for CHE), PhD (NWU).

SENIOR FACULTY ADMINISTRATOR / SENIOR FAKULTEIT ADMINISTRATEUR

Ms C Postma, BA (PU for CHE), Hons BA (PU for CHE), MA (PU for CHE).

FACULTY ACCOUNTANT / FAKULTEIT REKENMEESTER

Ms S Kukard, BCom (NWU).

FACUTY BOARD / FAKULTEITSRAAD

The Faculty Management Committee supported the Terms of Reference for the Faculty Board as well as the proposed committee structure for the Faculty.

It was confirmed that the number of academics that can serve on the Faculty Board (par 4.1.1.5) was 15% for the Faculty of Health Sciences, to be divided between six categories namely: *Professor (10), Associate professor (10), NRF researchers (5), Snr Lecturer (10), Lecturer (5), Jnr Lecturer (1)*.

Note: There was not sufficient time to have properly constituted Faculty Boards in terms of the prescripts of the Statute arranged ready for reporting back to Senate on 1 November 2017. The constitution of the new Faculty Board will be finalised once the election of academic members have been concluded.

Re MEMO Prof MM Verhoef; 20-10-2017

FACULTY MANAGEMENT COMMITTEE / FAKULTEIT BESTUURSKOMITEE

Chairperson: Prof AF (Awie) Kotzé (Executive Dean)

Vice chairperson: Prof SM (Grieta) Hanekom

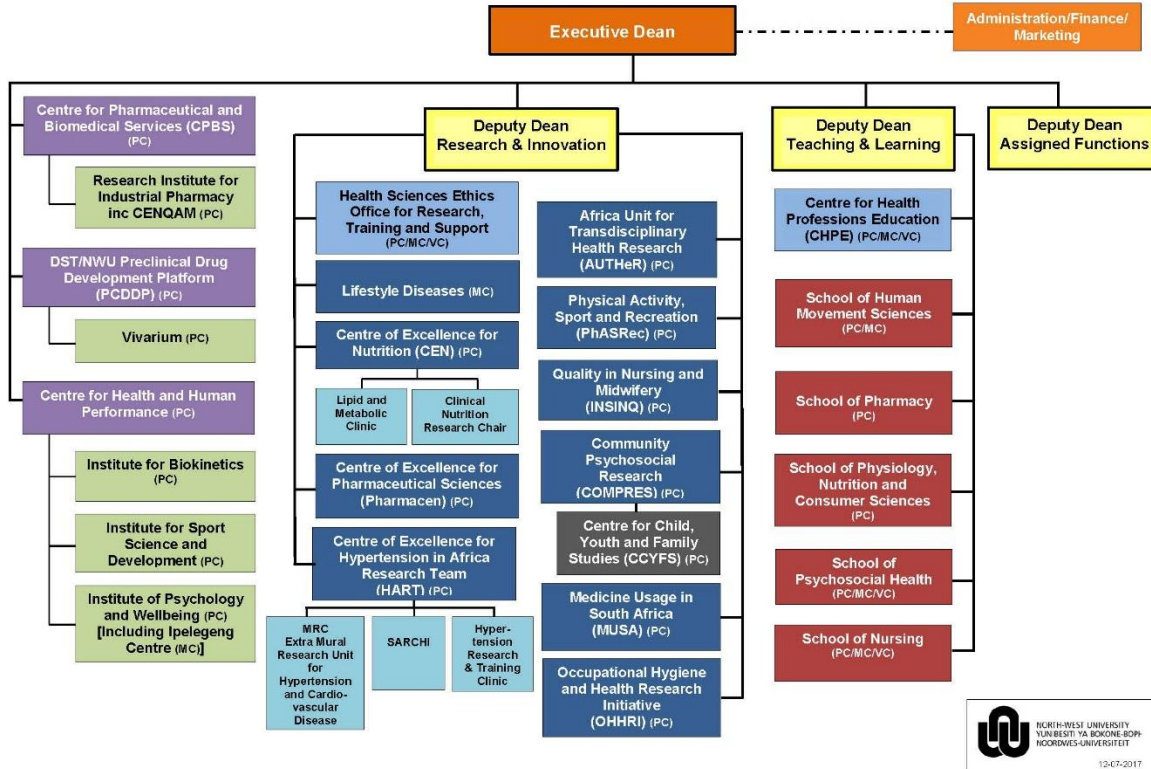
Secretariate: Ms R (Raelene) Hornsby (Snr Committee Coordinator)

Prof AJ (Abel) Pienaar	Dr HJ (Hayley) Walker-Williams
Prof JH (Hans) de Ridder	Prof CM (Marius) Smuts
Prof S (Sandra) van Dyk	Prof J (Jeanetta) du Plessis
Prof SM (Grieta) Hanekom	Prof HW (Hugo) Huisman
Prof AG (Alida) Herbst	Prof P (Petra) Bester
Ms E (Elsabe) Bornman	Prof SJ (Hanlie) Moss
Dr MJ (Molekodi) Matsipane	Prof HB (Herman) Grobler
Dr EI (Elizabeth) Smit	Prof CS (Karin) Minnie
Prof CHM (Retha) Bloem	Prof JL (Johan) du Plessis
Prof GM (Gerda) Reitsma	Prof MS (Martie) Lubbe
Ms C (Corrie) Postma	Prof APS (Petro) Terblanche
Ms S (Salomé) Kukard	Prof AF (Anne) Grobler
	Prof M (Minrie) Greeff

Faculty link:

<http://health-sciences.nwu.ac.za/>

FACULTY OF HEALTH SCIENCES



HSC.1 FACULTY RULES / FAKULTEITSREËLS

HSC.1.1 AUTHORITY OF THE A-RULES / GESAG VAN DIE A-REËLS

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty Yearbook as well as the quality assurance manual of the faculty are subject to the A-Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the A-Rules (A-Rule 1.1).

The A-Rules reflected on the website of the University at http://www.nwu.ac.za/content/policy_rules#arules.

Die fakulteitsreëls, -riglyne en –prosedures wat ten aansien van die verskillende kwalifikasies, programme en kurrikulums van hierdie fakulteit geld en in hierdie fakulteitsjaarboek asook kwaliteitshandleiding van die fakulteit opgeneem is, is onderhewig aan die A-Reëls van die Universiteit, soos dit van tyd tot tyd deur die Raad van die Universiteit op aanbeveling van die Senaat vasgestel word, en moet dus met daardie A-Reëls saamgelees word (A-Reël 1.1).

Die A-Reëls verskyn op die Universiteit se tuisblad by <http://www.nwu.ac.za/af/content/beleide-en-reels>

HSC.1.2 STRUCTURE OF QUALIFICATIONS / STRUKTUUR VAN KWALIFIKASIES

The structure, method of delivery and presentation mode of each programme in this Yearbook which are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the NWU and consistent with the requirements of the Higher Education Act (101 of 1997), the Higher Education Qualifications Sub-framework (HEQSF), the Department of Higher Education and Training (DoHET) and the South African Qualifications Authority (SAQA) (A-Rules 1.1, 1.2 and 2.1).

The following type specifications with regards to the Higher Education Qualification Transcriptors are applicable to the qualifications offered in the Faculty of Health Sciences (HSC.1.3.2):

Diploma

NQF exit level	6
Minimum total credits	240
Minimum credits at level 6	120

OR

NQF exit level	6
Minimum total credits	360
Minimum credits at level 6	120

Completion of a 240- or 360 Diploma meets the minimum entry requirement for admission to a Bachelor's degree. Accumulated credits may also be presented for admission into a cognate Bachelor's Degree programme.

Completion of a 360-credit Diploma also meets the minimum entry requirement for admission to an Advanced Diploma. Candidates who complete the 240-credit Diploma may enter an Advanced Diploma upon successful completion of a work-integrated learning component of a combination of work-integrated learning and coursework equivalent to 120 credits that is approved and accredited by an education provider and/or a professional body and a QC. A qualification may not be awarded for early exit from a Diploma programme.

Bachelor's Degree

NQF exit level	7
Minimum total credits	360
Minimum credits at level 7	120

OR

NQF exit level	8
Minimum total credits	480
Minimum credits at level 8	120

Some professionally-oriented Bachelor's Degree programmes are designed in consultation with a professional body and recognised by a professional body as a requirement for a licence to practice that profession. These information is indicated at the relevant programmes in this Yearbook.

Bachelor of Social Work (8EW K01, G401P/M/V) (Total credits = 564)

Bachelor of Pharmacy (8EK K01, G401P) (Total credits = 568)

Bachelor of Science in Dietetics (8EL K01, G401P) (Total credits= 576)

Bachelor of Health Sciences in Occupational Hygiene (8EB K01, G401P) (Total credits = 548)

Bachelor of Health Sciences in Biokinetics (8DR K01, G401P) (Total credits = 572)

Bachelor of Nursing Science (BCur) (120 101, G409P) (Total credits = 590)

Bachelor of Nursing Sciences (BNSc) (270 101, N111M) (Total credits = 540)

(The application for the aligned Nursing programme is in process to be submitted at ICAS)

Die struktuur, metode van aflewering en aanbiedingswyse van elke program is onderhewig aan die beleid wat deur die Institusionele Komitee vir Akademiese Standaarde (IKAS) van die NWU opgestel is en in ooreenstemming is met die vereistes van die Wet op Hoër Onderwys (101 van 1997), die Hoër Onderwys Kwalifikasies Sub-Raamwerk (HOKSR), die Departement van Hoër Onderwys en Opleiding (DHOO) en die Suid-Afrikaanse Kwalifikasies Owerheid (SAKO) (A-Reëls 1.1, 1.2 and 2.1).

Die volgende tipe spesifikasies met verwysing na die *Higher Education Qualification Transcriptors*, is op die kwalifikasies wat deur Fakulteit Gesondheidswetenskappe aangebied word, van toepassing (HSC.1.3.2):

Diploma

NKR uittree vlak	6
Minimum totale krediete	240
Minimum krediete op vlak 6	120

OF

NKR uittree vlak	6
Minimum totale krediete	360
Minimum krediete op vlak 6	120

Voltooiing van 'n 240- of 360-diploma voldoen aan die minimum toelatingsvereiste vir toelating tot 'n baccalaureusgraad. Akkumuleerde krediete kan ook vir toelating tot 'n verwante Baccalaureusgraad-program aangebied word.

Voltooiing van 'n 360-krediet Diploma voldoen ook aan die minimum toelatingsvereiste vir toelating tot 'n Gevorderde Diploma. Kandidate wat die 240-kredietgraad voltooi, mag vir 'n Gevorderde Diploma inskryf by die suksesvolle voltooiing van 'n werkgeïntegreerde leerkomponent van 'n kombinasie van werkgeïntegreerde leer en gedoseer gelykstaande aan 120 krediete wat goedgekeur en geakkrediteer is deur 'n onderwysverskaffer en / of 'n professionele liggaam en 'n QC. 'n Kwalifikasie mag nie toegeken word vir vroeë uittrede van 'n Diploma-program nie.

Baccalaureus Graad

NKR uittree vlak	7
Minimum totale krediete	360
Minimum krediete op vlak 7	120

OR

NKR uittree vlak	8
Minimum totale krediete	480
Minimum krediete op vlak 8	120

Sommige professioneel-georiënteerde Baccalaureusgraad-programme is ontwerp in ooreenstemming met 'n professionele liggaam en erken deur 'n professionele liggaam as 'n vereiste vir 'n lisensie om daardie professie te beoefen. Hierdie inligting word by die betrokke programme in hierdie Jaarboek aangedui.

Bachelor of Social Work (8EW K01, G401P/M/V) (Total credits = 564)

Bachelor of Pharmacy (8EK K01, G401P) (Total credits = 568)

Bachelor of Science in Dietetics (8EL K01, G401P) (Total credits= 576)

Bachelor of Health Sciences in Occupational Hygiene (8EB K01, G401P) (Total credits = 548)

Bachelor of Health Sciences in Biokinetics (8DR K01, G401P) (Total credits = 572)
Bachelor of Nursing Science (BCur) (120 101, G409P) (Total credits = 590)
Bachelor of Nursing Sciences (BNSc) (270 101, N111M) (Total credits = 540)
(Die aansoek vir die belynde program in Verpleegkunde is in proses van indiening by IKAS).

HSC.1.3 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

Programme specific requirements and structures will be presented in the Yearbook and procedures published in the relevant quality manual of the Faculty. Students are referred to the faculty rules and procedures where applicable (A-Rule 1.3).

Programspesifieke vereistes en strukture word in die jaarboek van die fakulteit opgeneem en prosedures word in die relevante kwaliteitshandleiding van die Fakulteit gepubliseer. Studente word verwys na die fakulteitsreëls en prosedures waar van toepassing (A-Reël 1.3).

HSC.1.3.1 Duration of study (Minimum and Maximum duration) / Duur van studie (Minimum en Maksimum duur)

All the undergraduate qualifications are offered on a full-time contact basis.

The minimum and maximum duration of study for each qualification is indicated at the relevant programme in the Yearbook as follows (A-Rule 1.3.3 and 1.14). Students who want to apply for extension of the study period (A-Rule 1.17) will adhere to the maximum duration of study as indicated in the A-Rule 1.14:

Two-year qualifications

The duration of the study for a two year qualification is a minimum of two (2) years and a maximum of four (4) years (A-Rule 1.14).

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Three-year qualifications

The duration of the study for a three year qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Four-year qualifications

The duration of the study for a four year qualification is a minimum of four (4) years and a maximum of six (6) years (A-Rule 1.14).

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Al die voorgraadse kwalifikasies word op 'n voltydse kontakbasis aangebied.

Die minimum en maksimum duur van studie vir elke kwalifikasie word soos volg by die betrokke program in die Jaarboek aangedui (A-Reël 1.3.3 en 1.14). Studente wat aansoek doen om die verlenging van die studietydperk (A-Reël 1.17) sal voldoen aan die maksimum duur van studie soos aangedui in die A-Reël 1.14:

Twee-jaar kwalifikasies

Die duur van die studie vir 'n twee-jaar kwalifikasie is 'n minimum van twee (2) jaar en maksimum vier (4) jaar (A-Reël 1.14).

Verlenging van die studietydperk kan geskied volgens die bepalings van A-Reël 1.17.

Drie-jaar kwalifikasies

Die duur van die studie vir 'n drie-jaar kwalifikasie is 'n minimum van drie (3) jaar en maksimum vyf (5) jaar (A-reël 1.14).

Verlenging van die studietydperk kan geskied volgens die bepalings van A-Reël 1.17.

Vier-jaar kwalifikasies

Die duur van die studie vir 'n vier-jaar kwalifikasie is 'n minimum van vier (4) jaar en 'n maksimum van ses (6) jaar (A-reël 1.14).

Verlenging van die studietydperk kan geskied volgens die bepalings van A-Reël 1.17.

HSC.1.3.2 *Phasing in and out or amendments of programmes and curricula (HEQSF alignment) / In- en uitfasering of wysiging van programme / kurrikulums (HOKR-belyning)*

The directors of all schools concerned, in consultation with the subject chairs / programme leaders, issue transitional rules where necessary in order to facilitate the transition from existing programmes to new programmes of where amendments were made (A-Rule 1.3.5).

Information on both the new HEQSF-aligned programmes as well as unaligned programmes that are phasing out is included in the yearbook.

If the curriculum for which a student registered in the previous year was amended in this Yearbook, the student's curriculum will be adjusted to correspond with the version in this Yearbook. If at all possible, adjustments will be made in such a manner that a student's study load is not increased (A-Rules 1.2 and 2.1).

These steps may include electronic communication and changing information on the web page of the faculty.

Die direkteur van elke betrokke skool, in oorleg met die vakvoorsitters / programmeleiers, reik waar nodig oorgangsreëls uit ten einde die oorgang van bestaande programme na nuwe programme of waar wysigings gemaak is, moontlik te maak (A-Reël 1.3.5).

Inligting rakende die nuwe HOKR-belynde programme sowel as die onbelynde programme wat uitfaseer is in die jaarboek ingesluit.

Indien die kurrikulum waarvoor 'n student in 'n voorafgaande jaar geregistreer het in hierdie jaarboek gewysig is, sal die student se kurrikulum aangepas word om in ooreenstemming te wees met die weergawe in hierdie jaarboek. Indien enigsins moontlik sal aanpassings so gedoen word dat 'n student se studielas nie daardeur verswaar word nie (A-Reëls 1.2 en 2.1).

Hierdie stappe kan elektroniese kommunikasie en veranderende inligting op die fakulteit se webblad insluit.

HSC.1.4 *APPLICATION, SELECTION AND ADMISSION TO THE UNIVERSITY / AANSOEK, KEURING EN TOELATING TOT DIE UNIVERSITEIT*

HSC.1.4.1 *Application and admission / Aansoek en toelating*

*The **admission requirements** for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council http://www.nwu.ac.za/content/policy_rules (A-Rule 1.5.1.2).*

Taking due cognizance of the A-Rules 1.5.1 and 1.5.2 and the Faculty Rules, as contained in the relevant Yearbooks, the University reserves the right to apply e.g. the under mentioned selection model on the basis of which consideration will be given to candidates' applications.

*Where there is an indication of **selection** in the column with the heading "Selection tests" in the following table, specific selection tests are applicable and the guidelines of the selection procedures of the different programmes are available in the quality assurance manual of the faculty.*

Programme-specific additional admission requirements are provided at the relevant programmes in the Yearbook (A-Rule 1.5.1.3).

Faculty specific procedures are published in the relevant quality manual of the faculty.

Selection model: Determination of APS-score (APS= Academic Performance Scale)

NSC-scale	APS-score
8 (90-100%)	8
7 (80-89%)	7
6 (70-79%)	6
5 (60-69%)	5
4 (50-59%)	4
3 (40-49%)	3
2 (30-39%)	2
1 (0-29%)	1

1. The results achieved in six subjects will be used to determine the APS-score.
2. The results achieved in Life Orientation (LO) will not be rated in calculating the APS-score. An achievement on level 5 or higher, in Life Orientation will only be regarded as recommendation in border line cases, or as recommendation for admission to specific programmes. Students should furthermore pass Life Orientation at level 3 in order to obtain a National Senior Certificate (NSC).
3. A student who achieved one or two APS scale points less than required for a specific study programme, may on discretion of the Senate be admitted conditionally to a particular study programme. Such students must prove their ability to be admitted for tertiary education, by successful completion of a Senate approved admissions examination, registered with the Matriculation Board.
4. A student, who achieved three or four APS scale points less during the Senior Certificate examination, may be admitted to a specific study programme by means of a discretionary exemption by the Senate after successful completion of the approved Admissions examination and an approved Bridging programme.
5. A student, who obtains Discretionary Exemption, may be admitted to certain study programmes on certain conditions.

Information is subject to change. Please contact the Admissions Department for the latest information. Information regarding the **postgraduate programmes and diplomas** is available in the postgraduate yearbook of the Faculty of Health Sciences.

Die **toelatingsvereistes** vir alle formele akademiese kwalifikasies wat deur die Universiteit aangebied word, is uiteengesit in die Toelatingsbeleid soos goedgekeur deur die Senaat en die Raad http://www.nwu.ac.za/content/policy_rules (A-Reël 1.5.1.2).

Met inagneming van die A-Reëls 1.5.1 en 1.5.2, fakulteitsreëls, -riglyne en -prosedures soos vervat in die betrokke jaarboeke en die Kwaliteitshandleiding, behou die Universiteit hom die reg voor om onder andere die volgende keuringsmodel toe te pas, aan die hand van welke resultate oorweging aan kandidate se aansoeke verleen sal word.

Waar in die kolom “Keuringstoets” van die meegaande tabel **keuring** aangedui word, word spesifieke keuringstoets in die onderskeie programme afgeleë en is die keuringsriglyne van die onderskeie programme in die kwaliteitshandleiding van die fakulteit beskikbaar.

Program-spesifieke addisionele toelatingsvereistes word verskaf by die toepaslike programme in die Jaarboek (A-Reël 1.5.1.3).

Fakulteitspesifieke **prosedures** word in die betrokke kwaliteitshandleiding van die fakulteit gepubliseer.

Keuringsmodel: Bepaling van die APS-telling (APS = Akademiese Prestasieskaal)

NSS-skaal	APS-telling
8 (90-100%)	8
7 (80-89%)	7
6 (70-79%)	6
5 (60-69%)	5
4 (50-59%)	4
3 (40-49%)	3
2 (30-39%)	2
1 (0-29%)	1

1. Die prestasie behaal in 6 vakke word gebruik om die APS-telling te bereken.
2. Die APS-punt behaal in Lewensoriëntering (LO) word nie in berekening gebring by die berekening van die APS-telling nie. 'n APS-punt behaal in LO op skaal 5 of hoër, sal alleenlik in aanmerking geneem word by die oorweging van grensgevalle of as aanbeveling vir toelating tot bepaalde programme. 'n Student moet in elk geval 'n skaalpunt van 3 in Lewensoriëntering behaal ten einde 'n Nasionale Senior Sertifikaat (NSS) te verwerf.
3. 'n Student wat een of twee APS-skaalpunte minder behaal as wat vereis word vir 'n bepaalde studierigting, kan op grond van die diskresie van die Senaat voorwaardelik tot 'n bepaalde studierigting toegelaat word. So 'n student sal deur die suksesvolle aflegging van 'n Senaatsgoedgekeurde Toelatingseksamen wat by die Matrikulasieraad geregistreer is, moet bewys dat hy/sy oor die vermoë beskik om tot universiteitstudies toegelaat te word.
4. 'n Student wat drie of vier APS-skaalpunte minder in die Senior Sertifikaat Eksamen behaal, kan na die suksesvolle aflegging van 'n Senaatsgoedgekeurde Toelatings-eksamen en 'n Senaatsgoedgekeurde brugprogram by wyse van Senaatsdiskresionêre Vrystelling tot 'n bepaalde studieprogram toegelaat word.
5. 'n Student wat Voorwaardelike Vrystelling verwerf, kan onder bepaalde voorwaardes tot sekere studieprogramme toegelaat word.

Inligting is onderhewig aan verandering. Skakel die Toelatingsafdeling vir die jongste inligting en besonderhede. Volledige besonderhede van **nagraadse kwalifikasies en diplomas** verskyn in die nagraadse jaarboek van die Fakulteit Gesondheidswetenskappe.

The qualifications offered by the Faculty of Health Sciences are approved at the relevant structures and on the PQM of the University (HSC.1.3.4).

HSC.1.4.2 Qualifications, programmes and curricula (A-Rule 1.2.2) / Kwalifikasies, programme en kurrikula (A-Reël 1.2.2)

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
Diploma in Sport Science / Diploma in Sportkunde (3 yrs/jr) G101P (832100) (Phase out) Diploma in Coaching Science / Diploma in Afrigtingswetenskap (2 yrs/jr) (Old code: 832100 ; G101P/M) 8EN A01; G201P/M Sites: Potchefstroom & Mafikeng	<i>National Senior Certificate / Nasionale Senior Sertifikaat</i>	16	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	6
Bachelor of Health Sciences / Baccalaureus Gesondheidswetenskappe (3 yrs/jr) (WITH / MET) <i>*Physiology and Biochemistry / Fisiologie en Biochemie</i> (Old code: 200112 ; G301P) 8DJ H01; G301P <i>*Physiology and Psychology / Fisiologie en Psigologie</i> (Old code: 200186 ; G301P) 8DJ H02; G301P <i>*Sport Coaching and Human Movement Sciences / Sportafrigting en Menslike Bewegingswetenskappe</i> (Old code: 100167 ; G301P) 8DJ H03; G301P/M Sites: Potchefstroom (Mafikeng will start 2019)	<i>Mathematics level 5 (60-69%) and Physical Science level 4 (50-59%) / Wiskunde vlak 5 (60-69%) en Fisiese Wetenskap vlak 4 (50-59%)</i> <i>Mathematics level 3 (40-49%) and Physical Science level 4 (50-59%) / Wiskunde vlak 3 (40-49%) en Fisiese Wetenskap vlak 4 (50-59%)</i>	24	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	7

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
<i>*Human Movement Science and Recreation Science / Menslike Bewegingskunde en Rekreasiekunde</i> (Old code: 843100; G317P) 8DJ H04; G301P (Phase out) <i>*Recreation Science and Psychology / Rekreasiekunde en Psigologie</i> (Old code: 100167 ; G304P) 8DJ H05 ; G301P <i>*Recreation Science and Tourism Management / Rekreasiekunde en Toerismebestuur</i> (Old code: 100167; G305P) 8DJ H06; G301P <i>*Sport and Recreation Administration / Sport- en Rekreasie Administrasie</i> (Old code: 8DJ H04 ; G304P) 8DJ H07; G301P					
Bachelor of Arts in Health Sciences / Baccalaureus Artium Gesondheidswetenskappe (3 yrs/jr) (with/met) <i>*Human Movement Sciences & Psychology / Menslike Bewegingskunde en Psigologie</i> G301P (100167) (Phase out)		24	Academic paper selection / Akademiese papierkeuring Best average mark / Beste gemiddelde punt	Full-time / Voltyds	7
Bachelor of Arts in Psychology and Labour Relations / Baccalaureus Artium in Psigologie en Arbeidsverhouding (3 yrs/jr) G301P (100170) (Phase out)		22		Full-time / Voltyds	7

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
Bachelor of Arts in Behavioural Sciences / Baccalaureus in Gedragwetenskappe (3 yrs/jr) (with/met) Psychology and Labour Relations Management / Psigologie en Arbeidsverhoudingebestuur L303V (100143) (Phase out) Site: Vaal Triangle		22		Full-time / Voltyds	7
Bachelor of Arts in Behavioural Sciences / Baccalaureus Artium in Gedragwetenskappe (3 yrs/jr) WITH / MET *Psychology & Labour Relations Management / Psigologie en Arbeidsverhoudingebestuur (Old code: 100170 ; G301P & 100143 ; G301P) 1GR H02; G301P/V Site: Potchefstroom & Vaal Triangle		24		Full-time / Voltyds	7
Bachelor of Arts in Psychology & Geography & Environment Study / Baccalaureus Artium in Psigologie en Geografie en Omgewingstudie (3 yrs/jr) G301P (100172) (Phase out)		22		Full-time / Voltyds	7
Bachelor of Arts in Psychology and Tourism Management / Baccalaureus Artium in Psigologie en Toerismebestuur (3 yrs/jr) G302P (100175) (Phase out)		22		Full-time / Voltyds	7
Bachelor of Arts / Baccalaureus Artium (3 yrs/jr) WITH / MET *Psychology and Geography & Environmental Management / Psigologie en Geografie & Omgewingsbestuur		24		Full-time / Voltyds	7

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
(Old code: 100172; G301P 1GB H10; G301P <i>*Psychology and Tourism Management / Psigologie en Toerismebestuur</i> (Old code: 100175; G302P) 1GB H11; G301P					
Bachelor of Arts (Sport, Health and Leisure Science) / Baccalaureus Artium (Sport-, Gesondheid- en Vryetydwetenskap (3 yrs/jr) <i>*Human Movement Science and Recreation Science / Menslike Bewegingskunde en Rekreasiekunde</i> G317P (843100) (Phased out) – ONLY PIPELINE		22	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	7
Bachelor of Science in Biological Sciences / Baccalaureus Scientiae in Biologiese Wetenskappe/ (3 yrs/jr) <i>*Physiology & Biochemistry / Fisiologie en Biochemie</i> G301P (200112) (Phase out) – see BHSci <i>*Psychology & Computer & Information Systems / Psigologie en Rekenaar- en Inligtingstelsels</i> G305P (200112) (Phase out) <i>*Psychology & Mathematics / Psigologie en Wiskunde</i> G307P (200112) (Phase out)	<i>Mathematics level 5 (60-69%) and Physical Science level 4 (50-59%) / Wiskunde vlak 5 (60- 69%) en Fisiese Wetenskap vlak 4 (50-59%)</i>	26		<i>Full-time / Voltyds</i>	7
Bachelor of Science in Health / Baccalaureus Scientiae in Gesondheidswetenskappe (3 yrs/jr) <i>*Physiology and Psychology / Fisiologie en Psigologie</i> G302P (200186) (Phase out) – see BHSci	<i>Mathematics level 3 (40-49%) and Physical Science level 4 (50-59%) / Wiskunde vlak 3 (40- 49%) en Fisiese Wetenskap vlak 4 (50-59%)</i>	24		<i>Full-time / Voltyds</i>	7

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
Bachelor of Science in Human Movement Science and Physiology / Baccalaureus Scientiae in Menslike Bewegingskunde en Fisiologie (3 yrs/jr) G302P (200187) (Phase out)	<i>Mathematics level 3 (40-49%) and Physical Science level 4 (50-59%) / Wiskunde vlak 3 (40- 49%) en Fisiese Wetenskap vlak 4 (50-59%)</i>	24	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	7
Bachelor of Science Consumer Sciences / Baccalaureus Scientiae Verbruikerswetenskappe (3 yrs/jr) <i>*Consumer Sciences with Business Management / Verbruikerswetenskappe met Ondernemingsbestuur G303P (845100)</i> <i>* Consumer Sciences with Tourism Management / Verbruikerswetenskappe met Toerismebestuur G304P (845100)</i> (These programmes will phase out. New programmes start 2019)	<i>Selection: Applications close 30 June. Late applications will be considered on merit. Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.</i> <i>Ten minste een natuurwetenskaplike vak op vlak 4 (50-59%) (erkende natuurwetenskaplike vakke: Wiskunde of Fisiese- of Landbou- of Lewenswetenskappe). 'n Gemiddelde persentasie hoër as 70% in Wiskundige geletterdheid sal in aanmerking geneem word.</i>	24	<i>Yes / Ja</i>	<i>Full-time / Voltyds</i>	7
Bachelor of Consumer Studies – NEW 2019 (3 yrs/jr) SAQA ID: 99633 Credits: 388	<i>Selection: Applications close 30 June. Late applications will be considered on merit. Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences). An average mark above 70% in Mathematics literacy will be considered.</i>	24	<i>Yes / Ja</i>	<i>Full-time / Voltyds</i>	7

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
	Ten minste een natuurwetenskaplike vak op vlak 4 (50-59%) (erkende natuurwetenskaplike vakke: Wiskunde of Fisiese- of Landbou- of Lewenswetenskappe). 'n Gemiddelde persentasie hoër as 70% in Wiskundige geletterdheid sal in aanmerking geneem word.				
Bachelor of Consumer Sciences in Food Product Management – NEW 2019 (4 yrs/jr) SAQA ID: 99636 Credits: 524 (WITH / MET) <i>* Bachelor of Consumer Sciences in Food Product Management with food communication</i>	<i>Selection: Applications close 30 June. Late applications will be considered on merit.</i> <i>Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences).</i> <i>An average mark above 70% in Mathematics literacy will be considered.</i> Ten minste een natuurwetenskaplike vak op vlak 4 (50-59%) (erkende natuurwetenskaplike vakke: Wiskunde of Fisiese- of Landbou- of Lewenswetenskappe). 'n Gemiddelde persentasie hoër as 70% in Wiskundige geletterdheid sal in aanmerking geneem word.	24	Yes / Ja	Full-time / Voltyds	8
<i>* Bachelor of Consumer Sciences in Food Product Management with food supply</i>	<i>Selection: Applications close 30 June. Late applications will be considered on merit.</i> <i>Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>Mathematics on level 4 (50-59%) is required.</i> <i>If chemistry is chosen as an elective in the programme, then Physical Sciences on level 4 (50-59%) is required.</i> Wiskunde op vlak 4 (50-59%) word vereis.	24	Yes / Ja	Full-time / Voltyds	8

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
	Indien chemie as keusemodule in die program gekies word, word Fisiese Wetenskappe op vlak 4 (50-59%) vereis.				
Bachelor of Consumer Sciences in Fashion Retail Management – NEW 2019 (4 yrs/jr) SAQA ID: Credits: 524 (WITH / MET) <i>* Bachelor of Consumer Sciences in Fashion Retail Management with fashion communication</i>	<i>Selection: Applications close 30 June. Late applications will be considered on merit.</i> Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word. <i>At least one subject from the natural sciences passed on level 4 (50-59%) (designated natural science subjects: Mathematics or Physical Sciences or Agricultural or Life Sciences).</i> <i>An average mark above 70% in Mathematics literacy will be considered.</i> Ten minste een natuurwetenskaplike vak op vlak 4 (50-59%) (erkende natuurwetenskaplike vakke: Wiskunde of Fisiese- of Landbou- of Lewenswetenskappe). 'n Gemiddelde persentasie hoër as 70% in Wiskundige geletterdheid sal in aanmerking geneem word.	24	Yes / Ja	Full-time / Voltyds	8
<i>* Bachelor of Consumer Sciences in Fashion Retail Management with fashion supply</i>	<i>Selection: Applications close 30 June. Late applications will be considered on merit.</i> Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word. <i>Mathematics on level 4 (50-59%) is required.</i> Wiskunde op vlak 4 (50-59%) word vereis.	24	Yes / Ja	Full-time / Voltyds	8
Bachelor of Social Work / Baccalaureus in Maatskaplike Werk (4 yrs/jr) G402P/M/V (111101) (Phased out) (G403P/M/V) (111101) (Phase out) 8EW K01; G401P/M/V	<i>Selection: Applications close 30 June. Late applications will be considered on merit</i> Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.	28	Yes / Ja <i>Academic paper selection and Psychometric tests /</i> Akademiese papierkeuring en	Full-time / Voltyds	8

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
SAQA ID: 23994 Site: Potchefstroom, Mafikeng & Vaal Triangle			psigometriese toetse		
Bachelor of Pharmacy / Baccalaureus Pharmaciae (4 yrs/jr) G413P (800101) (Phase out) (Old code: 800101; G413P) 8EK K01; G401P	<i>Applications close 30 June. Late applications will be considered on merit. / Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>Mathematics on level 5 (60-69%) and Physical Science on level 5 (60-69%) / Wiskunde vlak 5 (60-69%) en Fisiese Wetenskap op vlak 5 (60- 69%)</i>	30	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	8
Bachelor of Science in Dietetics / Baccalaureus Scientiae in Dieetkunde (4 yrs/jr) <i>*Dietetics / Dieetkunde</i> G402P (206101) (Phase out) (Old code: 206101; G402P) 8EL K01; G401P	<i>Selection: Applications close 30 June. Late applications will be considered on merit. / Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>Mathematics level 4 (50-59%) and Physical Science on level 4 (50-59%) / Wiskunde vlak 4 (50-59%) en Fisiese Wetenskap op vlak 4 (50- 59%)</i>	26	<i>Yes / Ja Academmic paper selection & Interview / Akademiese papierkeuring & Onderhoud</i>	<i>Full-time / Voltyds</i>	8
Bachelor of Health Sciences in Occupational Hygiene / Baccalaureus Gesondheidswetenskappe in Beroepshigiëne (4 yrs/jr) <i>*Occupational Hygiene / Beroepshigiëne</i> 8EB K01; G401P SAQA ID: 94138	<i>Selection: Applications close 30 June. Late applications will be considered on merit. / Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>Mathematics level 5 (60-69%) and Physical Science on level 5 (60-69%) / Wiskunde vlak 5 (60-69%) en Fisiese Wetenskap op vlak 5 (60- 69%)</i>	27	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	8
Bachelor of Health Sciences in Biokinetics / Baccalaureus Gesondheidswetenskappe in Biokinetika (4 yrs/jr) <i>*Biokinetics / Biokinetika</i> 8DR K01; G401P SAQA ID: 97936	<i>Applications close 30 June. Late applications may be considered on merit. / Aansoeke sluit 30 Junie. Laat aansoeke kan op meriete oorweeg word.</i> <i>Mathematics level 3 (40-49%) OR Mathematics Literacy level 4 (50-59) AND Physical Science OR Life Sciences at least level 4 (50-59%) / Wiskunde vlak 3 (40-49%) OF Wiskunde</i>	26	<i>Academic paper selection / Akademiese papierkeuring</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	8

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
	geletterdheid vlak 4 (50-59) EN Fisiese Wetenskap OF Lewenswetenskap op ten minste vlak 4 (50-59%). <i>Students should, prior to starting the course in Biokinetics, be medically fit for the fitness component of the course. / Studente moet voor aanvang van studies in Biokinetika medies geskik wees vir die fisieke komponent van die kursus.</i>				
Bachelor of Nursing Sciences / Baccalaureus Curationis (BCur) (4 yrs/jr) <i>*General, Psychiatric, Community Nursing Science and Midwifery / Algemene-, Psigiatryse-, Verloskundige- en Gemeenskapsverpleegkunde</i> 120 101; G409P Site: Potchefstroom	<i>Selection: Applications close 30 June. Late applications will be considered on merit. / Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>Physical Science or Life Sciences (Biology) or Mathematics passed on level 4 (50-59%). / Fisiese Wetenskap of Lewenswetenskap of Wiskunde op vlak 4 (50-59%).</i> <i>Experience in the practical field ("hospital shadowing") is compulsory. / Ondervinding in die praktyk (hospitaal skoliere program ["skaduverpleging"]) is verpligtend.</i>	25	Yes / Ja <i>Academic paper selection & Job shadowing / Akademiese papierkeuring en skaduverpleging</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	8
Bachelor of Nursing Sciences (BNSc) (4 yrs/jr) 270 102; N111M Site: Mafikeng	<i>Selection: Applications close 30 June. Late applications will be considered on merit. / Keuring: Aansoeke sluit 30 Junie. Laat aansoeke sal op meriete oorweeg word.</i> <i>English on level 4 (50-59%), Mathematics on level 4 (50-59%) OR Mathematics Literacy on level 5 (60-69%), Physical Science level 4 (50-59%) OR Life Sciences level 4 (50-59%).</i>	26	Yes / Ja <i>Academic paper selection & Interview / Akademiese papierkeuring & Onderhoud</i> <i>Best average mark / Beste gemiddelde punt</i>	<i>Full-time / Voltyds</i>	8

DEGREE/DIPLOMA GRAAD/DIPLOMA	REQUIRED NSC SUBJECTS PLUS SELECTION REQUIREMENTS / VEREISTE NSS-VAKKE PLUS KEURINGSVEREISTES	APS	SELECTION TEST / KEURINGS- TOETS	Method of Delivery / Metode van aflewering	NQF- level / NKR vlak
Baccalaureus Curationis (Educationis et Administrationis) (BCur Ed et Adm) (3 yrs/jr) *Health Science Education and Health Service Management G318T (829 100) (Phased out)	Indicated at programme in this Yearbook			<i>Full-time / Voltyds</i>	7
Bachelor of Nursing (BN) (3 yrs/jr) WITH *Management 269 100; N109M *Education 269 101; N110M Site: Mafikeng Phasing out. Last intake 2019					7

NOTE:

According to the NWU restructuring and HEQSF alignment process, the ownership of the following programmes move to the Faculty of Humanities from 2018. Students will be serviced at the Faculty of Humanities.

Baccalaureus Artium Psigologie en Afrikaans en Nederlands / Psychology & Afrikaans & Dutch (3 jrljrs) G301P (100169)		22		<i>Full-time / Voltyds</i>	7
Baccalaureus Artium Psigologie en Engels / Psychology & English (3 jrljrs) G301P (100171)		22		<i>Full-time / Voltyds</i>	7
Baccalaureus Artium Psigologie en Setswana / Psychology & Setswana (3 jrljrs) G301P (100173)		22		<i>Full-time / Voltyds</i>	7
Baccalaureus Artium Psigologie en Sosiologie / Psychology & Sociology (3 jrljrs) G301P (100174)		22		<i>Full-time / Voltyds</i>	7

HSC.1.4.3 Capacity stipulation / Kapasiteit bepaling

Please take cognizance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses (A-Rules 1.5.2.1).

Neem asseblief kennis dat die Universiteit as gevolg van spesifieke kapasiteitsbepalings hom die reg voorbehou om kandidate vir toelating tot bepaalde studierigtings te keur. Dit beteken dat voornemende studente wat aan die minimum toelatingsvereistes voldoen, nie noodwendig tot die betrokke kursus toegelaat sal word nie (A-Reël 1.5.2.1).

HSC.1.5 CREDIT RECOGNITION AND TRANSFER / ERKENNING EN OORDRA VAN KREDIETE

- a) *A-Rules 1.7 and 2.2 are applicable.*
 - b) *The rules and credit recognition with regards to the academic language proficiency tests and modules are indicated in HSC.1.17.*
 - c) *The procedure and form of written applications, and the conditions for credit recognition and transfer in formal academic programmes and qualifications offered by a faculty are specified in the applicable quality manual of the faculty.*
 - d) *All requests for credit recognition and transfer must be motivated and recommended by the relevant academic programme leaders / subject chairs and ratified by the Faculty Board before recognition will officially be granted.*
 - e) *The Faculty rules stipulate that recognition of credits of modules will apply for a 5 year period. Applications for the recognition of credits of modules longer than the prescribed period will be evaluate on merit by the executive dean (A-Rules 1.7.3 and 1.7.4).*
 - f) *The following rules are applicable to credit recognition for Physiology modules:*
 - i. *Students can not be credited for module FLGX114 on the grounds of FLGX113 or FLPX112 or FLPX113 already passed or visa versa.*
 - ii. *Students can not be credited for module FLGX124 on the grounds of FLGX123 or FLPX122 or FLPX123 already passed or visa versa.*
 - iii. *Students can not be credited for module FLPX112 or FLPX113 on the grounds of FLGX113 or FLGX114 already passed or visa versa.*
 - iv. *Students can not be credited for module FLPX122 or FLPX123 on the grounds of FLGX123 or FLGX124 already passed or visa versa.*
 - g) *Other credit recognition and transfer of modules will where applicable be indicated at the relevant programme in the Yearbook.*
- a) A-Reëls 1.7 en 2.2 is van toepassing.
 - b) Die reëls en krediet erkenning met betrekking tot die akademiese taalvaardigheidstoetse en modules word in HSC.1.17 aangedui.
 - c) Die prosedure en vorm van skriftelike aansoeke en die voorwaardes vir kredieterkenning en -oordrag in formele akademiese programme en kwalifikasies wat deur 'n fakulteit aangebied word, word in die toepaslike kwaliteitshandleiding van die fakulteit uiteengesit.
 - d) Alle versoeke vir kredietherkenning en -oordrag moet gemotiveer en aanbeveel word deur die betrokke akademiese programmeiers / vakvoorsitters en deur die Fakulteitsraad bekragtig, voordat erkenning amptelik toegestaan sal word.
 - e) In die geval van A-Reëls 1.7.3 en 1.7.4 geld die fakulteitsreël, naamlik 'n beperkte tyd van

5 jaar word gestel vir erkenning van krediete. Versoeke om module-erkenning langer as die genoemde tydperk sal deur die uitvoerende dekaan op grond van meriete oorweeg word.

- f) Die volgende reëls is van toepassing op die erkenning van krediete vir Fisiologie modules:
 - i. Studente kan nie erkenning ontvang vir FLGX114 op grond van FLGX113 of FLPX113 wat reeds geslaag is, of andersom nie.
 - ii. Studente kan nie erkenning ontvang vir FLGX124 op grond van FLGX123 of FLPX123 wat reeds geslaag is, of andersom nie.
 - iii. Studente kan nie erkenning ontvang vir FLPX113 op grond van FLGX113 of FLGX114 wat reeds geslaag is, of andersom nie.
 - iv. Studente kan nie erkenning ontvang vir FLPX123 op grond van FLGX123 of FLGX124 wat reeds geslaag is, of andersom nie.
- g) Ander krediet erkenning en oordrag van modules sal waar van toepassing by die betrokke program in die Jaarboek aangedui word.

HSC.1.6 LINKED AND CONCURRENT MODULES / SKAKEL- EN GELYKTYDIGE MODULES

HSC.1.6.1 *Linked modules / Skakel modules*

The following is an explanation of the assumed learning requirements in the list of modules (HSC.21.):

- a) *Subjects are presented according to modules, to which a certain number of credit values are allocated (A-Rule 2.1).*
- b) *Modules have a code and a descriptive name e.g. PSYC111.*
- c) *Each module carries a certain “weight” known as the credit (A-Rule 2.1).*
- d) *Each module must be passed individually (A-Rule 1.13.3).*
- e) *The prerequisites of the modules are presented in the list of modules HSC.21 in the Yearbook. The prerequisites of linked modules in other faculties that form part of the respective programs in Faculty of Health Sciences are also indicated in the list.*
- f) *The module outcomes as well as assessment criteria are presented at HSC.22 in the Yearbook (A-Rules 1.13 and 2.5).*
- g) *Registration for year modules is done during the first semester.*
- h) *A student may register for a module only after meeting the prerequisites as set out in the list of modules.*

Die volgende is 'n verklaring van die voorvereiste leervereistes soos in die modulelys aangedui (HSC.21.):

- a) Vakke word aangebied volgens modules waaraan bepaalde kredietwaardes toegeken is (A-Reël 2.1).
- b) Modules het 'n kode en 'n beskrywende naam, byvoorbeeld PSYC111.
- c) Modules dra elkeen 'n bepaalde “gewig” bekend as 'n krediet (A-Reël 2.1).
- d) Elke module moet afsonderlik geslaag word (A-Reël 1.13.3).
- e) Die voorvereistes van modules word in die modulelys in HSC.21 van die Jaarboek aangedui. Die voorvereistes van skakelmodules in ander fakulteite wat deel uitmaak van die onderskeie programme in Fakulteit Gesondheidswetenskappe word ook in die lys aangedui.

- f) Die module-uitkomste en assesseringskriteria word in HSC.22 van die jaarboek aangedui (A-Reël 1.13 en 2.5).
- g) Jaarmodules word in die eerste semester geregistreer.
- h) 'n Student mag vir 'n module registreer slegs nadat hy/sy voldoen het aan die voorvereistes soos wat in die lys van modules gestel word.

HSC.1.6.2 *The passing of a concurrent module / Die slaag van 'n module wat gelyktydig geneem word*

- a) *The passing of modules will be specified in the programme-specific requirements as a concurrent requirement for the recognition of the passing of another module, in which case such modules may be taken in a semester prior to, or in the same semester as the module for which it is a concurrent requirement.*
- b) *Each module must be passed individually (A-Rule 1.13.3).*
- c) *In the column "prerequisites" in the list of modules, the indicated terms (assumed learning) have the meanings given below (A-Rule 1.10.1.4):*
 - i) **(40PM): a participation mark of at least 40%** in the indicated module is required to register for the module of which it is a requirement;
 - ii) **(40): a module mark of at least 40%** in the indicated module is required to register for the module of which it is a requirement;
 - iii) **no figure in brackets: a module mark of at least 50%** in the indicated module is required to register for the module OF WHICH it is a requirement.
- d) *Except where faculty rules provide otherwise, a student registered for a degree that leads to professional or statutory registration may only register for final year modules after all preceding modules have been passed (A-Rule 2.4). Students are referred to the relevant faculty requirements as indicated at the relevant programmes in the yearbook. See also Rule HSC1.14.*
- e) *Students registered in certain professional degrees, who failed one module in the third year level that is a prerequisite for continuing with the final fourth year (practicals / internship etc). may apply at the executive dean for an additional assessment opportunity. These applications will be evaluated on merit by the school director and programme leader of the relevant programme. If the application for an additional assessment opportunity was successful but the student fail the module, the student will not continue with the fourth year level and has to repeat the whole module. The application of the student must be finally approved at the Faculty Board and noted on the studentrecord.*
- f) *Students who have completed their Diploma in Coaching Science and who want to apply for continuation of study in any of the Human Movement Science graduate programmes, must i) adhere to the admission requirements set for the applied program and ii) must have obtained an average mark of 60% in the first year and 1st semester of the 2nd year in the Diploma programme.*
- g) *Pre-requisites for the modules in Chemistry, Biochemistry, Mathematics, Computer Science and Statistics, as stated in the Yearbook of the Faculty of Agricultural and Natural Sciences are also applicable to the programmes in the Faculty of Health Sciences.*
- a) *Die slaag van modules sal in die programspesifieke vereistes gespesifiseer word as 'n gelyktydige vereiste vir die erkenning van die slaag van 'n ander module, in welke geval sodanige modules in 'n semester voor of in dieselfde semester as die module waarvoor dit 'n gelyktydige vereiste is.*

- b) Elke module moet afsonderlik geslaag word (A-Reël 1.13.3).
- c) In die kolom met die opskrif "Voorvereistes" beteken (A-Reël 1.10.1.4):
 - i) **(40DP)** dat 'n **deelnamepunt** van **minstens 40%** in die aangeduide module vereis word ten einde vir die betrokke module waarvoor dit 'n vereiste is, te mag registreer;
 - ii) **(40)** dat 'n **modulepunt** van **minstens 40%** in die aangeduide module vereis word ten einde vir die betrokke module waarvoor dit 'n vereiste is, te mag registreer;
 - iii) **geen syfer tussen hakies** dat 'n **modulepunt van minstens 50%** in die aangeduide module vereis word ten einde vir die betrokke module waarvoor dit as vereiste gestel is, te mag registreer.
- d) Behalwe waar fakulteitsreëls by die betrokke programme anders bepaal, mag 'n student wat vir 'n graad geregistreer is wat tot professionele of statutêre registrasie lei, slegs vir finalejaarmodules registreer indien al die voorafgaande modules geslaag is (A-Reël 2.4). Studente word verwys na die relevante fakulteitsvereistes soos aangedui by die onderskeie programme in die jaarboek. Sien ook Reël HSC1.14.
- e) Studente in sekere professionele grade wat een module op derdejaarsvlak gedruip het, wat 'n vereiste is vir die voortsetting van die finale vierde jaar (praktika / internskap ens.), kan by die uitvoerende dekaan aansoek doen om 'n addisionele assesseringsgeleentheid. Hierdie aansoeke sal op meriete deur die skooldirekteur en programleier van die betrokke program geëvalueer word. Indien die aansoek om 'n addisionele assesseringsgeleentheid suksesvol was, maar die student die module druipt, sal die student nie met die vierde jaarvlak kan voortgaan nie en moet die hele module herhaal word. Die aansoek van die student moet finaal goedgekeur word by die Fakulteitsraad en op die studentekaart aangeteken word.
- f) Studente wat hul Diploma in Afrigtingswetenskap voltooi het en wil aansoek doen om voortgesette studie in enige van die Menslike Bewegingskunde-programme, moet: i) voldoen aan die toelatingsvereistes vir die toegepaste program en ii) 'n gemiddelde punt van 60% in die eerste jaar en 1ste semester van die 2de jaar in die Diploma-program behaal.
- g) Voorvereistes vir die modules in Chemie, Biochemie, Wiskunde, Rekenaarwetenskap en Statistiek, soos uiteengesit in die Jaarboek van die Fakulteit Landbou en Natuurwetenskappe, is ook van toepassing op die programme in die Fakulteit Gesondheidswetenskappe.

HSC.1.7 REGISTRATION / REGISTRASIE

HSC.1.7.1 Annual registration / Jaarlikse registrasie

Every returning student must register annually in their personal capacity, either by means of a paper-based or an electronic registration process, for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned (A-Rule 1.10.1.1).

Elke terugkerende student moet jaarliks in hul persoonlike hoedanigheid registreer, óf deur middel van 'n papiergebaseerde of elektroniese registrasieproses, vir die leerkomponente wat vir die betrokke studiejaar voorgeskryf word, ooreenkomstig die fakulteitsreëls wat van toepassing is op die kwalifikasieprogram en betrokke module (s) (A-Reël 1.10.1.1).

HSC.1.7.2 Requirements for active participation by students / Vereistes vir aktiewe deelname deur studente

A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which such student is registered as indicated in the applicable study guide in order to be deemed to be an enrolled student of the faculty (A-Rule 1.10.3).

The registration of a student who fails to participate satisfactorily in the activities referred to in A-Rule 1.10.3.1 is subject to review in accordance with the progression requirements provided for in A-Rule 1.16, or as specified in programme specific requirements in the Yearbook.

An effective registration by a person for a qualification at the institution exists when all these criteria have been met (A-Rule 1.10):

- a) The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution.*
- b) At 1 January of the year the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year the person became officially enrolled in the qualification.*
- c) During the period 1 January through 31 December of the year the person was effectively registered in at least one module which is a part of the curriculum for the qualification.*

Conditions of registration are determined by the institution.

'n Geregistreerde (kontak- of afstandstudent) van die fakulteit moet aktief aan die onderrig-, leer- en assesseringsaktiwiteite van elke module deelneem waarvoor sodanige student geregistreer is soos aangedui in die toepaslike studiegids ten einde as 'n ingeskrewe student van die Fakulteit te wees (A-Reël 1.10.3).

Die registrasie van 'n student wat nie behoorlik deelneem aan die aktiwiteite soos bedoel in A-Reël 1.10.3.1 is onderhewig aan hersiening ooreenkomstig die vorderingsvereistes soos bepaal in A-Reël 1.16 of soos uiteengesit in programspesifieke vereistes in die Jaarboek.

'n Effektiewe registrasie deur 'n persoon vir 'n kwalifikasie by die Universiteit bestaan wanneer aan al hierdie kriteria voldoen is (A-Reël 1.10):

- a) Die persoon voldoen aan die statutêre toelatingsvereistes vir toelating tot 'n formele goedgekeurde kwalifikasie wat deur die instelling aangebied word.
- b) Op 1 Januarie van die jaar die persoon amptelik vir die kwalifikasie ingeskryf is, of gedurende die tydperk 1 Januarie tot 31 Desember van die invorderingsjaar, die persoon amptelik vir die kwalifikasie ingeskryf het.
- c) Gedurende die tydperk 1 Januarie tot 31 Desember van die jaar die persoon effektief in minstens een module geregistreer is wat deel uitmaak van die kurrikulum vir die kwalifikasie.

Voorwaardes vir registrasie word deur die instelling bepaal.

HSC.1.7.3 *Amendment, cancellation and discontinuation of registration / Wysiging, kansellasie en opheffing van registrasie*

Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply in the prescribed manner and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration (A-Rule 1.10.4).

A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which such student is registered as indicated in the applicable study guide in order to be deemed to be an enrolled student of the faculty.

Students who want to amend, cancel or discontinue registration must follow the faculty procedures as indicated in the relevant faculty quality manual - especially students in professional degrees.

Behoudens die toepaslike fakulteitsreëls en die toepaslike bepalinge rakende betaalbare gelde, kan 'n student op die voorgeskrewe wyse en binne die tydperk wat op die jaarlikse

universiteitskalender aangedui is, aansoek doen om registrasie, kansellasie of opheffing van registrasie (A-Reël 1.10.4).

'n Geregistreerde (kontak- of afstandstudent) van die fakulteit moet aktief aan die onderrig-, leer- en assesseringsaktiwiteite van elke module deelneem waarvoor sodanige student geregistreer is soos aangedui in die toepaslike studiegids ten einde as 'n ingeskrewe student van die Fakulteit.

Studente wat registrasie wil wysig, kanselleer of staak moet die fakulteitsprosedures volg soos aangedui in die toepaslike fakulteit se kwaliteitshandleiding - veral studente in professionele grade.

HSC.1.7.4 Time table / Inskrywing volgens rooster

It is the personal responsibility of the student to ensure that all requirements for registration for the qualification programme, curriculum and module are complied with and that no class, test or examination time table clashes between modules for which the student registers, will occur. The University reserves the right to refuse or cancel a registration where this condition is not met (A-Rule 1.10.1.2).

'n Student word nie toegelaat om vir 'n module in te skryf indien daar ooreenkomstig die standaard lesing-, toets- en eksamenrooster 'n roosterbotsing ten opsigte van 'n ander module waarvoor die student ingeskryf is, voorkom nie. Indien botsings by 'n student se voorgenome keuse voorkom, is die betrokke kombinasie ontoelaatbaar (A-Reël 1.10.1.2).

HSC.1.7.5 Relation between credits and teaching periods / Verhouding tussen krediete en onderrigperiodes

The A-Rule is as follows:

For the first three semesters (two semesters at level 1 and the first semester of level 2) the maximum number of theoretical periods is two periods per week for every 8/12 credit module. For a 16 credit module the maximum number of theoretical periods is four per week.

For all subsequent semesters the maximum number of theoretical periods is one per week for every 8/12 credit module. For 16 and 24 credit modules the maximum number of theoretical periods will be 2 and 3 per week respectively.

As A-Reël geld die volgende:

Vir die eerste drie semesters (twee semesters op vlak een en die eerste semester van vlak 2) is die maksimum aantal teorieperiodes vir elke 8 / 12 kredietmodules twee periodes per week. Vir 'n 16 kredietmodule is die maksimum aantal teorieperiodes vier per week.

Vir alle daaropvolgende semesters is die maksimum aantal teorieperiodes vir elke 8 / 12 kredietmodules een periode per week. Vir 16 en 24 kredietmodules is die maksimum aantal teorieperiodes respektiewelik 2 en 3 per week.

HSC.1.7.6 Simultaneous registration at more than one institution / Gelyktydige registrasie aan meer as een instelling

A student registered at the university may not register concurrently for a qualification at another university except with the approval of the executive dean concerned, who may grant such approval only if the student has met the minimum residence requirements of either one of the universities (A-Rule 1.10.5).

A student's application for simultaneous registration at more than one institution will be considered on merit if no more than two (2) modules on the lower NQF level are outstanding before the qualification can be obtained.

The procedure regarding the request for simultaneous registration as well as the recognition of the module/s passed at the other institution, is indicated in the relevant Faculty quality manual.

'n Student mag nie gelyktydig aan die Universiteit en 'n ander hoëronderwysinstelling geregistreer wees sonder die toestemming van die betrokke uitvoerende dekaan, wat sodanige goedkeuring alleenlik mag verleen indien die student voldoen het aan die minimum residensiële vereistes van een van die universiteite (A-Reël 1.10.5).

'n Student se aansoek om gelyktydige registrasie by meer as een instelling sal op meriete oorweeg word indien nie meer as twee (2) modules op die laer NKR-vlak uitstaande is voordat die kwalifikasie behaal kan word nie.

Die prosedure rakende die aansoek om gelyktydige registrasie sowel as die erkenning van die module/s wat by die ander instansie geslaag is, word in die betrokke Fakulteit se kwaliteitshandleiding aangedui.

HSC.1.7.7 *Simultaneous registration for more than one qualification / Gelyktydige registrasie vir meer as een kwalifikasiet*

- a) *The executive dean concerned may in writing grant a student permission, subject to the limitation on credit load provided for in rule 1.9, to register simultaneously for more than one qualification at the university (A-Rule 1.10.6).*
- b) *A student's application for simultaneous registration for more than one qualification will be considered on merit if no more than two modules are outstanding before the first qualification can be obtained and other programme requirements as well as requirements of Statutory Councils have been taken into account.*
- c) *Students who wish to register for the Postgraduate Certificate in Education (PGCE) simultaneously with the first undergraduate qualification in the Faculty of Health Sciences, need to adhere to the following faculty rules:*
 - i) *if a maximum of two modules of the first qualification are outstanding before qualification can be obtained and the relevant qualification / programme already includes the prerequisite school-directed modules with a view to admission to PGCE, or if the student registered for and passed the prerequisite modules for admission to PGCE during his studies, the student can, according to faculty guidelines, apply for simultaneous registration for more than one qualification;*
 - ii) *if a maximum of two modules of the first qualification are outstanding before qualification can be obtained and the relevant qualification / programme does not include the prerequisite school-directed modules with a view to admission to PGCE, or the student did not register for and pass the prerequisite modules for admission to PGCE during his studies, the student cannot apply for simultaneous registration for more than one qualification. The student can then only register for the two outstanding modules for the first qualification and apply for the additional prerequisite school-directed modules with a view to admission to PGCE.*
- d) *No modules may have timetable clashes (A-Rule 1.10.1.2.2).*
- e) *The practical sessions of PGCE may not take precedence over the class attendance and practical sessions of modules of the first qualification. Students need to adhere to A-Rule 1.12 with regards to exemption from practical work or class attendance in a module.*
- f) *A student must submit an official request; and, permission for simultaneous registration of two qualifications must be obtained from both faculties, where applicable.*
- a) Die betrokke uitvoerende dekaan mag, onderworpe aan die beperking van die kredietlading soos voorsien in reël 1.9, skriftelik aan 'n student toestemming verleen om vir meer as een kwalifikasie aan die Universiteit te registreer (A-Reël 1.10.6).

- b) 'n Student se aansoek vir die gelyktydige registrasie van meer as een kwalifikasie sal op grond van meriete oorweeg word indien hoogstens twee modules uitstaande is alvorens die eerste kwalifikasie verwerf kan word en ander programvereistes asook vereistes van Statutêre Rade, in aanmerking geneem is.
- c) Studente wat vir die Nagraadse Onderwysstifikaat (NGOS) gelyktydig saam met die eerste voorgraadse kwalifikasie in Fakulteit Gesondheidswetenskappe wil registreer, word aan die volgende fakulteitsreëls onderwerp:
 - i) indien hoogstens twee modules van die eerste kwalifikasie uitstaande is alvorens kwalifikasie verwerf kan word en die betrokke kwalifikasie/program sluit reeds die voorvereiste skoolgerigte modules met die oog op toelating tot NGOS in, of indien die student gedurende sy studies die nodige voorvereiste modules met die oog op toelating tot NGOS bykomend geregistreer en geslaag het, kan die student volgens fakulteitsriglyne aansoek om gelyktydige registrasie vir meer as een kwalifikasie doen;
 - ii) indien hoogstens twee modules van die eerste kwalifikasie uitstaande is alvorens kwalifikasie verwerf kan word en die betrokke kwalifikasie/program sluit nie die voorvereiste skoolgerigte modules met die oog op toelating tot NGOS in nie, of die student het gedurende sy studies nie die nodige voorvereiste modules met die oog op toelating tot NGOS bykomend geregistreer en geslaag nie, kan die student nie aansoek om gelyktydige registrasie vir meer as een kwalifikasie doen nie. Die student kan dan slegs die twee uitstaande modules vir die eerste kwalifikasie registreer en aansoek doen om die bykomende voorvereiste skoolgerigte modules met die oog op toelating tot NGOS.
- d) Geen modules mag roosterbotsings hê nie (A-Reël 1.10.1.2.2).
- e) Die praktika van NGOS of die tweede kwalifikasie mag nie voorrang bo die klasbywoning en praktika van modules van die eerste kwalifikasie geniet nie. Studente moet hulle vergewis van A-Reël 1.12 rakende die vrystelling van praktiese werk of klasbywoning van 'n module.
- f) 'n Student moet 'n amptelike versoek rig en beide fakulteite, waar van toepassing, se goedkeuring vir gelyktydige registrasie van twee kwalifikasies moet verkry word.

HSC.1.8 *EXEMPTION FROM PRACTICAL WORK OR CLASS ATTENDANCE IN A MODULE / VRYSTELLING VAN PRAKTIESE WERK OF KLASBYWONING IN 'N MODULE*

- a) *Where a student fails the examination in a particular module, the module must, barring possible exceptions provided for in the A-Rules and faculty rules, be repeated in its entirety (A-Rule 1.13.3.5).*
- b) *An undergraduate or diploma student who has written a module examination and has failed that module has to reregister for the module, and obtain a new participation mark. Participation marks are not transferred to the next year except for the conditions stipulated in A-Rule 1.12.3.*
- c) *Where any contact or distance student fails a coursework module that has a practical component, but passes the practical component, the student may apply in writing to the executive dean to be exempted in the year after the module was failed from the practical work in the module (A-Rule 1.12.1)*
- d) *The granting of exemption in terms of A-Rules 1.12.1 and 1.12.4 is subject to the applicable programme specific requirements set out in the Yearbook and applicable study guide and is valid only for the year following the year when the student failed the module.*
- e) *If exemption from the practical component of a coursework module is granted, the student must register for the module in the subsequent year and, in accordance with the applicable*

programme specific requirements set out in this yearbook and applicable study guide, make the necessary arrangements with the lecturer concerned to have the mark that was achieved for the practical component of the module transferred to form part of the module participation mark. These apply to all contact and distance students (A-Rule 1.12.3).

- f) *The decision will be captured on the studentrecord.*
 - g) *The Faculty of Health Sciences is not in favour of exemption of class attendance (A-Rules 1.12.4 and 1.12.5).*
 - h) *If exemption from class attendance is granted in respect of a module, the student must register for the module in the subsequent year and must comply with programme specific requirements set out in this yearbook and applicable study guide regarding the other required formative assessment opportunities in order to compile a new participation mark in the module concerned (A-Rule 1.12.5).*
- a) Indien 'n student die eksamen in 'n bepaalde module drui, word die module volledig herhaal, behoudens moontlike uitsonderings waarvoor die A-Reël 1.13.3.5 en die fakulteitsreëls voorsiening maak.
 - b) 'n Voorgraadse of diploma student wat 'n eksamen in 'n module afgelê en die module gedruip het, moet weer vir die betrokke module registreer en 'n nuwe deelnamepunt opbou. Deelnamepunte / deelname-bewyse word nie van een jaar na 'n volgende jaar oorgedra nie, met die uitsondering van die voorwaardes A-Reë 1.2.3.
 - c) Waar enige kontak of afstand student drui 'n gedoseerde module wat ook uit 'n praktiese komponent bestaan, en die student slaag die praktiese komponent, mag die student skriftelik by die betrokke akademiese programleier / vakvoorsitter aansoek doen om vrygestel te word van die praktiese komponent in die jaar nadat die praktiese werk in die module gedruip is (A-Reël 1.12.1).
 - d) Die betrokke akademiese programleier / vakvoorsitter sal op grond van meriete besluit indien aan die die student vrystelling van praktiese werk vir 'n module wat herhaal moet word toegestaan sal word (A-Reël 1.12.2). Die besluit sal op die studenterekord aangebring word.
 - e) Indien vrystelling vir die praktiese komponent toegestaan word, moet die student vir die module registreer en die nodige reëlings met die betrokke dosent tref vir die oordrag van die punt vir praktiese werk van die vorige jaar ten einde deel te vorm van die nuwe deelnamepunt (A-Reël 1.12.3).
 - f) Die besluit sal op die student se akademiese rekord bygewerk word.
 - g) Die Fakulteit Gesondheidswetenskappe is nie ten gunste van vrystelling van klasbywoning (A-Reëls 1.12.4 en 1.12.5) nie.
 - h) Indien vrystelling van klasbywoning ten opsigte van 'n module verleen word, moet die student vir die module in die daaropvolgende jaar registreer en moet voldoen aan program spesifieke vereistes uiteengesit in hierdie jaarboek en toepaslike studiegids ten opsigte van die ander vereiste formatiewe assesseringsgeleenthede in beveel om 'n nuwe deelnamepunt in die betrokke module op te stel (A-reël 1.12.5).

HSC.1.9 ASSESSMENT / ASSESSERING

HSC.1.9.1 Determination of the module mark / Bepaling van die modulepunt

- a) *The module mark for all coursework modules is based on a combination of a module participation mark and an examination mark in the ratio determined in the applicable programme specific requirements set out in the Yearbook (HSC.22) and applicable study guide except where the module mark is based on continuous assessment or where no participation mark is required (A-Rule 1.13.1.1).*

- b) *The ratio between theory and practica for the calculation of the participation mark is set out in the study guides of the various modules.*
- c) *In the case of continuous assessment modules, the module mark is based on the weighted average of the assessments prescribed for the module, according to the weights prescribed for the different assessment tasks (A-Rule 1.13.1.2).*
- d) *The method of calculating the final module mark will be communicated effectively to students when the teaching of the module begins (A-Rule 1.13.1.3).*
- e) *No participation mark or examination is necessary for the following modules. Only satisfactory participation is required:*

VPLS471 - Psychiatric and Nursing Science Skills and methods (8 credits)

VPLS371 - Lifestyle Enrichment (8 credits)

- a) Die modulepunt vir alle gedoseerde modules is gebaseer op 'n kombinasie van 'n module deelnamepunt en 'n eksamenpunt en die verhouding word bepaal in die toepaslike programspesifieke vereistes soos uiteengesit in die Jaarboek (HSC.22) en toepaslike studiegids, behalwe waar die modulepunt gebaseer is op deurlopende assessering of waar geen deelnamepunt benodig word nie (A-Reël 1.13.1.1).
- b) Die verhouding tussen teorie en praktika vir die berekening van die deelnamepunt word uiteengesit in die studiegids van die onderskeie modules.
- c) In die geval van deurlopende assesseringsmodules word die modulepunt gebaseer op die geweegde gemiddelde van die assesserings wat vir die module voorgeskryf word, volgens die gewigte wat voorgeskryf word vir die verskillende assesseringstake (A-Reël 1.13.1.2).
- d) Die metode van berekening van die finale modulepunt sal effektief aan studente oorgedra word wanneer die onderrig van die module begin (A-Reël 1.13.1.3).
- e) Geen deelnamepunt of eksamenpunt word vir die volgende modules benodig nie, slegs bevredigende deelname word vereis.

VPLS471 - Psigiatriese- en verpleegvaardighede en –metodes (8 krediete)

VPLS371 - Lewensstylverryking (8 krediete)

HSC.1.9.2 *Requirements for admission to the examination / Vereistes vir toelating tot die eksamen*

- a) *Admission to the examination in any module takes place by obtaining a participation mark (A-Rule 1.13.1.1).*
- b) *The requirements for a student to be admitted to the examination is to:*
 - i) *obtain a participation mark of **at least** 40% in the module concerned unless other specific requirements for a particular module are set out in the study guide (A-Rule 1.13.2.1);*
 - ii) *obtain a participation mark of **at least** 50% for all the modules in the fourth year in Dietetics and Nutrition;*
 - iii) *complete the practical work required for the module (where applicable);*
 - iv) *obtain a participation mark of **at least** 50% for practical modules in Nursing Science, Dietetics and Nutrition; and*
 - v) *comply with the specific requirements set out in the study guide as well as the module outcomes indicated in HSC.22 of this Yearbook for the specific module;.*
- c) *The participation mark obtained by a student for the first examination opportunity is carried forward to the second examination opportunity for the calculation of the final module mark (A-Rules 1.13.2.2 and 2.5.3.7).*

- a) Toelating tot die eksamen in enige module geskied deur die verwerwing van 'n deelnamepunt en/of deelnamebewys (A-Reël 1.13.1.1).
- b) Vir toelating tot die eksamen word die volgende vereistes aan die student gestel, nl. om:
 - i) 'n deelnamepunt van **minstens** 40% te behaal, tensy ander spesifieke vereistes vir 'n betrokke module vereis word en in die studiegids aangedui is (A-Reël 1.13.2.1);
 - ii) vir Dieetkunde en Voeding, 'n deelnamepunt van **minstens** 50% vir al die modules in die vierdejaar te behaal;
 - iii) waar van toepassing, die praktiese werk wat vir die module vereis word, te voltooi het;
 - iv) vir praktiese modules in Verpleegkunde, Dieetkunde en Voeding 'n deelnamepunt van **minstens** 50% te behaal en
 - v) te voldoen aan die vereistes vir die betrokke module wat in die studiegids sowel as by die module-uitkomst in hierdie jaarboek by HSC.22 uiteengesit is.
- c) Die deelnamepunt en/of deelnamebewys wat die student wat vir 'n module verwerf is vir die eerste eksamengeleentheid, word netso oorgedra na die tweede eksamengeleentheid in die berekening van die finale modulepunt (A-Reëls 1.13.2.2 en 2.5.3.7).

HSC.1.9.3 Requirements for passing a module / Slaagvereistes van 'n module

- a) *The stipulations of A-Rule 1.13.3 and all the sub-paragraphs are applicable.*
- b) *The sub-minimum for examinations in all coursework modules is 40% except where a higher sub-minimum is set in the applicable faculty rules (A-Rule 1.13.3.1).*
- c) *The examination sub-minimum for all practical modules in Nursing Science, Dietetics and Nutrition is 50% (A-Rule 1.13.3.1).*

Dietetics/Nutrition

- i. NUTC471 - Community nutrition practice (32 credits)
- ii. NUTF471 - Food service management practice (32 credits)
- iii. NUTT472 - Applied therapeutic nutrition (32 credits)
- iv. NUTP271 - Nutrition practice II (12 credits)
- v. NUTP371 - Nutrition practice III (16 credits)

Nursing

- i. VPGP171 - Community Nursing Science Practice (12 credits)
 - ii. VPFP171 - Fundamental Nursing Science Practice (12 credits)
 - iii. VPGP271 - Community Nursing Science Practice (12 credits)
 - iv. VPWP271 - Minor disorders in practice (16 credits)
 - v. VPGP372 - Community and Psychiatric Nursing Science Practice (8 credits)
 - vi. VPVP372 - Midwifery Practice I (18 credits)
 - vii. VPXP371 - Specialization Nursing Science Practice (16 credits)
 - viii. VPBP471 - Health service management practice (8 credits)
 - ix. VPEP471 - Psychiatric Nursing Science Practice (28 credits)
 - x. VPNP471 - Nursing Research project (8 credits)
 - xi. VPVP472 - Midwifery Practice II (32 credits)
 - xii. VPER421 - Psychiatric Nursing Science Practice (16 credits)
- d) *Subject to the requirements regarding an examination sub-minimum as provided for in faculty rules, a student passes the examination in a particular module if a final module mark of at least 50% is attained in the assessment (A-Rule 1.13.3.2).*
 - e) *In cases where a module is assessed on the basis of continuous assessment, the final module mark is based on the weight accorded to the various continuous assessment tasks*

as prescribed in applicable module assessment methods and/or programme specific requirements and a student must obtain a weighted average of at least 50% to pass the module.

- f) *Considering the allocating of a pass mark in a first semester first-year module, an executive dean may, notwithstanding the provisions of rule 1.13.3.2, in consultation with the academic director concerned, allocate a pass mark of 50% to a first-time entering undergraduate student in one first-year first semester module where the student achieved a final module mark of no less than 40% and an examination mark of at least 50% (A-Rule 2.5.2).*
- g) *Taking into account rules 1.3.3, 1.14, 1.17 and 1.19.3, an undergraduate qualification is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty rules for the programme of the qualification concerned (A-Rule 2.6.1).*
- h) *According to A-Rule 1.13.6 and the sub-paragraphs a student who, having used one or both examination opportunities, has passed all modules but one required for a qualification, may apply to the executive dean concerned to be granted a final assessment opportunity in the outstanding module subject to the requirements as indicated in the rules (1.13.6.1 - 1.13.6.6).*
- a) Die bepalinge van A-Reël 1.13.3 en al die subparagrafe is van toepassing.
- b) Die subminimum vir alle modules waarin eksamen geskryf is, is 40% (A-Reël 1.13.3.1), behalwe waar anders vermeld word in die reëls van spesifieke programme en kurrikulums.
- c) Die eksamen subminimum vir alle praktiese modules in Verpleegkunde-, Dieetkunde en Voeding modules is 50% (A-Reël 1.13.3.1).

Dieetkunde/Voeding

- i. NUTC471 - Gemeenskapvoedingpraktik (32 krediete)
- ii. NUTF471 - Voedseldiensbestuur-praktik (32 krediete)
- iii. NUTT472 - Toegepaste terapeutiese voeding (32 krediete)
- iv. NUTP271 - Voedingpraktik II (12 krediete)
- v. NUTP371 - Voedingpraktik III (16 krediete)

Verpleegkunde

- i. VPGP171 - Gemeenskapsverpleegkunde praktik (12 krediete)
- ii. VPFP171 - Fundamentele Verpleegpraktik (12 krediete)
- iii. VPGP271 - Gemeenskapsverpleegkunde praktik (12 krediete)
- iv. VPWP271 - Geringe ongesteldhede in praktik (16 krediete)
- v. VPGP372 - Gemeenskaps- en Psigiatrisie Verpleegkunde praktik (8 krediete)
- vi. VPVP372 - Verloskundepraktik I (18 krediete)
- vii. VPXP371 - Spesialisasie Verpleegkunde praktik (16 krediete)
- viii. VPBP471 - Gesondheidsdiens-bestuurpraktik (8 krediete)
- ix. VPEP471 - Psigiatrisie Verpleegkunde praktik (28 krediete)
- x. VPNP471 - Verpleegnavorsing projek (8 krediete)
- xi. VPVP472 - Verloskunde praktik II (32 krediete)
- xii. VPER421 - Psigiatrisie Verpleegpraktikvoering (16 krediete)
- d) Die slaagvereiste vir 'n module waarin eksamens geskryf is, is 'n **finale modulepunt** van 50% (A-Reël 1.13.3.2).
- e) In gevalle waar 'n module geassesseer word op grond van deurlopende assessering, word die finale modulepunt gebaseer op die gewig wat toegeken word aan die verskillende deurlopende assesseringstake soos voorgeskryf in toepaslike module-

assesseringsmetodes en / of programspesifieke vereistes en 'n student moet verwerf 'n geweege gemiddelde van minstens 50% om die module te slaag.

- f) Oorweging vir die aanpassing van die modulepunt van 'n eerstesemester eerstejaar module, kan die uitvoerende dekaan, niesteenstaande die vereistes van reël 1.13.3.2, in samewerking met die betrokke akademiese direkteur, 'n slaagpunt van 50% aan 'n nuweling eerstejaar voorgraadse student (FTE) toeken in een eerstejaar eerstesemester module waar die student 'n finale modulepunt van nie minder nie as 40% behaal het en 'n eksamenpunt van ten minste 50% (A-Reël 2.5.2).
- g) Met inagneming van reëls 1.3.3, 1.14, 1.17 en 1.19.3, word 'n voorgraadse kwalifikasie verwerf wanneer finale verifiëring en ouditering bevestig is dat 'n student al die voorgeskrewe modules voltooi het, soos in die toepaslike fakulteitsreëls vir die betrokke program van die kwalifikasie voorgeskryf is (A-Reël 2.6.1).
- h) Ooreenkomstig A-Reël 1.13.6 en die subparagrafe, mag 'n student wat ná benutting van een of beide die eksamengeleenthede alle modules wat vir 'n kwalifikasie vereis word, behalwe een, geslaag het, by die betrokke uitvoerende dekaan aansoek doen om 'n finale assesseringsgeleentheid in die uitstaande module, onderworpe aan die vereistes soos in die reëls gestel (1.13.6.1 – 1.13.6.6).
- i) Onderworpe aan die vereistes rakende 'n subminimum soos voorsien in die fakulteitsreëls, slaag die student die eksamen in 'n betrokke module indien 'n finale modulepunt van ten minste 50% in die assesserings behaal is (A-Reël 1.13.3).

HSC.1.9.4 Access to and review of marked examination work / Toegang tot en sien van gemerkte eksamenwerk

- a) *All students have the right to view their marked examination scripts and the associated memoranda in accordance with requirements set out by the applicable quality manual in the faculty (A-Rule 1.13.7.1).*
- b) *A student can officially apply at the faculty administrator for access to marked examination work as well as the memoranda (A-Rule 1.13.7.1 and 1.13.7.2).*
- c) *An application to view a marked script must, in the case of a module in a contact programme, be submitted within five working days after the module examination results were published following the first examination opportunity, within two working days following the second examination opportunity and within ten working days in a distance programme (A-Rule 1.13.7.3).*
- d) *Marked examination work and the associated memoranda must be viewed and remarked where applicable before the date set for finalising the examination results set in the annual university calendar (A-Rule 1.13.7.9).*
- e) *A student may request that administrative errors in the calculation of the examination mark found during the review of marked examination work be corrected, or that the work be remarked whether the examination work was reviewed by the student or not (A-Rule 1.13.7.5).*
- f) *A request for a remark may be preceded by a discussion of the examination work by the student and the lecturer, subject group leader or director concerned (A-Rule 1.13.7.6).*
- g) *The applicable school director provide procedures for, and the management of the manner in which students may be given access to their examination work and the submission of subsequent requests and submit the approved application to the faculty administrator.*
- h) *Applications will be considered and approved on the following conditions (A-Rule 1.13.7 and sub-paragraphs):*
 - i) *the student may view the answer paper and memorandum in the presence of the lecturer and subject group chairperson concerned;*

- ii) *the lecturer may give an indication of the problem areas concerned;*
 - iii) *failures in calculation of marks or questions not marked, will be revised, remarked and recalculated where applicable (A-Rule 1.13.7.5);*
 - iv) *remarking of examination work at the request of a student is subject to the payment of the applicable fee (A-Rule 1.13.7.7);*
 - v) *where the remarking of the examination work leads to a change in the assessment result, the original mark is replaced by the changed mark (A-Rule 1.13.7.8);*
 - vi) *students may still make use of the second opportunity of examinations after access is allowed to marked examination work of the first examination.*
- a) Alle studente het die reg om hul gemerkte eksamenskrifte en die gepaardgaande memoranda te sien in ooreenstemming met die vereistes soos uiteengesit in die toepaslike kwaliteitshandleiding in die fakulteit (A-Reël 1.13.7.1).
 - b) 'n Student mag by die fakulteit administrateur amptelik aansoek doen om insae in die antwoordstel asook die memorandum te verkry (A-Reël 1.13.7.1 en 1.13.7.2).
 - c) 'n Aansoek om 'n gemerkte skripsie te besigtig moet in die geval van 'n module in 'n kontakprogram binne twee werksdae na die tweede eksamengeleentheid binne vyf werksdae na afloop van die eerste eksamengeleentheid na afloop van die module-eksamenuitslae voorgelê word. en binne tien werksdae in 'n afstandsprogram (A-Reël 1.13.7.3).
 - d) Gemerkte eksamenwerk en die gepaardgaande memoranda moet, waar van toepassing, hermerk word en evalueer word voor die datum wat gestel word vir die afhandeling van die eksamenuitslae wat in die jaarlikse universiteitskalender (A-reël 1.13.7.9) gestel is.
 - e) 'n Student kan versoek dat administratiewe foute by die berekening van die eksamenpunt wat tydens die hersiening van gemerkte eksamenwerk gevind word, reggestel word, of dat die werk hermerk word of die eksamenwerk deur die student gesien is of nie (A-Reël 1.13.7.5).
 - f) 'n aansoek om 'n hermerk kan voorafgegaan word deur 'n bespreking van die eksamenwerk deur die student en die dosent, vakgroevoorsitter of betrokke direkteur (A-Reël 1.13.7.6);
 - g) Die toepaslike skooldirekteur verskaf prosedures vir en die bestuur van die wyse waarop studente toegang tot hul eksamenwerk kan kry en die indiening van daaropvolgende versoeke en die goedgekeurde aansoek aan die fakulteitsadministrateur voorlê.
 - h) Versoeke sal op die volgende voorwaardes oorweeg en toegestaan word (A-Reël 1.13.7 en subparagrafe):
 - i) die student mag die antwoordstel in die teenwoordigheid van die betrokke dosent en die vakvoorsitter sien;
 - ii) die dosent kan die probleemareas vir die student uitlig;
 - iii) optelfoute sal bygereken word en vrae wat moontlik per abuis nie nagesien is nie sal nagesien en bygereken word (A-Reël 1.13.7.5);
 - iv) hermerk van eksamenwerk op versoek van 'n student is onderworpe aan die betaling van die toepaslike fooi (A-Reël 1.13.7.7);
 - v) waar die hermerk van die eksamenwerk lei tot 'n verandering in die assesseringsuitslag, word die oorspronklike punt vervang deur die veranderde punt (A-Reël 1.13.7.8);
 - vi) die student mag steeds van die tweede eksamengeleentheid gebruik maak al is toegang tot gemerkte eksamenwerk verleen.

HSC.1.9.5 *Relation between credit marks and examination papers / Verhouding tussen kredietpunte en eksamenvraestelle*

The duration for an examination paper for a 12 credit module should normally be two hours and for 16, 24 or 32 credit modules, three hours.

Die eksamenvraestel vir 'n 12 kredietpunt module duur gewoonlik twee ure en die eksamenvraestelle van modules wat 16, 24 of 32 kredietpunte tel, duur gewoonlik drie ure.

HSC.1.10 *MONITORING OF ACADEMIC PERFORMANCE / MONITERING VAN AKADEMIESE VORDERING*

- a) *Subject to additional arrangements provided for in applicable programme specific requirements, a student whose academic performance is unsatisfactory may be given a written warning by the executive dean concerned, alerting the student to the implications of unsatisfactory academic progress for the completion of the study programme, and providing a basis for the lecturer or programme leader concerned to review the unsatisfactory progress with the student, and for referral for appropriate support, including academic advice, supplemental instruction and study counselling (A-Rule 1.15.2).*
 - b) *If students of a specific year level in a curricula have to repeat one or more modules from a previous year level in a curricula, the following rules are applicable:*
 - i) *the total amount of credits of the modules which students are allowed to register for are stipulated in A-Rules 1.16.1;*
 - ii) *the student must make sure that no timetable clashes are brought about thereby;*
 - iii) *if timetable clashes develop as a result of modules that have to be repeated, the modules should then be taken in the following years because no exemption from class attendance will be granted in the event of timetable clashes; and*
 - iv) *if a student fails to complete modules from a particular year level of the curriculum for which he/she is enrolled in the prescribed minimum period, and the modules of the relevant year level have been amended in the meantime, the executive dean may decide that the student be required to complete the relevant year level as published in the latest edition of the Yearbook. This means that if the student needs to repeat a module which has in the meantime been replaced by another module in the curriculum, the executive dean may decide that the student needs to take the latter module.*
 - c) *The school director must monitor the academic progress of students who have received warning letters (A-Rule 1.15.3).*
 - d) *A student who fails to comply to the progression requirements provided for in A-Rule 1.16.1 does not automatically qualify to continue study in the programme concerned (A-Rule 1.16.2).*
 - e) *The Faculty Management Committee (Examination Committee) review the academic records of all students to determine the students's compliance with the progression requirements (A-Rule 1.16.3).*
 - f) *Students who did not comply to the progression requirements will be referred to the Student Counselling and Development Department.*
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- a) *Behoudens addisionele reëlings wat in toepaslike programspesifieke vereistes gestel word, kan 'n student wie se akademiese prestasie onbevredigend is, 'n skriftelike waarskuwing deur die betrokke uitvoerende dekaan ontvang, waarna die student gewaarsku word oor die implikasies van onbevredigende akademiese vordering vir die voltooiing van die studieprogram , en bied die basis vir die betrokke dosent of programleier om die onbevredigende vordering met die student te hersien, en vir verwysing vir*

toepaslike ondersteuning, insluitend akademiese advies, aanvullende onderrig en studieberading (A-Reël 1.15.2).

- b) In die geval waar studente in 'n bepaalde jaarvlak van 'n kurrikulum een of meer modules uit een of meer vorige jaarvlakke van 'n kurrikulum moet herhaal, geld die volgende:
- i) die totale kredietpunte van die modules wat 'n student, wat ook modules moet herhaal, in enige semester op enige jaarvlak mag neem, word beperk in ooreenstemming met die A-Reël 1.16.1;
 - ii) die fakulteit kan nie onderneem dat modules wat herhaal moet word saam met die ander modules wat geneem moet word, op die rooster sal inpas nie;
 - iii) roosterbotsings wat ontstaan as gevolg van modules wat herhaal moet word, sal tot gevolg hê dat die student daardie modules in 'n latere jaar moet neem;
 - iv) indien 'n student modules van 'n bepaalde jaarvlak van die kurrikulum waarvoor hy/sy ingeskryf is, nie in die minimum voorgeskrewe studietydperk voltooi het nie en die modules van die betrokke jaarvlak van dié kurrikulum is intussen gewysig, mag die uitvoerende dekaan besluit dat die student die betrokke jaarvlak moet voltooi soos gepubliseer in die jongste uitgawe van die jaarboek. Dit kom daarop neer dat indien die student 'n module moet herhaal wat intussen in die kurrikulum deur 'n ander module vervang is, die uitvoerende dekaan mag besluit dat die student laasgenoemde module moet neem.
- c) Die skooldirekteur moet die akademiese vordering van studente wat waarskuwingsbriewe (A-Reël 1.15.3) ontvang, monitor.
- d) 'n Student wat versuim om te voldoen aan die vorderingsvereistes soos voorsien in A-Reël 1.16.1, kwalifiseer nie outomaties om voort te gaan studeer in die betrokke program nie (A-Reël 1.16.2).
- e) Die Fakulteitsbestuurskomitee (Eksamenkomitee) hersien die akademiese rekords van alle studente om die studente se voldoening aan die vorderingsvereistes (A-Reël 1.16.3) te bepaal.
- f) Studente wat nie aan die vorderingsvereistes voldoen het nie, sal na die Studente-advies- en ontwikkelingsdepartement verwys word.

HSC.1.11 EXTENSION OF STUDY PERIOD / VERLENGING VAN STUDIETYDPERK

The executive dean may, on the recommendation of the academic director concerned, extend a student's study period in accordance with the provisions of the applicable faculty quality manual following an application submitted before the end of the penultimate academic year by a student who does not expect to complete a programme within the maximum duration allowed for the study (A-Rule 1.14 & 1.17).

Die uitvoerende dekaan kan op aanbeveling van die betrokke akademiese direkteur 'n student se studietydperk verleng ooreenkomstig die bepalinge van die toepaslike fakulteit kwaliteitshandleiding na aanleiding van 'n aansoek wat voor die einde van die voorlaaste akademiese jaar ingedien word deur 'n student wat nie verwag om 'n program binne die maksimum duur wat toegelaat word vir die studie, te voltooi nie (A-Reël 1.14 en 1.17).

HSC.1.12 TERMINATION OF STUDIES / BEÏNDIGING VAN STUDIES

- a) *According to A-Rule 1.18.1 a student's studies can be terminated.*
- b) *The executive dean concerned may direct the registrar to terminate a student's registration if such student –*
- i. *does not meet the requirements for annual registration as provided for in rule 1.10.1;*
 - ii. *does not meet the requirements for proof of active enrolment as provided for in rule 1.10.3.1;*

- iii. *has received two warnings with respect to satisfactory academic performance from the executive dean concerned as provided for in rule 1.15.2 and fails for the third time to show satisfactory academic performance;*
 - iv. *does not meet the minimum progression requirements set out in rule 1.16, or fails to submit a research proposal as contemplated in rules 4.12.6 and 5.12.5;*
 - v. *does not obtain an extension of time as provided for in rule 1.17, and*
 - vi. *fails, after having been granted an extension of time as provided for in rule 1.17, to complete the study.*
- c) *A student whose studies have been terminated may, in accordance with the requirements set out in the applicable quality manual of the faculty, apply for admission to another study programme, but must in the course of the application mention the termination (A-Rule 1.18.4).*
- d) *An undergraduate student whose studies have been terminated may not apply more than three times for admission to the University (A-Rule 1.18.6).*
- a) Die studie van 'n student kan op grond van A-Reël 1.18.1 beëindig word.
- b) Die betrokke uitvoerende dekaan kan die registrateur gelas om 'n student se registrasie te beëindig indien sodanige student –
- i. nie aan die vereistes vir jaarlikse registrasie soos bepaal in A-Reël 1.10.1 voldoen nie;
 - ii. nie aan die vereistes vir die bewys van aktiewe inskrywing soos bepaal in A-Reël 1.10.3.1 voldoen nie;
 - iii. twee waarskuwings ontvang het ten opsigte van bevredigende akademiese prestasie van die betrokke uitvoerende dekaan soos voorsien in A-Reël 1.15.2 en versuim om vir die derde keer bevredigende akademiese prestasie te toon;
 - iv. nie aan die minimum vorderingsvereistes soos uiteengesit in A-Reël 1.16 voldoen nie, of versuim om 'n navorsingsvoorstel in te dien soos beoog in A-Reëls 4.12.6 en 5.12.5;
 - v. nie 'n verlenging van tyd verkry soos bepaal in A-Reël 1.17 nie, en
 - vi. na afloop van die tydskuur soos bepaal in A-Reël 1.17 versuim om die studie te voltooi.
- c) 'n Student wie se studie beëindig is, kan ooreenkomstig die vereistes soos uiteengesit in die toepaslike kwaliteitshandleiding van die fakulteit, aansoek doen vir toelating tot 'n ander studieprogram, maar moet in die loop van die aansoek die beëindiging (A-Reël 1.18.4).
- d) 'n Voorgraadse student wie se studie beëindig is, mag nie meer as drie keer aansoek doen om toelating tot die Universiteit (A-Reël 1.18.6) nie.

HSC.1.13 REGISTRATION FOR ADDITIONAL MODULES / REGISTRASIE VIR BYKOMENDE MODULES

- a) *A student may in any study year take modules in addition to the modules required for the specific curriculum according to the stipulations of the sub-paragraphs in A-Rules 1.9 and 2.3.*
- b) *Subject to provisions in faculty rules, a student who registers for the first year level of an undergraduate programme may be allowed to register for one additional module per semester (either an elective from the same programme or a module from another programme), provided that no timetable clashes are brought about thereby (A-Rule 2.3.1).*
- c) *Subject to provisions in faculty rules, a student who registers for the second, third or fourth year level of an undergraduate programme, and who has already passed all the required preceding modules of the programme concerned, may be allowed to register for a maximum of two additional modules per semester or two additional year modules, or one*

semester and one year module, provided that the student has ascertained that no class or examination timetable clashes are brought about thereby, and subject to the maximum number of credits for which a student may register in a given academic year as provided for in A-Rule 1.9 (A-Rule 2.3.2).

- a) 'n Student kan in enige studiejaar, benewens die vereiste modules van die betrokke kurrikulum, bykomende modules neem ooreenkomstig die bepalings in subparagrafe onder A-Reëls 1.9 en 2.3.
- b) Behoudens bepalings in fakulteitsreëls mag 'n student wat vir die eerstejaarsvlak van 'n voorgraadse program registreer, toegelaat word om vir een addisionele module per semester te registreer (óf 'n keusemodule uit dieselfde program óf 'n module uit 'n ander program). dat daar geen roosterbotsings daardeur veroorsaak word nie (A-Reël 2.3.1).
- c) Behoudens bepalings in fakulteitsreëls mag 'n student wat vir die tweede, derde of vierde jaar van 'n voorgraadse program registreer en al die vereiste vorige modules van die betrokke program geslaag het, toegelaat word om te registreer vir 'n maksimum van twee addisionele modules per semester of twee addisionele jaarmodules, of een semester- en eenjaarmodule, op voorwaarde dat die student vasgestel het dat daar geen klas- of eksamenroosterbotsings daardeur veroorsaak word nie en onderhewig aan die maksimum aantal krediete waarvoor 'n student mag registreer in 'n gegewe akademiese jaar soos voorsien in A-Reël 1.9 (A-Reël 2.3.2).

HSC.1.14 REGISTRATION FOR FINAL YEAR MODULES / REGISTRASIE VIR FINALEJAAR MODULES

- a) *Subject to exceptions made in terms of A-Rule 2.4. and Faculty Rule HSC.1.6.2; a student may only register for final year modules of an undergraduate qualification if the student have passed all the first-year modules of the programme.*
- b) *Faculty rules may allow for exceptions to the requirements of A-Rule 2.4.1 to be made by the executive dean concerned, taking into account the rules relating to the maximum duration of study provided for by A-Rule 1.14.*
- c) *Students registered in certain professional degrees, who failed one module in the third year level that is a prerequisite for continuing with the final fourth year (practicals / internship etc). may apply at the executive dean for an additional assessment opportunity. These applications will be evaluated on merit by the school director and programme leader of the relevant programme. If the application for an additional assessment opportunity was successful but the student fail the module, the student will not continue with the fourth year level and has to repeat the whole module. The application of the student must be finally approved at the Faculty Board and noted on the student record (HSC.1.6.2).*
- d) *The following Faculty Rules are applicable:*
 - i. **Diploma in Coaching Science**

A student must have passed the sport module in the preceding year before being allowed to register for the module in the following year level.

ii. Bachelor of Social Work

No student is admitted to the module BSWP471 (internship) unless he/she has passed all modules at the first, second and third year levels. Students who do not meet these requirements, may officially apply for an additional assessment opportunity. The School Director will only consider such request based on merit, namely where the outstanding module would prevent the student from continuing with practical work in the following year. If the outstanding module is a second-semester module and the student fails the additional assessment opportunity, the student will not be able to register for the BSWP471 (internship) module, as timetables clashes will take place. The student can submit a

written request to the School Director to establish authorization for admission to BSWP471. Such a request will not be considered if the incomplete modules fall in the second semester, as this will clash with BSWP471 (internship). (HSC.12.8 (f)).

iii. Bachelor of Pharmacy

- A student will only be admitted to continue with the modules in a specific subject group once all preceding modules in the specific group have been passed in the previous year level(s). (Example: A student may only proceed with FKL321 and FKL322, if FKL212 and FKL222 have been passed.)
- A student may only register for the 2nd semester modules of year level 4, namely **FFSG421**, **FNPG421** and **WVPS321** in the year that he/she can complete his/her academic studies.

iv. Bachelor of Science in Dietetics

- Modules in year level 4 may only be taken once all the modules as prescribed up to year level 3 have been passed.
- A participation mark of 50% is required for all modules in year level 4 for admission to examination.
- After successfully completing the BSc in Dietetics degree the student will acquire admission to the MSc degree in Dietetics or Nutrition, but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field. The following admission requirements prevail:

The student must at least achieve a pass mark of 60% in each of the following modules: NUTT311, NUTT321, NUTR321 and NUTR471 or equivalent modules;

Descriptive statistics (STTN111) or an equivalent module is a corequisite (A-Rule 2.3.3.3).

v. Bachelor of Health Sciences in Occupational Hygiene

Admission to any level in the BHSc in Occupational Hygiene programme, will be refused if the student has not passed the module prerequisites as stipulated in the module list. Students **MUST** pass all the modules in year levels 1-3 before they will be allowed to register for level 4 modules.

vi. Bachelor of Health Sciences in Biokinetics

Students **MUST** pass all the modules in year levels 1-3 before they will be allowed to register for level 4 modules.

vii. Bachelor of Nursing Science (BCur)

The repetition of one module per semester will be approved for continuation to the next academic level, provided that there are no timetable conflicts and that the prerequisites of the modules as stated in HSC.21 were met. Students are refer to the programme requirements in HSC18.9.

HSC.1.15 MODERATING OF MODULES, EXAMINATION PAPERS AND ANSWER PAPERS / MODERERING VAN MODULES, VRAESTELLE EN ANTWOORDSTELLE

- A-Rule 2.5.1 is applicable as well as faculty rules where the requirements of Statutory Councils are stated.
- The required procedures, guidelines and provisions are indicated in the applicable quality manual of the faculty.
- For each module that has to be moderated, Directors have to make the the following information/documentation available to the external moderators one month before commencement of the examination:

- i. *A list of the modules that have to be moderated together with a brief description of the contents of each, and/or an extract of programme detail from the yearbook for purposes of contextualisation of concerned exit level module(s);*
 - ii. *supporting study material if necessary (for example title of prescribed textbook, CD/DVD, etc.);*
 - iii. *a copy of the examination paper on which the names of the internal examiner(s) and moderator(s) have been erased (risk regarding the sending out of paper has to be managed);*
 - iv. *full details of what is expected from the moderation process;*
 - v. *Guidelines for the number of answer papers that must be sent to the moderator/s:*
 - *If the total answer papers be 50 or less – send all the answer sheets*
 - *a Minimum of 10% of all the answer papers must be moderate*
- d) *The date on which the examination will take place and the date on which the report on the examining should be submitted.*
- e) If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly. External moderation will take place annually for each exit level module (A-Rule 2.5.1.10).
- f) External moderation of exit-level undergraduate modules must be conducted at least every two years for contact programmes, and at least every three years for distance programmes (A-Rule 2.5.1.8).
- a) A-Reël 2.5.1 is van toepassing asook fakulteitsreëls waar Statutêre Rade se vereistes gestel is.
- b) Die vereiste prosedures, riglyne en bepalings word in die toepaslike kwaliteitshandleiding van die fakulteit aangedui.
- c) Vir elke module wat gemodereer moet word, moet Direkteure een maand voor die aanvang van die eksamen die volgende inligting / dokumentasie aan die eksterne modératere beskikbaar stel:
- i. 'n Lys van die modules wat gemodereer moet word saam met 'n kort beskrywing van die inhoud van elk en / of 'n uittreksel van programbesonderhede uit die jaarboek vir kontekstualisering van die betrokke uitreevlakmodule(s);
 - ii. ondersteunde studiemateriaal indien nodig (byvoorbeeld titel van voorgeskrewe handboek, CD / DVD, ens.);
 - iii. 'n afskrif van die eksamenvraestel waarop die name van die interne eksaminator (s) en moderator (s) uitgevee is (risiko ten opsigte van die uitreiking van papier moet bestuur word);
 - iv. volledige besonderhede van wat van die modereringsproses verwag word
 - v. Riglyne vir die aantal vraestelle wat aan die moderator/s gestuur moet word:
 - Indien die totale vraestelle 50 of minder is - stuur al die antwoordstelle
 - 'n Minimum van 10% van al die antwoordstelle moet gematig wees
- d) Die datum waarop die eksamen sal plaasvind en die datum waarop die verslag oor die eksamen ingedien moet word.
- e) Indien vereis deur statutêre rade, professionele liggame of fakulteitsreëls, kan eksterne moderering meer gereeld plaasvind. Eksterne moderering vind jaarliks plaas vir elke uitreevlakmodule (A-reël 2.5.1.10).
- f) Eksterne moderering van uitreevlak-voorgaardse modules moet ten minste elke twee jaar vir kontakprogramme uitgevoer word, en ten minste elke drie jaar vir afstandsprogramme (A-reël 2.5.1.8)

HSC.1.16 EXAMINATION OPPORTUNITIES / EKSAMENGELEENTHEDE

- a) *The examination opportunities and related rules take place according to A-Rules 1.13.4 and 2.5.3.*
 - b) *Faculty rules may exclude specific modules from a second examination opportunity.*
 - c) *Except if faculty rules provide otherwise, a student may write the examination during either the first or the second examination opportunity, provided that all the examination papers for a module must be written during the same examination opportunity. (A-Rule 2.5.3.3)*
-
- a) Die eksamengeleenthere en verwante reëls vind plaas volgens A-Reëls 1.13.4 en 2.5.3.
 - b) Fakulteitsreëls mag spesifieke modules uit 'n tweede eksamengeleenthere uitsluit.
 - c) Behalwe indien die fakulteitsreëls anders bepaal, kan 'n student tydens die eerste of tweede eksamengeleenthere die eksamen aflê, met dien verstande dat al die eksamenvraestelle vir 'n module tydens dieselfde eksamengeleenthere geskryf moet word. (A-reël 2.5.3.3).

HSC.1.16.1 Additional time or special requests during examinations / Verlengde tyd vir spesiale versoeke gedurende eksamens

A student may apply in writing to the Chief Director Student Academic Lifecycle Administration for additional time or special requests during an examination, supported by an explanation of the circumstances giving rise to the application and a medical certificate or a recommendation from Student Counselling and Development Services (A-Rule 1.13.5).

'n Student kan skriftelik aansoek doen by die Hoof Direkteur Studente Akademiese Lewensiklus Administrasie vir addisionele tyd of spesiale versoeke tydens 'n eksamen, ondersteun deur 'n verduideliking van die omstandighede wat aanleiding gee tot die aansoek en 'n mediese sertifikaat of 'n aanbeveling van Studentevoorigting- en Ontwikkelingsdienste (A-Reël 1.13.5).

HSC.1.17 ATTAINMENT OF AN UNDERGRADUATE QUALIFICATION / VERWERWING VAN 'N VOORGRAADSE KWALIFIKASIE

HSC.1.17.1 Satisfaction of requirements / Voldoening aan vereistes

Taking into account A-Rules 1.3.3, 1.14, 1.17 and 1.19.3, an undergraduate qualification is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty rules for the programme of the qualification concerned (A-Rule 2.6.1).

Met inagneming van A-Reëls 1.3.3, 1.14, 1.17 en 1.19.3, word 'n voorgraadse kwalifikasie behaal wanneer finale verifikasie en ouditbevestiging gegee word dat 'n student al die modules soos voorgeskryf in die toepaslike fakulteitsreëls vir die program van die betrokke kwalifikasie geslaag het (A-Reël 2.6.1).

HSC.1.17.2 Qualification with distinction / Kwalifikasie met onderskeiding

- a) *A-Rules 1.13.3.6 and 2.6.2 as well as the sub-paragraphs state the requirements for passing a module / curriculum / qualification with distinction. In order to be awarded a qualification with distinction a student must achieve a weighted average of at least 75% for all the core modules identified as such in the faculty rules concerned, not taking additional modules taken by the student into account.*
- b) *The faculty rule states that if the weighted average mark of all the modules will be counted to 74%, the mark will, on behalf of merit, be condoned to 75%.*

- c) *A full-time student enrolled in a contact programme must complete the programme within the minimum time specified in the faculty rules in order to qualify for the award of the qualification with distinction, except if failure to comply with the minimum time requirements is due to the interruption of the study on medical grounds, in which case the executive dean concerned may approve the award of the degree with distinction.*
 - d) *A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the faculty rules in order to qualify for the award of the qualification with distinction.*
- a) A-Reëls 1.13.3.6 en 2.6.2 sowel as die subparagrafe stel die vereistes om 'n module / kurrikulum / kwalifikasie met onderskeiding te slaag. Ten einde 'n kwalifikasie met onderskeiding toe te ken, moet 'n student 'n geweeegde gemiddelde van ten minste 75% behaal vir al die kernmodules soos in die betrokke fakulteitsreëls geïdentifiseer is. Geen modules wat addisioneel geneem is word in die berekening gebring nie.
 - b) Die fakulteitsreël bepaal dat indien die gemiddelde punt na berekening op 74% staan, die punt op grond van meriete na 75% gekondoneer kan word.
 - c) 'n Voltydse student wat in 'n kontakprogram ingeskryf is, moet die program binne die minimum tyd wat in die fakulteitsreëls gespesifiseer word voltooi om te kwalifiseer vir die toekenning van die kwalifikasie met lof, behalwe as die versuim om te voldoen aan die minimum tydsvereistes te wyte is aan die onderbreking van die studie op mediese gronde, in welke geval die betrokke uitvoerende dekaan die toekenning van die graad met lof kan goedkeur.
 - d) 'n Deeltydse student of 'n student wat in 'n afstandsprogram ingeskryf is, moet die program binne die maksimum tyd wat in die fakulteitsreëls gespesifiseer word voltooi om te kwalifiseer vir die toekenning van die kwalifikasie met lof.

HSC.1.18 RECOGNITION OF PRIOR LEARNING / ERKENNING VAN VORIGE LEER

The North-West University accepts the principle underlying outcomes-based, source-based and life-long learning, in which considerations of articulation and mobility play a significant role, and subscribes to the view that recognition of prior learning, whether acquired by formal education curricula at this or another institution or informally (by experience) is an indispensable element in deciding on admission to and awarding credits in an explicitly selected teaching-learning programme of the North-West University.

Recognition of prior learning concerns the provable knowledge and learning that an applicant has acquired, whether by having completed formal education curricula, or by experience. At all times the question will be what the level of the skills is, and skills will be assessed in the context of the exit level skills required by the intended teaching-learning programme or modules in the programme, or the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant. Recognition of prior learning will therefore take place in terms of the applied competencies demonstrated by the applicant in his/her application, taking into consideration the exit level outcomes that have to be obtained by means of the selected teaching-learning programme.

The North-West University accepts that the recognition of prior learning must take place in a valid, trustworthy and fair way, within the normal existing policy on awarding credits to prospective or existing students, whether they are from this or another institution.

For processing an application for recognition of prior learning a non-refundable administrative levy is payable as determined by the University from time to time.

The process for the recognizing prior learning is given in A-Rule 1.6.

Die Noordwes-Universiteit aanvaar die beginsel onderliggend aan uitkomsgerigte,

brongebaseerde en lewenslange leer, waarin oorwegings van artikulasie en mobiliteit 'n betekenisvolle rol speel, en onderskryf die siening dat erkenning van vorige leer, hetsy dit in formele onderrigprogramme by hierdie of 'n ander instelling, of informeel (deur ervaring) opgedoen is, 'n onontbeerlike element by die besluit oor toelating tot en kredietverlening met die oog op plasing binne 'n uitdruklik gekose onderrigleerprogram van die Universiteit uitmaak.

By die erkenning van vorige leer, handel dit oor die bewysbare kennis en leer wat 'n aansoeker opgedoen het, hetsy deur formele onderrigprogramme te deurloop, of deur ervaring. Te alle tye sal die vraag wees watter vlak van vaardigheid bereik is, beoordeel in die konteks van die uitreevlakvaardighede wat vereis word vir die beoogde onderrigleerprogram of modules daarbinne, of status waarvoor die aansoeker aansoek doen, en nie bloot om die ervaring wat 'n aansoeker kan boekstaaf nie. Erkenning van vorige leer geskied dus in terme van die toegepaste bevoegdhede wat die aansoeker in die aansoek gedemonstreer het, met inagneming van die uitreeuitkomst wat met die gekose onderrigleerprogram bereik moet word.

Die Noordwes-Universiteit aanvaar dat die erkenning van vorige leer binne die normale, bestaande beleid oor die toelating van kredietverlening aan voornemende of bestaande studente – hetsy van hierdie of 'n ander instelling – op 'n geldige, betroubare en billike wyse kan en moet geskied.

Vir die hantering van 'n aansoek om erkenning van vorige leer is daar 'n nie-terugbetaalbare administratiewe fooi wat van tyd tot tyd deur die Universiteit bepaal word, betaalbaar.

Die proses vir erkenning van vorige leer is in A-Reël 1.6 gestel.

HSC.1.19 EVALUATION OF ACADEMIC LANGUAGE PROFICIENCY I EVALUERING VAN AKADEMIESE GELETTERDHEID

All undergraduate students who register at the North-West University for the first time are required to register for a module / modules in academic literacy. They have to pass this module / these modules before they can graduate.

Alle voorgraadse studente wat vir die eerste keer aan die Noordwes Universiteit registreer, is verplig om vir 'n module / modules in akademiese geletterdheid te registreer. Hulle moet dit slaag, alvorens hulle kan graduateer.

HSC.1.19.1 Testing / Toetsing

Students have to write a compulsory proficiency test (TALL or TAG) in academic literacy, at a time and place determined by the University, to determine their ability to function within the academic environment. The purpose of this test is to identify students who, due to inadequate academic literacy skills, may not complete their study programme within the stipulated period in order to empower them with the necessary knowledge and skills.

Students have the option of writing the compulsory skills test in either English or Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students who are regarded as borderline cases, will be granted a second opportunity to write the test. It is the student's responsibility to check and verify his/her result within 14 days of writing the test and to register for the correct module in the correct semester (see below).

Studente moet 'n verpligte vaardigheidstoets (TAG of TALL) in akademiese geletterdheid skryf op 'n gegewe tyd en plek, soos deur die Universiteit bepaal. Die doel van die toets is om studente te identifiseer wat, a.g.v. onvoldoende akademiesegeletterdheidsvaardighede die risiko loop om hulle studieprogram nie suksesvol binne die toegelate tydperk te voltooi nie, sodat hulle met die nodige kennis en vaardighede bemaagtig kan word.

Studente besluit self of hulle die verpligte vaardigheidstoets in Afrikaans of in Engels wil aflê. Met die uitsondering van studente wat deur die toets as grensgevalle uitgewys word, kry elke

student slegs een geleentheid om die toets af te lê. Studente wat as grensgevalle beskou word, kry 'n tweede geleentheid. Dit is die student se verantwoordelikheid om hom-/haarself binne 14 dae na aflegging van die toets van sy/haar uitslag te vergewis en vir die korrekte module in die korrekte semester te registreer (sien hieronder).

HSC.1.19.2 Module(s) / Module(s)

HSC.1.19.2.1 Academic Literacy Development (ALDE111) / Ontwikkeling van Akademiese Geletterdheid (ALDA111)

Students who are identified as at-risk by the test, must register for the module ALDE111 [English] or ALDA111 [Afrikaans], depending on the language in which the compulsory test was written.

Studente wat deur die toets as risikogevalle geïdentifiseer word, moet vir die module ALDA111 [Afrikaans] of ALDE111 [Engels] registreer, afhangend van die taal waarin hulle die verpligte vaardigheidstoets afgelê het.

i. Level and credits / Vlak en krediete

This module is on NQF level 5 and worth 12 credits (additional credits).

Hierdie module is op NKR-vlak 5 en het 'n waarde van 12 krediete (addisionele krediete).

ii. Composition of module and calculation of module marks / Samestelling van module en punteberekening

ALDE111 / ALDA111 comprises one component only, which includes two periods per week. Class attendance is compulsory. The module is only presented in Semester 1.

A system of continuous assessment is followed. The final module mark is calculated as follows: Exam mark = 40% and Participation mark = 60%. For admission to the exam in ALDE111 / ALDA111, a participation mark of 40% is required.

Note that for conditional admission to ALDE122 / ALDA122, a student who is required to follow ALDE111 / ALDA111 should obtain a module mark of 40% minimum for ALDE111 / ALDA111.

A final module mark of 50% is required to pass the module.

ALDA111 / ALDE111 bestaan uit slegs een komponent wat minstens twee periodes per week behels en klasbywoning is verpligtend. Die module word slegs in Semester 1 aangebied.

'n Stelsel van deurlopende assessering word gebruik. Die finale modulepunt word soos volg bereken: Eksamenpunt = 40% en Deelnamepunt = 60%. Vir toelating tot die eksamen in ALDA111 / ALDE111 word 'n deelnamepunt van 40% vereis.

Let daarop dat vir voorwaardelike toelating tot die module ALDA122 / ALDE122 moet 'n student wat verplig is om eers ALDA111 / ALDE111 te volg, 'n modulepunt van minstens 40% in ALDA111 / ALDE111 verwerf.

'n Finale modulepunt van 50% is nodig om die module te slaag.

iii. Important additional information / Belangrike addisionele inligting

Specific faculty rules in terms of termination of studies might apply if a student fails ALDE111 / ALDA111.

Students who have already successfully completed a module similar to ALDE111 / ALDA111 at another tertiary institution and can provide proof of this, may apply in writing on the prescribed form for formal recognition for the module. This application should be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are of the same value (12), and where content is comparable.

Spesifieke fakulteitsreëls i.t.v. terminering van studies kan van toepassing wees indien 'n student ALDA111 / ALDE111 nie slaag nie.

Studente wat reeds 'n module soortgelyk aan ALDA111 / ALDE111 suksesvol aan 'n ander tersiêre instelling voltooi het en bewys daarvan kan lewer, kan skriftelik op die voorgeskrewe vorm by die betrokke entiteit verantwoordelik vir Akademiese Geletterdheid om erkenning aansoek doen. Erkenning word slegs toegestaan in gevalle waar die modules op dieselfde NKR-vlak is (NKR5), die kredietwaarde minstens dieselfde is (12) en die inhoud vergelykbaar is.

iv. Language and mode of delivery / Taal en modus van aanbieding

ALDE111 is presented in English and ALDA111 in Afrikaans. The module is presented in both contact and open distance learning mode. Note that only students who are formally registered for open distance learning may follow the module in this mode. Moreover, open distance learning is presented in English only.

ALDA111 word in Afrikaans aangebied en ALDE111 in Engels. Die module word in beide kontak- en afstandsmodusse aangebied, maar let daarop dat slegs studente wat formeel vir afstandsonderrig geregistreer is, dit in die afstandsmodus mag volg. Afstandsmodes word verder slegs in Engels aangebied.

v. Outcomes / Uitkomst

On completion of this module students should be able to:

- *bridge the divide between secondary school and university education;*
- *access academic information effectively in order to understand academic texts;*
- *process academic information successfully; and*
- *produce academic information responsibly and appropriately.*

By afhandeling van hierdie module behoort die student in staat te wees om:

- die gaping tussen hoërskool en universiteit te oorbrug;
- op effektiewe wyse toegang tot akademiese inligting te verkry met die doel om akademiese tekste te verstaan;
- akademiese inligting suksesvol te prosesseer; en
- akademiese inligting gepas en verantwoordelik te produseer.

HSC.1.19.2.2 Academic Literacy Development (ALDE122) / Ontwikkeling van Akademiese Geletterdheid (ALDA112 or 122)

All students, regardless of the result obtained for the compulsory proficiency test in academic literacy, must register for the module ALDE122 [English] / ALDA112 or ALDA122 [both in Afrikaans]. Students with Afrikaans as language of teaching and learning and who do not need to complete ALDA111, register for ALDA112 in Semester 1 (applicable to Potchefstroom Campus only). Students who are required to enrol for ALDA111, register for ALDA122 in Semester 2. Note that ALDA112 and ALDA122 are exactly the same module presented in both semesters. The module codes, however, differ in order to distinguish between the semesters. Students with English as language of teaching and learning, register in all cases for ALDE122 in Semester 2.

Alle studente, ongeag die uitslag van die verpligte vaardigheidstoets in akademiese geletterdheid, moet die module ALDA112 of ALDA122 [beide in Afrikaans] / ALDE122 [Engels] neem. Studente met Afrikaans as onderrigtaal en wat nie ALDA111 hoef te volg nie, registreer vir ALDA112 in Semester 1 (slegs Potchefstroomkampus). Studente wat ALDA111 moes volg, registreer vir ALDA122 in Semester 2. Let daarop dat dit dieselfde module is wat in beide semesters aangebied word, maar waarvan die modulekode verskil om die onderskeid in

semester te tref. Studente met Engels as onderrigtaal, registreer in alle gevalle vir ALDE122 in Semester 2.

i. Level and credits / Vlak en krediete

This module is on NQF level 5 and worth 12 credits. Note that it is calculated in terms of curriculum credits. It thus carries a weight of 12 credits in the first-year curriculum.

Hierdie module is op NKR-vlak 5 en het 'n waarde van 12 krediete. Let daarop dat dit wel vir kredietdoeleindes van die kurrikulum in berekening gebring word. Krediete hiermee verdien, dra dus 'n gewig van 12 krediete in die eerstejaarskurrikulum.

ii. Composition of module and calculation of module marks / Samestelling van module en punteberekening

For admission to the module ALDE122 / ALDA122, a student must first pass ALDE111 / ALDA111. In all other cases students have immediate access to ALDE122 [Semester 2] / ALDA112 [Semester 1] or ALDA122 [Semester 2].

A final mark of at least 40% in ALDE111 / ALDA111 only grants students conditional entry to ALDE122 or ALDA122. Students who were allowed to continue with ALDE122 / ALDA122 and who passed the examination in this module, may have the result for ALDE111 / ALDA111 condoned to a pass by the entity concerned with Academic Literacy.

The module ALDE122 / ALDA112 or ALDA122 comprises three compulsory components: an Academic Literacy component, a Computer and Information Literacy component and a Reading component. For the academic literacy component class attendance of two periods per week is compulsory. Computer and Information Literacy requires that students learn autonomously, but they will have access to contact sessions if they wish to make use of it. Students are also required to attend a number of sessions in the Reading laboratory. Depending on a student's reading speed and comprehension, he/she could be compelled to attend more sessions. A student must pass all three components to pass the module.

A system of continuous assessment is followed. The final module mark is calculated as follows: Exam mark = 40% and Participation mark = 60%. For admission to the exam in ALDE122 / ALDA112 / ALDA122, a participation mark of 40% is required.

The exam consists of two papers, viz. Academic Literacy and Computer and Information Literacy. The subminimum required to pass the Academic Literacy component, is 40%. The subminimum required to pass the Computer and Information Literacy component, is 50%. These components are dealt with in a ratio of 80:20 when calculating the final mark (80% for the academic literacy and 20% for the computer and information literacy component). For the Reading component, a code for sufficient or insufficient is issued.

A final module mark of 50% is required to pass the module.

Vir toelating tot die module ALDA112 of ALDA122 / ALDE122 moet 'n student wat verplig is om eers ALDA111 / ALDE111, laasgenoemde slaag. In alle ander gevalle het studente onmiddellik toegang tot ALDA112 [Semester 1] of ALDA122 [Semester 2] / ALDE122 [Semester 2].

Studente wat nie die module ALDA111 / ALDE111 geslaag het nie, maar wel voorwaardelik tot ALDA122 / ALDE122 toegelaat is en die eksamen daarin geslaag het, se uitslag van ALDA111 / ALDE111 kan deur die betrokke entiteit verantwoordelik vir Akademiese Geletterdheid tot 'n slaagpunt gekondoneer word.

Die module ALDA112 of ALDA122 / ALDE122 bestaan uit drie verpligte komponente: Akademiese Geletterdheid, Rekenaar- en Inligtingsvaardighede en 'n Leeskomponent. Akademiese Geletterdheid behels twee lesings per week en klasbywoning is verpligtend. Rekenaar- en Inligtingsvaardighede word op outonome wyse bemeester, maar daar is ook

verskeie geleenthede tot kontakssessies tot studente se beskikking indien hul daarvan gebruik wil maak. Studente word ook verplig om vir 'n aantal sessies die dienste van die Leeslaboratorium te gebruik. Afhangend van die student se leesspoed en –begrip kan hy/sy verplig word om meer of minder sessies by te woon. Al drie komponente moet geslaag word om die module te kan slaag.

'n Stelsel van deurlopende assessering word gebruik. Die finale modulepunt word soos volg bereken: Eksamenpunt = 40% en Deelnamepunt = 60%. Vir toelating tot die eksamen in ALDA112 of ALDA122 / ALDE122 word 'n deelnamepunt van 40% vereis. Die eksamen bestaan uit twee vraestelle, naamlik Akademiese Geletterdheid en Rekenaar- en Inligtingsvaardighede. Die subminimum wat vir eersgenoemde komponent behaal moet word om die module te kan slaag, is 40%. Die subminimum wat vir laasgenoemde komponent behaal moet word om die module te kan slaag, is 50%. Hierdie twee komponente word in 'n 80:20-verhouding hanteer vir die berekening van die finale punt – 80% vir die eerste komponent (Akademiese Geletterdheid) en 20% vir die tweede komponent (Rekenaar- en Inligtingsvaardighede). Vir die Leeslaboratorium word slegs 'n kode vir voldoende of onvoldoende uitgereik.

'n Finale modulepunt van 50% is nodig om die module te slaag.

iii. Important additional information / Belangrike addisionele inligting

Specific faculty rules in terms of termination of studies might apply if a student fails ALDE122 / ALDA112 / 122.

Students who have already successfully completed a similar module to ALDE122 / ALDA112 or ALDA122 at another institution and can provide proof of this, may apply in writing on the prescribed form for formal recognition of the module. This application should be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are the same value (12), and where content is comparable.

Spesifieke fakulteitsreëls i.t.v. terminering van studies kan van toepassing wees indien 'n student ALDA112 OF ALDA122 / ALDE122 nie slaag nie.

Studente wat reeds 'n module soortgelyk aan ALDA112 of ALDA122 / ALDE122 suksesvol aan 'n ander tersiêre instelling voltooi het en bewys daarvan kan lewer, kan skriftelik op die voorgeskrewe vorm by die betrokke entiteit verantwoordelik vir Akademiese Geletterdheid om erkenning aansoek doen. Erkenning word slegs toegestaan in gevalle waar die modules op dieselfde NKR-vlak is (NKR5), die kredietwaarde minstens dieselfde is (12) en die inhoud vergelykbaar is.

iv. Language and mode of delivery / Taal en modus van aanbidding

ALDE122 is presented in English and ALDA112 or ALDA122 in Afrikaans. The module is presented in both contact and open distance learning mode. Note that only students who are formally registered for open distance learning may follow the module in this mode. Moreover, open distance learning is presented in English only.

ALDA112 of ALDA122 word in Afrikaans aangebied en ALDE122 in Engels. Die module word in beide kontak- en afstandsmodusse aangebied, maar let daarop dat slegs studente wat formeel vir afstandsonderrig geregistreer is, dit in die afstandsmodus mag volg. Afstandsmodule word verder slegs in Engels aangebied.

v. Outcomes / Uitkomst

On completion of this module students should be able to:

- *successfully become part of the academic learning community and participate in this community;*
- *access information in a responsible and ethical way in order to write an academic text;*

- process information strategically in order to write an academic text;
- produce an academic text;
- read at an acceptable speed and on an acceptable level of understanding; and
- demonstrate a fundamental level of computer and information literacy.

By afhandeling van hierdie module behoort die student in staat te wees om:

- suksesvol in te skakel by die akademiese leeromgewing en daaraan deel te neem;
- op eties-verantwoordelike wyse te soek vir inligting wat nodig is vir die skryf van 'n akademiese teks;
- inligting op 'n strategiese manier te verwerk met die doel om 'n akademiese teks te kan skryf;
- 'n akademiese teks te produseer;
- teen 'n aanvaarbare spoed en begripstyl te lees; en
- 'n fundamentele vlak van rekenaar- en inligtingseletterdheid te demonstreer

HSC.1.20 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE / ADT) / NAGRAADSE ONDERWYSSERTIFIKAAT (NGOS / ADT)

The complete rules will be available in the Yearbook of the Faculty of Education.

The PGCE serves as a professional capping qualification for candidates who have completed a relevant 360 or 480-credit Bachelor's degree and wish to enter the teaching profession. With this certificate an educator can teach from Grades 7 to 12.

Duration of study

The minimum duration of study is one (1) year and the maximum duration is two (2) years.

Admission requirements for the qualification

- An undergraduate university degree with two recognised school subjects or a recognised qualification of 360 credits at NQF level 6 or 480 credits at NQF level 7 and that includes at least **two** recognised school subjects.*
- Students must also be able to take two methodology subjects in order to obtain the qualification. The curriculum for the qualification may be structured in one of the following ways (A recognised school subject is one included in the Department of Basic Education's official list of school subjects):*
 - a recognised school subject at level 3 + a recognised school subject/learning area at level 2;*
 - In the event of a choice between methodologies for academic subjects already obtained for a prior qualification, a student must select from these the two subjects that were obtained at the highest level. In the case of Languages, the relevant language subject must be at year level 3.*

Exceptions

- A student who wants to take **Life Sciences** as methodology need to present one of the following subjects **Botany, Zoology or Physiology** on level three and another on level 2.*
- A student who wants to take **Physical Sciences** as methodology need to present one of the subjects **Chemistry or Physics** on level three and the other one on at least on level 3. Alternatively, Chemistry and Physics both on level 2 can also be used for admission.*
- A student who wants to take the Methodology of **Mathematics** must have completed Mathematics on level 2 or otherwise Mathematics on level 1 with one of the following on*

level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics.

- f) A student who wants to take the Methodology of **Life Orientation** must have **Psychology** and one of the following subjects on degree level: Sociology, Political Studies, Human Movement Science, Labour -and Industrial studies, Philosophy and Nutrition. The student must already have a second school subject on degree level for the second methodology.
- g) A student who wants to take the Methodology of **Languages** must have completed it on level 3
- h) Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Director for this admission. (See HSC.1.2.9 of this Yearbook according to the faculty rules of the Faculty of Health Sciences).

Specific requirements

After the completion of the ADT a student has to have one of the following combinations of subject specialisations:

- Two FET subjects and two SP subjects
(Example: Life Sciences (FET), Mathematics (FET), Natural Sciences (SP) and Mathematics (SP).)
- Two FET subjects and one SP subject with Curriculum-based Assessment Adaptions or Managing barriers to learning
(Example: Economics (FET), Business Studies (FET), Economic and Management Sciences (SP) and Managing barriers to learning.)

Vir volledige reëls raadpleeg die Jaarboek van Fakulteit Opvoedkunde.

Die NGOS dien as 'n verdere professionele kwalifikasie vir kandidate wat 'n 360- of 480-krediet Baccalaureusgraad voltooi het en tot die onderwysprofessie wil toetree. Met hierdie sertifikaat mag 'n onderwyser vanaf Graad 7 tot 12 onderrig gee.

Duur van studie

Die minimumduur van die studie is een (1) jaar en die maksimumduur is twee (2) jaar.

TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

- a) 'n Eerste universiteitsgraad met twee erkende skoolvakke of 'n erkende kwalifikasie wat in totaal uit 360 krediete (NKR-vlak 6) of 480-krediete (NKR-vlak 7) bestaan en wat minstens **twee** erkende skoolvakke insluit soos aangedui.
- b) Studente moet ook in staat wees om twee (2) metodieke te kan neem ten einde die kwalifikasie te verwerf. Die samestelling in die graadkursus moet die volgende wees: ('n Erkende skoolvak is 'n vak wat in die amptelike lys van skoolvakke van die Departement van Basiese Onderwys opgeneem is.)
 - i) Erkende skoolvak/leerarea op vlak 3 + erkende skoolvak/leerarea op vlak 2;
 - ii) In die geval van 'n keuse tussen metodiek van akademiese vakke reeds geslaag vir 'n vorige kwalifikasie moet die student die twee neem waarin hy/sy die hoogste gekwalifiseer is.

Uitsonderings

- c) 'n Student wat **Lewenswetenskappe** as metodiek wil neem moet een van **Plantkunde, Dierkunde of Fisiologie** op graadvlak 3 hê en 'n ander op vlak 2.

- d) 'n Student wat **Fisiese wetenskap** as metodiek wil neem moet een van Chemie of Fisika op graadvlak 3 vir toelating tot die NGOS aanbied en die ander ten minste op graadvlak 1. As alternatief kan Chemie en Fisika beide op graadvlak 2 vir toelating aangebied word.
- e) 'n Student wat die metodiek van **Wiskunde** wil neem, moet Wiskunde op vlak 2 geslaag het, andersins kan Wiskunde op vlak 1 saam met een van die volgende op vlak 2 aangebied word: Statistiek, Wiskundige Statistiek, Toegepaste Wiskunde, Finansiële Wiskunde.
- f) 'n Student wat die Metodiek van **Lewensoriëntering** wil neem, moet **Sielkunde** en een van die volgende vakke op graadvlak geneem het: Sosiologie, Politieke Studies, Menslike Bewegingskunde, Arbeid -en Industriële studies, Filosofie en Voeding. Die student moet dan steeds ook 'n tweede skoolvak op graadvlak geneem het vir die tweede metodiek.
- g) 'n Student wat die Metodiek van enige **taal** wil neem, moet dit ten minste op graadvlak 3 geslaag het.
- h) Studente wat nog nie hulle eerste graad voltooi het nie, kan by uitsondering toegelaat word. Studente moet spesiaal daarvoor aansoek doen by die Direkteur. (Sien HSC.1.2.9 van hierdie jaarboek wat betref die fakulteitsreëls vir Fakulteit Gesondheids-wetenskappe).

Spesifieke vereistes

Na voltooiing van die ADT moet 'n student een van die volgende kombinasies van vakspesialisasies hê:

- Twee VOO-vakke en twee SP-vakke
(Voorbeeld: Lewenswetenskappe (VOO), Wiskunde (VOO), Natuurwetenskappe (SP) en Wiskunde (SP).)
- Twee VOO-vakke en een SP-vak met Kurrikulumgebaseerde assesseringsaanpassings of Hindernisse tot leer
(Voorbeeld: Ekonomie (VOO), Besigheidstudies (VOO), Ekonomiese en Bestuurswetenskappe (SP) en Bestuur van hindernisse tot leer.)

HSC.1.21 **WARNING AGAINST PLAGIARISM / WAARSKUWING TEEN PLAGIAAT**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html

Werkstukke is individuele take en nie groepaktiwiteite nie (tensy dit uitdruklik aangedui word as 'n groepaktiwiteit). http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html

HSC.1.21.1 **Academic misconduct / Akademiese wangedrag**

Academic misconduct includes plagiarism and academic dishonesty (copying from others during examinations). Dishonest academic conduct is a serious transgression, regardless of whether it takes place orally, by conduct or in writing, during examinations or in the context of other forms of evaluation such as assignments, theses, reports and publications. It is the policy of the University that no form of academic dishonesty will be tolerated, and should any such action be reported or observed and the transgressor be found guilty, s/he will be punished in terms of the University's disciplinary policies, rules and procedures. Hence there are two overarching types of academic misconduct, namely:

Akademiese wangedrag sluit plagiaat en akademiese oneerlikheid (afskryf tydens eksamens) in. Oneerlike akademiese optrede is 'n ernstige oortreding, ongeag of dit mondeling, deur optrede of op skrif plaasvind, tydens eksamens of in die konteks van ander vorms van evaluering soos opdragte, tesisse, verslae en publikasies. Die beleid van die Universiteit is dat

geen vorm van akademiese oneerlikheid verdra sal word nie en indien enige sodanige optrede aangemeld of waargeneem word en die oortreder skuldig bevind word, sal hy of sy ingevolge die Universiteit se dissiplinêre beleide, reëls en prosedures gestraf word. Daar is dus twee oorhoofse tipes akademiese wangedrag, nl:

HSC.1.21.2 Plagiarism¹ / Plagiaat²

Plagiarism is the word attributed to a specific type of academic dishonesty – the repeating of somebody else's words, or even the offering of somebody else's train of thought as if it were one's own. Traditionally plagiarism is defined as the taking of the words, images, ideas, etc. of an author and presenting them as if they were one's own. This may manifest itself in a variety of ways and is not limited to students' writings of published articles or books. The cutting and pasting of web pages in itself is regarded in higher education as plagiarism if the web pages are not properly acknowledged and quoted. Whatever the source of the material or the intended outcome, plagiarism is cheating and is therefore unacceptable.

*What then if one copies large portions of work **AND** uses quotation marks with accurate references, and one also links one's own opinion to them? Can one regard it as one's "own" work? On the level of higher education, it is expected of you to develop your **own** voice and opinions and to build on other people's work, rather than to hide behind it. It would therefore be regarded as bad academic practice but not as plagiarism.*

Make sure that you fully understand plagiarism and that you are familiar with the policies and regulations that relate to plagiarism. Plagiarism is a serious academic transgression, but you are on the right track if you are clear, careful and honest. Do not let a fear of plagiarism prevent you from fully utilising the rich resources that are available. Turnitin.com and Research Resources provide a checklist for preventing plagiarism.

*Learn how to write in the style of your discipline. Your writing must be **YOUR** writing.*

*Learn to think critically and independently. Readers are interested in **your** understanding of an idea. Writing is a valuable exercise that tests your ability to explain a subject. It is an important part of learning.*

*Always give the necessary acknowledgement for every reference you use in your writing. Any ethically responsible writer **always** acknowledges the contributions of others and the source of his/her ideas.*

Any verbatim text of another author that is used must be placed in quotation marks and quoted accurately.

When you paraphrase and/or summarise the work of others, reflect the exact meaning of the other author's ideas or facts in your own words and sentence structure.

Responsible authors have an ethical responsibility towards readers and the authors from whom they borrow to respect the ideas and words of others and to acknowledge those from whom they borrow – and where possible to use their own words when they paraphrase.

*It is **NOT** an excuse that you had not **MEANT** to commit plagiarism, or had not **KNOWN** that you were doing it.*

Plagiaat is die woord wat toegewys word aan 'n spesifieke soort akademiese oneerlikheid – die herhaling van iemand anders se woorde, of selfs die aanbied van iemand anders se gedagtegang asof dit jou eie is. Tradisioneel word plagiaat omskryf as die neem van woorde, beelde, idees, ens. van 'n skrywer en die aanbieding daarvan as jou eie. Dit kan op 'n verskeidenheid maniere manifesteer en word nie tot studente se geskifte of gepubliseerde artikels of boeke beperk nie. Die knip en plak vanaf webblaaie word in hoër onderwys op sigself

¹ The author acknowledges with gratitude the work of the UK Centre for legal education, Pauline Ridley, University of Brighton, and the University of Pretoria's Plagiarism Prevention Policy on the topic of academic plagiarism.

² Die skrywer erken met dank die werk van die UK Centre for legal education, Pauline Ridley, University of Brighton, en die Universiteit van Pretoria se Plagiarism Prevention Policy oor die onderwerp van akademiese plagiaat.

as plagiaat beskou indien die webblaaie nie behoorlik erken en aangehaal word nie. Wat ookal die bron van die materiaal of die beoogde uitkoms, plagiaat is kullery en onaanvaarbaar.

Wat nou as jy groot stukke werk kopieer EN aanhalingstekens gebruik met akkurate verwysings, asook jou eie mening daaraan koppel? Kan jy dit as “eie” werk beskou? Op die vlak van hoër onderwys word daar van jou verwag om jou eie stem en menings te ontwikkel en op ander mense se werk voort te bou, eerder as om daaragter te skuil. Dit sou dus as swak akademiese praktyk beskou word, maar nie as plagiaat nie.

Maak seker dat jy die definisie van plagiaat ten volle begryp en dat jy vertrou is met beleide en regulasies wat op plagiaat betrekking het. Hoewel plagiaat 'n ernstige akademiese oortreding is, is jy op die regte spoor as jy duidelik, versigtig en eerlik is. Moenie dat vrees vir plagiaat voorkom dat jy die ryk hulpbronne wat beskikbaar is ten volle benut nie. Turnitin.com en Research Resources verskaf 'n kontrolelys om plagiaat te vermy.

Leer hoe om in die styl van jou dissipline te skryf. Jou skryfwerk moet JOU skryfwerk wees.

Leer om krities en onafhanklik te dink. Lesers stel in jou begrip van 'n idee belang. Skryf is 'n waardevolle oefening wat jou vermoë toets om 'n onderwerp te verduidelik. Dit is 'n belangrike deel van leer.

Gee altyd die nodige erkenning vir elke verwysings wat jy in jou skryfwerk gebruik. Enige eties verantwoordelike skrywer erken altyd die bydraes van ander en die bron van sy/haar idees.

Enige verbatim teks van 'n ander skrywer wat gebruik word, moet tussen aanhalingstekens geplaas en akkuraat aangehaal word.

Wanneer jy ander se werk parafraseer en/of opsom, gee die presiese betekenis van die ander skrywer se idees of feite in jou eie woorde en sinstruktuur weer.

Verantwoordelike skrywers het 'n etiese verantwoordelikheid teenoor lesers en die skrywers van wie hulle leen om ander se idees en woorde te respekteer en erkenning te gee aan diegene van wie hulle leen – en om waar moontlik hulle eie woorde te gebruik wanneer hulle parafraseer.

Dit is NIE 'n verskoning dat jy nie BEDOEL het om plagiaat te pleeg, of nie GEWEET het jy doen dit nie.

HSC.1.21.3 *Academic dishonesty (Copying from others during assessment opportunities such as test and examination opportunities) | Akademiese oneerlikheid (Afskryf tydens assesseringsgeleenthede soos toets- en eksamengeleenthede)*

Taking notes (whether in written or electronic form) into a test or examination venue (deliberately or inadvertently) is a transgression that is classified under academic misconduct. You are not allowed to take any notes or other aids (including cell phones and electronic media) into the test/examination venue except for those expressly and clearly allowed in terms of the examination prescripts (e.g. a mathematical pocket calculator), by way of an instruction in writing by the examinations section to the invigilator. Therefore ensure before you write a test or examination that you do not have any notes in your possession. Ignorance is no excuse. Even if you have not used the aid(s), the possession thereof during assessment will be regarded in a serious light and steps will be taken against you. Therefore enter the test venue with only the necessary and permissible aids, such as adequate pens, a pencil, eraser, a transparent ruler and pocket calculator, all placed in a transparent plastic bag.

Die inneem van notas (in geskrewe sowel as elektroniese formaat) na 'n toets- of eksamenlokaal (doelbewus of onbewustelik) is 'n oortreding geklassifiseer onder akademiese wangedrag. Jy mag geen notas of enige hulpmiddels (selfone en elektroniese media ingesluit) in die toetslokaal inneem nie, behalwe dit wat uitdruklik en duidelik volgens die ekamenvoorskrifte toegelaat word

(bv. 'n wiskundige sakrekenaar), en deur die eksamenafdeling skriftelik aan die toesighouer as opdrag gegee is. Maak dus seker voordat jy 'n toets of eksamen skryf, dat jy nie enige notas in jou besit het nie. Onkunde is nie 'n verskoning nie. Selfs al het jy nie die hulpmiddel(s) gebruik nie, word die besit daarvan tydens assessering in 'n ernstige lig gesien en sal daar teen jou opgetree word. Betree dus die toetslokaal met slegs die nodige en toelaatbare hulpmiddels, soos genoeg penne, potlood, uitveer, deursigtige (transparent) liniaal, sakrekenaar en plaas alles in 'n deursigtige (transparent) plastieksakkie.

HSC.1.21.4 *Punishment for transgressions, which is not limited to the two instances discussed above, may include one or a combination of the following: / Straf vir oortredings, wat nie net beperk is tot die twee gevalle wat hierbo bespreek is nie, mag een of 'n kombinasie van die volgende insluit:*

- *expulsion from the University, with or without notice to all or specific other higher education institutions and appropriate occupational or professional bodies;*
 - *suspension from the University for a period of time, subject to conditions which are justifiable on educational grounds and acceptable within the institutional culture of the University;*
 - *permanent expulsion from a residence, or refusal of access to all or some of the buildings, land or services of the University or admission only subject to specific conditions;*
 - *suspension from attending classes for a specific period, either totally or only in respect of specific course units;*
 - *refusal of admission to any examination or test occasion, which includes forfeiture of any marks already obtained and the cancellation of any subject or course unit;*
 - *imposition of a fine, which may not exceed an amount equal to the fees payable by the student for the particular year;*
 - *refusal of readmission to the University for a specific period or permanently, with or without notice to all or specific higher education institutions;*
 - *disallowing of specific privileges as a student, with or without conditions that are justifiable on educational grounds and acceptable within the institutional culture of the University;*
 - *imposition of any other penalty, combination of penalties or suspended penalty that, from the educational point of view and in accordance with the institutional culture of the University, is reasonable and fair in the circumstances; or*
 - *a severe admonition and caution.*
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- uitsetting uit die Universiteit, met of sonder kennisgewing aan alle of spesifieke hoëronderrysinstellings en toepaslike beroeps- en professionele liggame;
 - skorsing uit die Universiteit vir 'n tydperk, onderworpe aan die voorwaardes wat geregverdig word op opvoedkundige gronde en aanvaarbaar is binne die institusionele kultuur van die Universiteit;
 - permanente uitsetting/skorsing uit 'n koshuis, of weiering van toegang tot alle of sommige geboue, grond of dienste van die Universiteit of toelating slegs op spesifieke voorwaardes;
 - opskorting van bywoning van klasse vir 'n bepaalde tydperk, in die geheel OF slegs met betrekking tot spesifieke kursuseenhede (modules);
 - weiering van toelating tot enige eksamen of toetsgeleentheid, wat insluit die verbeuring van enige punte wat reeds verwerf is en die kansellering van enige module;
 - oplegging van 'n boete, wat nie meer mag wees as die gelde betaalbaar deur die student vir die betrokke jaar nie;

- weiering van toelating tot die Universiteit vir 'n bepaalde tydperk, met of sonder kennisgewing aan alle of sommige hoëronderwysinstellings
- opheffing van spesifieke voorregte as 'n student, met of sonder voorwaardes wat geregverdig is op opvoedkundige gronde en aanvaarbaar is binne die institusionele kultuur van die Universiteit;
- oplegging van enige ander straf, kombinasie van strawwe of opgeskorte straf, wat vanuit 'n opvoedkundige oogpunt en in ooreenstemming met die institusionele kultuur van die Universiteit, onder die omstandighede redelik en regverdig is, of
- 'n ernstige aanmaning en waarskuwing.

HSC.1.22 PROTECTION OF PERSONAL AND EDUCATION-RELATED INFORMATION / BESKERMING VAN PERSOONLIKE EN ONDERRIGVERWANTE INLIGTING

A-Rule 1.11 stipulate the following:

In the course of the registration process the extent to which the student's personal or education-related information may be disclosed to a third party is determined, but the student may withdraw or amend permission granted to disclose such information by means of a request in writing submitted to the registrar.

The university may disclose personal or education-related information regarding a student to a third party only after the law applicable to the protection of and access to information has duly been complied with.

A-Reël 1.11 bepaal die volgende:

In die loop van die registrasieproses word die mate waarin die student se persoonlike of opvoedingsverwante inligting aan 'n derde party openbaar gemaak mag word bepaal, maar die student mag toestemming onttrek of wysig om sodanige inligting bekend te maak deur middel van 'n skriftelike versoek aan die registrateur.

Die universiteit kan slegs persoonlike of opvoedingsverwante inligting rakende 'n student aan 'n derde party bekend maak nadat die wet wat op die beskerming van en toegang tot inligting van toepassing is, behoorlik nagekom is.

HSC.1.23 LANGUAGE OF INSTRUCTION / ONDERRIGTAAL

Lectures are presented in either English or Afrikaans and made accessible in the other language by means of educational interpreting into Afrikaans or English for students who do not have a full command of the relevant language of instruction. Study guides and other study material are available bilingually in English and Afrikaans. Examinations and other evaluations/assessments can be done in English or Afrikaans.

Lesings word in Afrikaans of Engels aangebied en in die ander taal toeganklik gemaak deur middel van opvoedkundige tolking in Engels of Afrikaans vir diegene wat die betrokke onderrigtaal nie ten volle magtig is nie. Studiegidses en ander studiemateriaal is tweetalig in Afrikaans en Engels beskikbaar. Eksamens en alle ander evaluerings/assesserings kan in Afrikaans of Engels afgeleë word.

HSC.1.24 WORK-INTEGRATED LEARNING / WERKGEÏNTEGREERDE LEER

*Work integrated learning involves **additional financial costs** that must be borne by the students. These costs are not included in the tuition fees.*

Werkgeïntegreerde leer vereis addisionele koste wat self deur studente gedra moet word. Die kostes is nie by klasgelde ingereken nie.

HSC.1.25 REGISTRATION AT STATUTORY COUNCILS / REGISTRASIE BY STATUTÊRE RADE

Information regarding registration at the different Statutory Councils will be presented at the relevant programmes in the Yearbook.

Inligting rakende vereiste registrasie by die onderskeie Statutêre Rade word by die betrokke programme in die jaarboek aangedui.

HSC.1.26 IMMUNISATION / IMMUNISERING

Some programmes require that students must at the time of registration submit proof of immunization. These costs are not included in the tuition fees.

Sommige programme vereis dat studente self voorsorg rakende immunisering moet tref. Die kostes is nie by klasgelde ingereken nie.

HSC.1.27 DRIVERS LICENCE / BESTUURDERSLISENSIE

With the view on practical work, it is strongly recommended that a student must be in possession of a driver's license. The University cannot guarantee a placement regarding e.g. the mini-internship where applicable for students who do not comply with this requirement.

Met die oog op praktiese werk veral in die professionele rigtings, word daar sterk aanbeveel dat die student oor 'n bestuurderslisensie sal beskik. Die Universiteit kan veral nie waarborg dat daar 'n plasing vir byvoorbeeld die mini-internskap waar van toepassing in die onderskeie programme gevind sal kan word vir studente wat nie aan hierdie verwagting voldoen nie.

QUALIFICATIONS OUTLINE

HSC.2 DIPLOMA IN SPORT SCIENCE (3 YEARS) / DIPLOMA IN SPORTKUNDE (3 JAAR)

PHASE OUT / FASEER UIT Only 2nd and 3rd year 2018; only 3rd year 2019 New students must register for the Diploma in Coaching Science

2017 Programme OU and name	2018 Programme OU and name
1835 PC Coaching Science	8635 PC Coaching Science
9073 MC Psycho-Social and Sport Science Ownership 2018: Change from MC Faculty of Human and Social Sciences to Faculty of Health Sciences	MC Coaching Science
1906 VTC School of Economic Sciences	VC Phasing out

APPROVAL STRUCTURES

Faculty Programme Committee:	11-05-2017
Faculty Management Committee:	31-08-2017
ICAS:	31-08-2017

HSC.2.1 CODE / KODE: 832 100; G101P/M

HSC.2.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

Mafikeng (English)

Vaal Triangle (English) – Phasing out, only pipeline students

HSC.2.3 DELIVERY MODE / AFLEWERINGSMETODE

Full-time, Contact / Voltyds, Kontak

HSC.2.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of this qualification is to equip the student with the necessary knowledge and specific skills, competencies, attitudes and ethical attitudes for specific careers within the sport industry, that enable them to grow personally to think critically, to practice economically independently in their areas of competence and to contribute through their work to the development of various facets of sport in a culturally diverse community. The curriculum is developed especially to prepare students and equip them for different careers in the rugby and athletic industry, but it also has application value for some careers in the broader contexts of sport.

Die doel van hierdie kwalifikasie is om die student toe te rus met die nodige wetenskaplike kennis en spesifieke vaardighede, bevoegdhede, houdings en etiese ingesteldheid vir bepaalde beroepe binne die sportindustrie. Dit sal hulle in staat stel om persoonlik te groei, krities te kan dink, ekonomies selfstandig te kan praktiseer in hul areas van bevoegdhede en deur hul werk by te dra tot die ontwikkeling van die verskillende fasette van sport in 'n kultuur-diverse gemeenskap. Die kurrikulum is spesifiek ontwikkel om studente voor te berei en toe te rus vir verskillende loopbane in die rugby- en atletiekindustrie, dog het dit ook toepassingswaarde vir sommige loopbane in breër konteks van sport.

HSC.2.5 QUALIFICATION OUTCOMES / KWALIFIKASIE UITKOMSTE

After completion of the sport science programme students should be able to demonstrate expertise, skills, value and applied skills in various aspects of one specific sport in well-defined and outlined problem solving and illustrative practice-orientated scenarios or case studies and found it with the necessary theories and literature research.

Na voltooiing van die sportkundeprogram behoort studente kundigheid, vaardigheid, waarde en toegepaste bevoegdheid in verskeie aspekte van een spesifieke sport in 'n goedgedefinieerde en omlynde probleemoplossing en eksemplariese praktykgerigte scenario's of gevallestudies te kan demonstreer en dit met die nodige teorieë en literatuurnavorsing te kan begrond.

HSC.2.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepaling van A-Reël 1.17.

HSC.2.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION I TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

In addition to the general admission requirements (A-Rules 1.5) and Faculty Rules HSC.1.2.1 and HSC.1.2.2, the following admission requirements hold:

- a) *the student should be in possession of a Senior Certificate issued by the South African Certification Council;*
- b) ***an APS-score of at least 16** is required for the diploma,*
- c) *admission to the programme is subject to an academic paper selection by the School of Human Movement Sciences, in collaboration with the relevant specialized sport institute academic.*

**Information is subject to change*

Bykomend tot die Algemene toelatingsvereistes (A-Reëls 1.5) en verdere toepaslike bepalinge in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2, geld die volgende spesifieke toelatingsvereistes:

- a) *die student moet in besit wees van 'n Nasionale Senior Sertifikaat uitgereik deur die Suid-Afrikaanse Sertifiseringsraad;*
- b) ***'n APS-telling van ten minste 16** is 'n vereiste vir die diploma;*
- c) *toelating tot die kursusprogram is aan 'n akademiese papierkeuring onderworpe wat deur die Skool vir Menslike Bewegingswetenskappe in samehang met die toepaslike gespesialiseerde sportinstituut akademies gehanteer word.*

**Inligting is onderhewig aan verandering*

HSC.2.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS I FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

A student who wants to register for the Diploma in Sport Science should, prior to starting the programme has his/her medical fitness for the course determined.

'n Student wat vir die Diploma in Sportkunde wil registreer, moet vooraf sy/haar mediese geskiktheid daartoe laat vasstel.

HSC.2.9 FACULTY-SPECIFIC RULES I FAKULTEITSPESIFIEKE REËLS

- a) *A student must have passed the MBXR module in the preceding year before being allowed to register for the module in the following year level;*
- b) *The registration of additional modules taken from the graduate program as allowed by the requirements stipulated in A-Rules 1.9 and 2.3, does not serve as a guarantee that the student will automatically qualify for acceptance into the graduate program. Such a student must formally apply for acceptance into the graduate program via the admissions office.*
- c) *Sport modules:
Please take note with regard to the offering of sport modules on the different sites of delivery:
Potchefstroom: Athletics, Netball, Swimming, Gymnastics, Cricket, Rugby
Mafikeng: Soccer
Potchefstroom & Mafikeng (only Diploma): Golf*

- a) *'n Student moet eers die voorafgaande jaarvlak se module in MBXR geslaag het voordat hy/sy kan registreer vir die daaropvolgende jaarvlak se module.*
- b) *Die registrasie van addisionele graadmodules wat volgens die vereistes van A-Reëls 1.9 en 2.3 toegelaat word, dien nie as enige waarborg dat sodanige student wel outomaties vir toelating tot die graadkwalifikasie kwalifiseer nie. Studente moet formeel deur die toelatingskantoor vir toelating tot die graadstudie aansoek doen.*

c) Sport modules

Kennis moet geneem word rakende die aanbieding van sport modules op die onderskeie plekke van aflewering:

Potchefstroom: Atletiek, Netbal, Swem, Gimnastiek, Krieket en Rugby

Mafikeng: Sokker

Potchefstroom & Mafikeng (slegs Diploma): Gholf

HSC.2.10 **COMPILATION OF PROGRAMME: SPORT SCIENCE / SAMESTELLING VAN PROGRAM: SPORTKUNDE**

Qualification and programme code / Kwalifikasie- en programkode: 832 100

Curriculum code / Kurrikulumkode: G101P/M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	HMPG211	X	8	HMDC211	X	8
MBWK112	X	12	Choose ONE: HMXN211 HMXS211 HMXT211	X	8	HMSC312	H	16
MBXR112	H	12	MBWK216	X	8	MBXR217	X	8
MBXR114	X	12	MBXR214	X	8	MBXR219	X	8
			MBXR216	H	16			
Total 1st semester		36	Total 1st semester		48	Total 1st semester		40
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	Choose ONE: HMXG221 HMXH221	X	8	HMSC122	X	12
Choose ONE: MBXA124 MBXC124 MBXR124 MBXS124	H	12H	MBWK223	X	8	Choose ONE: MBXA324 MBXR324 MBXS324	H	32
MBXK124	X	12	Choose ONE: MBXA225 MBXR225 MBXS225	H	16			
PSYC121	X	12	WVGW221	X	12			
Total 2nd semester		48	Total 2nd semester		44	Total 2nd semester		44
Total Year Level 1		84	Total Year Level 2		92	Total Year Level 3		84
Credit total of programme								260

Vaal Triangle: Only for pipeline students Year level 3 in 2018

HSC.3 DIPLOMA IN COACHING SCIENCE / DIPLOMA IN AFRIGTINGSWETENSKAP

PHASE IN / FASEER IN Only 1st year 2018

2017 Programme OU and name	2018 Programme OU and name
1835 PC Coaching Science	8635 PC Coaching Science
9073 MC Psycho-Social and Sport Science Ownership 2018: Change from MC Faculty of Human and Social Sciences to Faculty of Health Sciences	MC Coaching Science

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.3.1 CODE / KODE: 8EN A01; G201P/M

HSC.3.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)
Mafikeng (English)
Sites specializing in different sport modules.

HSC.3.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.3.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of this qualification is to provide a vocational and practice-oriented career path in the science of coaching of different sports for qualifying candidates. On completion, it also provides access to a Bachelor of Health Sciences degree, which would otherwise not have been possible for candidates with an APS of 16.

Die doel van hierdie kwalifikasie is om 'n beroeps- en praktykgerigte loopbaan in die wetenskap van afrigting van verskillende sportsoorte vir kwalifiserende kandidate te bied. Na voltooiing bied dit ook toegang tot 'n Baccalaureus Gesondheidswetenskappe-graad, wat andersins nie moontlik sou wees vir kandidate met 'n APS van 16 nie.

HSC.3.5 QUALIFICATION OUTCOMES / KWALIFIKASIE UITKOMSTE

After completion of the Diploma in Coaching Science, the student will demonstrate the following:

- detailed knowledge and understanding of the coaching process and methodology as well as the rules of specific sporting disciplines;*
- ability to select, evaluate and effectively apply with discernment standard procedures during coaching and to address fundamental coaching problems or issues in a particular sport of choice with a view to develop individuals or teams in that particular sport;*
- ability to distinguish and solve coaching challenges in both familiar and unfamiliar sporting contexts and to apply the solutions to support development in coaching practice;*
- understanding of the ethical implications of decisions, actions and practices specifically relevant to the field of coaching of children and adults;*
- accurate and coherent written and verbal communication of training programmes and a sport management action plan and feedback on specific video notation analyses with*

understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;

- f) act as group member and a group leader and contribute appropriate information/skills to successfully develop a gym programme for athletes and assess the success of task completion against given criteria;*
- g) monitor own learning progress and use of available resources to successfully realize all outcomes of this qualification.*

Na voltooiing van die Diploma in Afrigtingswetenskap behoort die student die volgende te kan demonstreer:

- a) gedetailleerde kennis en begrip van die afrigtingsproses en metodologie asook die reëls van spesifieke sportdissiplines;
- b) vermoë om te kies, evalueer en effektief toe te pas met onderskeidende standaardprosedures tydens afrigting en om fundamentele afrigtingsprobleme of -probleme in 'n bepaalde sport van keuse aan te spreek met die doel om individue of spanne in daardie spesifieke sport te ontwikkel;
- c) vermoë om afrigtingsuitdagings in beide bekende en onbekende sportkonteks te onderskei en op te los en om die oplossings toe te pas ter ondersteuning van ontwikkeling in die afrigtingspraktyk;
- d) begrip van die etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir die afrigting van kinders en volwassenes;
- e) akkurate en samehangende skriftelike en mondelinge kommunikasie van opleidingsprogramme en 'n sportbestuursaksieplan en terugvoer oor spesifieke video notasie ontledings met begrip van en respek vir intellektuele eiendom konvensies, kopiereg en reëls oor plagiaat;
- f) as groepslid en groepsleier optree en toepaslike inligting / vaardighede bywoon om 'n gimnasiunprogram vir atlete suksesvol te ontwikkel en die sukses van taakafhandeling aan te spreek volgens gegewe kriteria;
- g) eie leer vordering en gebruik van beskikbare bronne te monitor om alle uitkomst van hierdie kwalifikasie suksesvol te realiseer.

HSC.3.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of two (2) years and a maximum of four (4) years (A-Rule 1.14).

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van twee (2) jaar** en 'n **maksimum van vier (4) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.3.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

In addition to the general admission requirements (A-Rules 1.5) and Faculty Rules HSC.1.2.1 and HSC.1.2.2, the following admission requirements hold:

- a) *the student should be in possession of a Senior Certificate issued by the South African Certification Council;*
- b) *an APS-score of at least 16 is required for the diploma,*
- c) *admission to the programme is subject to pre-selection by the School of Human Movement Sciences, in collaboration with the relevant specialized sport institute academic.*

**Information is subject to change*

Bykomend tot die Algemene toelatingsvereistes (A-Reëls 1.5) en verdere toepaslike bepalings

in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2, geld die volgende spesifieke toelatingsvereistes:

- a) die student moet in besit wees van 'n Nasionale Senior Sertifikaat uitgereik deur die Suid-Afrikaanse Sertifiseringsraad;
- b) 'n **APS-telling van ten minste 16** is 'n vereiste vir die diploma;
- c) toelating tot die kursusprogram is aan voorafkeuring onderworpe wat deur die Skool vir Menslike Bewegingswetenskappe in samehang met die toepaslike gespesialiseerde sportinstituut akademies gehanteer word.

*Inligting is onderhewig aan verandering

HSC.3.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

A student who wants to register for the Diploma in Coaching Science should, prior to starting the programme has his/her medical fitness for the course determined.

'n Student wat vir die Diploma in Afrigtingswetenskap wil registreer, moet vooraf sy/haar mediese geskiktheid daartoe laat vasstel.

HSC.3.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

- a) *A student must have passed the sport module in the preceding year before being allowed to register for the module in the following year level;*
 - b) *The registration of additional modules taken from the graduate program as allowed by the requirements stipulated in A-Rules 1.9 and 2.3, does not serve as a guarantee that the student will automatically qualify for acceptance into the graduate program. Such a student must formally apply for acceptance into the graduate program via the admissions office.*
-
- a) 'n Student moet eers die voorafgaande jaarvlak se sport module geslaag het voordat hy/sy vir die daaropvolgende jaarvlak se module kan registreer.
 - b) Die registrasie van addisionele graadmodules wat volgens die vereistes van A-Reëls 1.9 en 2.3 toegelaat word, dien nie as enige waarborg dat sodanige student wel outomaties vir toelating tot die graadkwalifikasie kwalifiseer nie. Studente moet formeel deur die toelatingskantoor vir toelating tot die graadstudie aansoek doen.

**HSC.3.10 *COMPILATION OF PROGRAMME: COACHING SCIENCE /
SAMESTELLING VAN PROGRAM: AFRIGTINGSWETENSKAP***

***Qualification and programme code / Kwalifikasie- en programkode: 8EN A01
Curriculum code / Kurrikulumkode: G201P/M***

YEAR LEVEL 1			YEAR LEVEL 2		
First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	HMDC211	H	8
HMDC111	H	12	HMDC212	H	16
HMDC112	H	12	HMPG211	X	8
Choose ONE: HMPA111 HMPR111 HMPS111	H	12	Choose ONE: HMPA211 HMPR211 HMPS211	X	8
HMSC112	X	12	HMSC312	H	16
PSYC111	X	12	Choose ONE: HMXN211 HMXS211 HMXT211	H	8
Total 1st semester		60	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2		
Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	HMDC221	H	16
HMDC121	H	12	Choose ONE: HMPA221 HMPR221 HMPS221	H	16
Choose ONE: HMPA121 HMPR121 HMPS121	H	12	HMSC325	H	16
HMSC121	X	12	Choose ONE: HMXG221 HMXH221	X	8
HMSC122	X	12	WVGW221	X	12
Total 2nd semester		60	Total 2nd semester		68
Total Year Level 1		120	Total Year Level 2		132
Credit total of programme					252

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

* HMPA & HMPR modules offered only on Potchefstroom;

* HMPS modules offered only on Mafikeng.

HSC.4 BACHELOR OF HEALTH SCIENCES / BACCALAUREUS GESONDHEIDSWETENSKAPPE

HSC.4.1 CODE / KODE: (SEE RELEVANT PROGRAMME)

HSC.4.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.4.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.4.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the qualification is, in one or more sub-fields within the Health Sciences, Human Movement Sciences, Physiology, Recreation Sciences and Psychology:

- a) *To produce health science graduates who have mastered:*
 - i. *a systematic and coherent body of knowledge and an understanding of underlying discipline-related theories, concepts and principles;*
 - ii. *the ability to access and evaluate appropriate scientific information including knowing how scientific knowledge is created;*
 - iii. *an appropriate level of cognitive and other generic skills including problem-solving, critical and creative thinking, written and spoken communication, ability to function effectively in a group and computer literacy;*
 - iv. *and competence in applying knowledge through elementary research methods and practice.*
- b) *To provide every graduate with a sufficient depth of knowledge and skills that give opportunities for continued personal intellectual growth, including postgraduate study, for gainful economic activity in a range of related careers, and for rewarding and constructive contributions to society.*
- c) *To provide society with science graduates who demonstrate initiative and responsibility, who are professional and ethical in their roles within the economy and society, and who are able to function as intellectual leaders within their society.*
- d) *To produce graduates in the indicated scientific fields, in order to increase, widen and transform the leadership base in South Africa, both for innovation and science-based economic and research development, and for the education of future generations of health, sport, human movement and recreation scientists, physiologists and psychologists.*

Die doel van die kwalifikasie is om in een of meer subvelde binne die Gesondheidswetenskappe, Menslike Bewegingswetenskappe, Fisiologie, Rekreasiekunde en Sielkunde:

- a) *gesondheidswetenskapstudiante te produseer wat die volgende bemeester het:*
 - vi. *'n sistematiese en samehangende liggaam van kennis en begrip van onderliggende dissiplinegerigte teorieë, konsepte en beginsels;*
 - vii. *die vermoë om toepaslike wetenskaplike inligting te verkry en te evalueer, insluitende die wete dat wetenskaplike kennis geskep word;*
 - viii. *'n toepaslike vlak van kognitiewe en ander generiese vaardighede, insluitende probleemoplossing, kritiese en kreatiewe denke, geskrewe en gesproke kommunikasie, die vermoë om effektief in groep- en rekenaargeletterdheid te funksioneer;*
 - ix. *en bevoegdheid om kennis deur middel van elementêre navorsingsmetodes en -praktyk toe te pas.*
- b) *elke gegradueerde voldoende kennis en vaardighede te bied wat geleenthede bied vir volgehoue persoonlike intellektuele groei, insluitend nagraadse studie, vir winsgewende*

ekonomiese aktiwiteit in 'n verskeidenheid verwante loopbane, en vir belonende en konstruktiewe bydraes tot die samelewing.

- c) die samelewing met wetenskapstudente te voorsien wat inisiatief en verantwoordelikheid demonstreer, wat professioneel en eties in hul rolle binne die ekonomie en samelewing is en wat as intellektuele leiers in hul samelewing kan funksioneer.
- d) gegradeerdes op die aangeduide wetenskaplike velde te produseer ten einde die leierskapbasis in Suid-Afrika te verhoog, te vermeerder en te transformeer, sowel vir innovasie as wetenskapgebaseerde ekonomiese en navorsingsontwikkeling, en vir die opleiding van toekomstige geslagte van gesondheid, sport, menslike beweging en ontspanningswetenskaplikes, fisioloë en sielkundiges.

HSC.4.5 QUALIFICATION OUTCOMES / KWALIFIKASIE UITKOMSTE

After completion of this qualification the student should be able to demonstrate the following:

- a) *a systematic and integrated knowledge and understanding of, and an ability to evaluate and apply the fundamental terms, concepts, facts, principles, rules and theories of a related discipline;*
- b) *the ability to analyze and evaluate types of knowledge appropriate to a field of study;*
- c) *application of appropriate discipline-related methods of scientific inquiry and an ability to independently validate sources of information and evaluate and manage the information;*
- d) *critical reflection on, and understanding and application of, appropriate methods or practices to resolve complex discipline-related problems and thereby introduce change within related practice;*
- e) *professional and ethical behaviour within an academic and discipline-related environment, with sensitivity towards societal and cultural considerations;*
- f) *the ability to effectively communicate scientific understanding and own opinions/ideas in written or oral arguments, using appropriate discipline-related and academic discourse;*
- g) *effective information and communication technology (ICT) skills;*
- h) *effective functioning as a member and/or leader of a team or a group in scientific projects or investigations; and*
- i) *self-directed management of learning activities and responsibility for own learning progress.*

Na voltooiing van die kwalifikasie behoort die student:

- a) te beskik oor sistematiese en geïntegreerde kennis en begrip van, en 'n vermoë om die fundamentele terme, konsepte, feite, beginsels, reëls en teorieë van 'n verwante dissipline te evalueer en toe te pas;
- b) oor die vermoë te beskik om tipes kennis wat vir 'n studieveld geskik is, te kan te ontleed en evalueer/beoordeel;
- c) die toepassing van toepaslike dissiplineverwante metodes van wetenskaplike ondersoek te kan demonstreer, en 'n vermoë om onafhanklik inligtingsbronne te bevestig en te evalueer en die inligting te bestuur;
- d) kritiese besinning oor, en begrip en toepassing van gepaste metodes of praktyke te kan demonstreer om ingewikkelde dissiplineverwante probleme op te los en sodoende verandering binne verwante praktyk bekend te stel;
- e) professionele en etiese gedrag binne 'n akademiese en dissiplineverwante omgewing, met sensitiviteit teenoor die samelewing en kulturele ooreenstemmings, te kan demonstreer;
- f) oor die vermoë te beskik om wetenskaplike begrip en eie menings/idees in geskrewe of mondelinge argumente effektief te kan kommunikeer/oordra deur gepaste dissiplineverwante en akademiese diskoers;
- g) effektiewe inligting- en kommunikasietegnologie (IKT) vaardighede te kan demonstreer;
- h) effektiewe funksionering as lid en/of leier van 'n span of 'n groep van wetenskaplike projekte of ondersoeke te kan demonstreer, asook
- i) selfgerigte bestuur van leeraktiwiteite en verantwoordelikheid vir vordering met eie leerwerk.

HSC.4.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.4.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

a) *University admission;*

b) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account;*

The required APS-score is 24;

c) **Language requirement:** *A pass mark of 50-59%(level 4) in the language of teaching and learning concerning home language or first additional language level;*

d) *Prospective students will be subject to an academic paperselection process and availability of capacity in the subject field. The best average mark will be taken into consideration.*

e) *Students had to comply to the subject specific requirements as described in HSC.1.2.2 before admission to a programme in the different specialization fields.*

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

a) Universiteitstoelating.

b) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.

Die vereiste APS-telling is 24.

c) **Taalvereiste:** 'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.

d) Voornemende studente is onderworpe aan 'n akademiese papierkeuring en beskikbare kapasiteit in die vakgroep. Die beste gemiddelde punt word bereken.

e) Vir toelating tot 'n program in die verskillende spesialiseringrigtings, moet studente aan die vakspesifieke vereistes soos in HSC.1.2.2 beskryf word, voldoen.

**Inligting is onderhewig aan verandering*

HSC.4.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

a) *A student must hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.*

b) *A student who register for Human Movement Science as a major should, prior to starting the module have his/her medical fitness for the module determined.*

- c) *Students who have completed their Diploma in Coaching Science and who want to apply for continuation of study in any of the Human Movement Science graduate programmes, must i) adhere to the admission requirements set for the applied program and ii) must have obtained an average mark of 60% in the first year and 1st semester of the 2nd year in the Diploma programme*
 - d) *Students should adhere to pre-requisites mentioned in the list of modules HSC.21, before progressing to follow-up modules.*
 - e) *Students, who want to be considered for Honours selection in Kinderkinetics, must register for HMXS211 and HMXG221 in their second year.*
 - f) *Successful completion of the Bachelor of Health Sciences will provide the student with the opportunity to further his/her studies by enrolling for a cognate B Hons Degree at HEQF level 8, but is subject to a selection process and availability of capacity in the relevant subject field.*
 - g) *Also refer to HSC.1 of this Yearbook.*
-
- a) 'n Student moet oor 'n volle Matrikulasievrystellingsertifikaat beskik en 'n gemiddelde slaagsyfer van minstens 60% vir die matriekexamens behaal het.
 - b) Studente wat Menslike Bewegingskunde as hoofvak neem, moet vooraf sy/haar mediese geskiktheid laat bepaal.
 - c) Studente wat die Diploma in Sportkunde (DS) voltooi het en aansoek wil doen om met enige van die graadprogramme in Menslike Bewegingskunde voort te gaan, moet i) aan die voorgeskrewe toelatingsvereistes van die betrokke program voldoen en ii) 'n gemiddelde punt van 60% in elke studiejaar tot en met die 1e semester van die tweedejaar van die Diplomaprogram behaal het.
 - d) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
 - e) Studente wat aansoek om keuring vir Honneurs in Kinderkinetika wil doen, moet in hulle tweedejaar vir HMXS211 en HMXG221 registreer.
 - f) Suksesvolle voltooiing van die graad Baccalaureus Gesondheidswetenskappe gee aan die student die geleentheid om sy/haar studies voort te sit deur vir 'n kognitiewe B Hons Graad op HOKR vlak 8 in te skryf, maar dit is onderworpe aan 'n keuringsproses en beskikbare kapasiteit in die betrokke vakgroep.
 - g) Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.4.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REÛLS

HSC.4.9.1 CHOICE BETWEEN SPORT MODULES / KEUSE TUSSEN SPORT MODULES

HMXA211 (P) OR HMXN211 (P) OR HMXS211 (P) OR HMXT211 (P/M) OR HMPG211 (M)

- Year level 2 first semester: Students choose one sport out of the choices.
- Year level 3 first semester: Students choose one sport out of the choices, **but it must not be the same choice as in year level two.**
- Please take note of the modules offered on a specific campus.

HMXG221 (P) OR HMXH221 (P/M) OR HMXK221 (P) OR HMXR221 (P) OR HMXS221 (M)

- Year level 2 second semester: Students choose one sport out of the choices.
- Year level 3 second semester: Students choose one sport out of the choices, **but it must not be the same choice as in year level two.**
- Please take note of the modules offered on a specific site/campus.

Abbreviations

(P) = Potchefstroom

(M) = Mafikeng

Please take note with regard to the offering of sport modules on the different sites of delivery:

Potchefstroom: Athletics, Netball, Swimming, Gymnastics, Cricket, Rugby

Mafikeng: Soccer

Potchefstroom & Mafikeng (only Diploma): Golf

Kennis moet geneem word rakende die aanbieding van sport modules op die onderskeie plekke van aflewering:

Potchefstroom: Atletiek, Netbal, Swem, Gimnastiek, Krieket en Rugby

Mafikeng: Sokker

Potchefstroom & Mafikeng (slegs Diploma): Gholf

HSC.4.10 BACHELOR OF HEALTH SCIENCES WITH PHYSIOLOGY AND BIOCHEMISTRY / BACCALAUREUS GESONDHEIDS-WETENSKAPPE MET FISILOGIE EN BIOCHEMIE

PHASE IN / FASEER IN
(Replace the Bachelor of Science in Biological Sciences with Physiology and Biochemistry)

(Old code 200 112; G301P = Phase out)

2017 Programme OU and name	2018 Programme OU and name
1820 PC Physiology	8665 PC Physiology

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.4.10.1 CODE / KODE: 8DJ H01; G301P

HSC.4.10.2 *Compilation of programme: Physiology and Biochemistry / Samestelling van program: Fisiologie en Biochemie*

Qualification and programme code / Kwalifikasie- en programkode: 8DJ H01

Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	BCHN213	H	16	BCHS316	H	16
FLGX113	H	12	FLGX213	H	16	BCHS317	H	16
FSKS113	X	12	NCHE211	X	8	FLGX312	H	8
MCBN111	X	12	NCHE212	X	8	FLGX313	H	8
MTHS114	X	12	STTN111	X	12	FLGX317	H	8
NCHE111	X	12				WVLS314	X	12
Total 1st semester		60	Total 1st semester		60	Total 1st semester		68

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	BCHN222	H	16	BCHS321	H	16
FLGX123	H	12	FLGX223	H	8	BCHS322	H	16
MCBN121	X	12	FLGX224	H	8	FLGX325	H	16
MTHS124	X	12	FSKS123	X	12	FLGX328	H	8
NCHE121	X	12	NCHE221	X	8	FLGX329	H	8
			NCHE222	X	8			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.4.11 *BACHELOR OF HEALTH SCIENCES WITH PHYSIOLOGY AND PSYCHOLOGY / BACCALAUREUS GESONDHEIDS-WETENSKAPPE MET FISIOLOGIE EN PSIGOLOGIE*

PHASE IN / FASEER (Replace the Bachelor of Science in Health Sciences with Physiology and Psychology; 200 186; G301P)

2017 Programme OU and name	2018 Programme OU and name
1820 PC Physiology	8665 PC Physiology

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.4.11.1 CODE / KODE: 8DJ H02; G301P

HSC.4.11.2 Compilation of programme: Physiology and Psychology / Samestelling van program: Fisiologie en Psigologie

**Qualification and programme code / Kwalifikasie- en programkode: 8DJ H02
Curriculum code / Kurrikulumkode: G301P**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	FLGX213	H	16	FLGX312	H	8
FLGX113	H	12	PSYC211	H	16	FLGX313	H	8
FSKS113	X	12	PSYC212	H	16	FLGX317	H	8
NCHE111	X	12	SOCY211	X	16	PSYC311	H	16
PSYC111	H	12	STTN111	X	12	PSYC312	H	16
SOCY111	X	12				WVLS314	X	12
Total 1st semester		60	Total 1st semester		76	Total 1st semester		68

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	FLGX223	H	8	FLGX325	H	16
FLGX123	H	12	FLGX224	H	8	FLGX328	H	8
NCHE121	X	12	PSYC221	H	16	FLGX329	H	8
PSYC121	H	12	STTN124	X	12	PSYC321	H	16
SOCY121	X	12	WVGW221	X	12	PSYC322	H	16
Total 2nd semester		60	Total 2nd semester		56	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.4.12 BACHELOR OF HEALTH SCIENCES WITH SPORT COACHING AND HUMAN MOVEMENT SCIENCES / BACCALAUREUS GESONDHEIDSWETENSKAPPE MET SPORTAFRIGTING EN MENSLIKE BEWEGINGSWETENSKAPPE

PHASE IN / FASEER IN
(Replace the BA in Health Sciences with Human Movement Sciences and Psychology; 100 167; G301P)

2017 Programme OU and name	2018 Programme OU and name
1825 PC Human Movement Science	8636 PC Human Movement Science

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.4.12.1 CODE / KODE: 8DJ H03; G301P

HSC.4.12.1.1 Programme outcomes / Programuitkomst

After completion of the programme students should:

- a) *be able to integrate well-rounded and systematic knowledge of and skills involving human movement with the principles of psychology applicable to sport, health and human development in acquiring appropriate competencies by solving problems, carrying out projects, dealing with real-life case studies and practice-oriented scenarios*
- b) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - ★ *founding it theoretically; and*
 - ★ *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*
- c) *be able to demonstrate that in reaching outcomes, reasoning and communication are based on pure world- and life philosophies and an established value system.*

Na die voltooiing van die program behoort studente:

- kennis en vaardighede van menslike beweging te integreer met die psigologiese beginsels wat vir sport, gesondheid en menslike ontwikkeling toepaslik is in die verwerwing van toegepaste bevoegdhede deur probleemoplossing, uitvoering van projekte, hantering van lewenswerklike gevallestudies en praktykgerigte scenario's;
- individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:
 - ★ dit teoreties te kan fundeer
 - ★ dit met behulp van IT skriftelik en mondeling te kan kommunikeer aan leke en professionele gehore.
- te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensbeskouing en 'n gevestigde waardesisteem.

HSC.4.12.2 *Compilation of programme: Sport Coaching and Human Movement Sciences / Samestelling van program: Sportafrigting en Menslike Bewegingswetenskappe*

Qualification and programme code / Kwalifikasie- en programkode: 8DJ H03
Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	Choose ONE: BMAR213 ECON211	X	16	HMDC212	X	16
Choose ONE: BMAN111 ECON112	X	12	HMSC213	H	8	HMSC211	H	16
FLGX114	X	12	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	H	8	HMSC312	H	16
HMDC111	X	12	PSYC211	X	16	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	H	8
HMSC112	H	12	PSYC212	X	16	WVES311	X	12
PSYC111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	Choose ONE: BMAN221 ECON221	X	16	HMSC324	H	16
Choose ONE: BMAN121 ECON122	X	12	HMSC222	H	16	HMSC325	H	16
HMDC121	X	12	Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	H	8	HMSC326	H	8
HMSC121	H	12	PSYC221	X	16	Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	H	8
HMSC122	H	12	WVGW221	X	12	PSYC321	X	16
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

*See Faculty Rule HSC.4.9.1 w.r.t. choice of sport modules

**HSC.4.13 BACHELOR OF HEALTH SCIENCES WITH HUMAN MOVEMENT
SCIENCE AND RECREATION SCIENCE / BACCALAUREUS
GESONDHEIDSWETENSKAPPE MET MENSLIKE
BEWEGINGSKUNDE EN REKREASIEKUNDE**

PHASE OUT / FASEER UIT
Only 2nd and 3rd year in 2018 and only 3rd year in 2019
 (843-100 G317P = Already phased out; 8DJ H04, G301 Phase out)

2017 Programme OU and name	2018 Programme OU and name
1825 PC Human Movement Science	8636 PC Human Movement Science

APPROVAL STRUCTURES

Faculty Programme Committee: 11-05-2017
 Faculty Management Committee: 31-08-2017
 ICAS: 31-08-2017

HSC.4.13.1 CODE / KODE: 8DJ H04; G301P

HSC.4.13.2 Programme outcomes / Programuitkomst

After completion of this programme the student should be able to:

- a) *integrate complete knowledge and skills of human movement with the principles of recreation and adventure practices applicable to sport, health and human development in the acquisition of applied skills by problem solving, executing of projects, dealing with true-life case studies and practice-centered scenarios;*
- b) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - *founding it theoretically; and*
 - *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences;*
- c) *demonstrate that in reaching the outcomes, reasoning and communication are based on a pure world and life philosophy and an established value system.*

Na voltooiing van hierdie program behoort die student:

- a) kennis en vaardighede van menslike beweging te integreer met beginsels van rekreasie en avontuurpraktyke wat vir sport, gesondheid en menslike ontwikkeling toepaslik is in die verwerwing van toegepaste bevoegdhede deur probleemoplossing, uitvoering van projekte, hantering van lewenswerklike gevalle studies en praktykgerigte scenario's;
- b) individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur
 - dit teoreties te kan fundeer, en
 - dit met behulp van IT skriftelik en mondeling te kan kommunikeer aan leke en professionele gehore.
- c) te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensbeskouing en 'n gevestigde waardesisteem.

HSC.4.13.3 *Compilation of programme: Human Movement Science and Recreation Science / Samestelling van program: Menslike Bewegingswetenskappe en Rekreasiekunde*

Qualification and programme code / Kwalifikasie- en programkode: 8DJ H04
Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8	MBWK315	H	16
FLGX114	X	12	MBWK216	H	8	MBWK316	H	16
MBWA112	H	12	MBWK217	H	8	RKKX316	H	16
MBWK112	H	12	MBWK219	H	8	RKKX317	H	16
RKKX114	H	12	RKKX215	H	16	WVES311	X	12
RKKX115	H	12	RKKX216	H	16			
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	X	8	HMSC322	H	16
FLGX124	X	12	MBWK223	H	8	HMSC324	H	16
MBWA122	H	12	MBWK225	H	8	MBWK325	H	16
RKKX124	H	12	MBWK226	H	8	RKKX328	H	8
RKKX126	H	12	RKKX225	H	16			
			RKKX226	H	16			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		76	Total 2nd semester		56
Total Year Level 1		120	Total Year Level 2		140	Total Year Level 3		132
Credit total of the Curriculum								392

*Students who already passed MBWK226 (8) will receive credit recognition for the new module HMSC122 (12)

*See Faculty Rule HSC.4.9.1 w.r.t. choice of sport modules

**HSC.4.14 BACHELOR OF HEALTH SCIENCES WITH RECREATION
SCIENCE AND PSYCHOLOGY / BACCALAUREUS
GESONDHEIDSWETENSAPPE MET REKREASIEKUNDE EN
PSIGOLOGIE**

**PHASE IN / FASEER IN
2017**

2017 Programme OU and name	2018 Programme OU and name
1826 PC Recreation Science	8638 PC Recreation Science

APPROVAL STRUCTURES

Faculty Programme Committee: 11-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.4.14.1 CODE / KODE: 8DJ H05; G301P

HSC.4.14.2 Programme outcomes / Programuitkomst

After completion of this programme students should be able to:

Demonstrate critical and creative thinking in the use of science, research and technology with relevant theoretical knowledge (models, theories, etc.) to demonstrate skills and values as entrepreneurs or employees in the field of adventure therapy by means of integrated projects (case studies, scenarios – problem solving) and added capabilities in community involvement.

Na die voltooiing van die program behoort studente:

Kritiese en kreatiewe denke in die gebruik van wetenskap, navorsing en tegnologie met tersaaklike teoretiese kundigheid (modelle, teorieë, ens) te kombineer om vaardighede en waardes as entrepreneur of werknemers op die terrein van avontuurterapie in geïntegreerde projekte (gevallestudies / scenario's – probleme op te los) en gemeenskapsbetrokkenheid, toegevoegde bevoegdhede te kan demonstreer.

HSC.4.14.3 *Compilation of programme: Recreation Science and Psychology /*
Samestelling van program: Rekreasiekunde en Psigologie

Qualification and programme code / Kwalifikasie- en programkode: 8DJ H05
Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	PSYC211	H	16	PSYC311	H	16
BMAN111	X	12	PSYC212	H	16	PSYC312	H	16
HMSC112	X	12	RKKX215	H	16	RKKX316	H	16
PSYC111	H	12	RKKX216	H	16	RKKX317	H	16
RKKX114	H	12				WVES311	X	12
RKKX115	H	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	Choose ONE: HMXH221 HMXK221 HMXR221	X	8	PSYC321	H	16
BMAN121	X	12	PSYC221	H	16	PSYC322	H	16
PSYC121	H	12	RKKX225	H	16	HMSC322	H	16
RKKX124	H	12	RKKX226	H	16	RKKX328	H	8
RKKX126	H	12	WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		56
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

*Students who already passed MBWK226 (8) will receive credit recognition for the new module HMSC122 (12)

*See Faculty Rule HSC.4.9.1 w.r.t. choice of sport modules

HSC.4.15 *BACHELOR OF HEALTH SCIENCES WITH RECREATION*
SCIENCE AND TOURISM MANAGEMENT / BACCALAUREUS
GESONDHEIDSWETENSKAPPE MET REKREASIEKUNDE EN
TOERISMEBESTUUR

PHASE IN / FASEER IN
2017

2017 Programme OU and name	2018 Programme OU and name
1826 PC Recreation Science	8638 PC Recreation Science

APPROVAL STRUCTURES

Faculty Programme Committee: 11-05-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.4.15.1 CODE / KODE: 8DJ H06; G301P**HSC.4.15.2 Programme outcomes / Programuitkomst**

After completion of this programme students should be able to:

demonstrate critical and creative thinking in the use of science, research and technology with relevant theoretical knowledge (models, theories, etc.) to demonstrate skills and values as entrepreneurs or employees in the field of adventure therapy by means of integrated projects (case studies, scenarios – problem solving) and added capabilities in community involvement.

Na die voltooiing van die program behoort studente:

Kritiese en kreatiewe denke in die gebruik van wetenskap, navorsing en tegnologie met tersaaklike teoretiese kundigheid (modelle, teorieë, ens) te kombineer om vaardighede en waardes as entrepreneur of werknemers op die terrein van avontuurterapie in geïntegreerde projekte (gevallestudies / scenario's – probleme op te los) en gemeenskapsbetrokkenheid, toegevoegde bevoegdhede te kan demonstreer.

HSC.4.15.3 Compilation of programme: Recreation Science and Tourism Management / Samestelling van program: Rekreasiekunde en Toerismebeheer

Qualification and programme code / Kwalifikasie- en programkode: 8DJ H06

Curriculum code / Kurrikulumkode: G301P

First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	PSYC211	X	16	RKKX316	H	16
PSYC111	X	12	RKKX215	H	16	RKKX317	H	16
RKKX114	H	12	RKKX216	H	16	TMBP311	H	16
RKKX115	H	12	TMBP211	H	16	TMBP312	H	16
TMBP111	H	12				WVES311	X	12
Total 1st semester		48	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	Choose ONE: HMXH221 HMXK221 HMXR221	H	8	HMSC322	H	16
BMAN121	X	12	RKKX225	H	16	RKKX328	H	8
PSYC121	X	12	RKKX226	H	16	TMBP321	H	16
RKKX124	H	12	TMBP221	H	16	TMBP322	H	16
RKKX126	H	12	WVGW221	X	12			
TMBP122	H	12						
Total 2nd semester		72	Total 2nd semester		68	Total 2nd semester		56
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

*See Rule HSC.4.9.1 w.r.t. choice of sport modules

HSC.4.16 BACHELOR OF HEALTH SCIENCES WITH SPORT AND RECREATION ADMINISTRATION / BACCALAUREUS GESONDHEIDSWETSKAPPE MET SPORT EN REKREASIE ADMINISTRASIE

PHASE IN / FASEER IN
(Replace the Bachelor of Health Sciences with Human Movement Science and Recreation Science)

(843-100 G317P = Already phased out; 8DJ H04, G301P = Phase out)

2017 Programme OU and name	2018 Programme OU and name
1826 PC Recreation Science	8638 PC Recreation Science

APPROVAL STRUCTURES

Faculty Programme Committee: 11-05-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.4.16.1 CODE / KODE: 8DJ H07; G301P

HSC.4.16.2 Compilation of programme: Sport and Recreation Administration / Samestelling van program: Sport en Rekreasie Administrasie

Qualification and programme code / Kwalifikasie- en programkode: 8DJ H07

Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	HMSC112	H	12	HMSC312	H	16
ECON112	X	12	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8
HMSC111	H	12	KCOM213	X	16	RKKX316	H	16
RKKX114	H	12	RKKX215	H	16	RKKX317	H	16
RKKX115	H	12	RKKX216	H	16	WVES311	X	12
Total 1st semester		48	Total 1st semester		68	Total 1st semester		68
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	HMSC122	H	12	COMS221	H	16
ECON122	X	12	Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	X	8	Choose ONE: HMXG221 HMXH221 HMXK221 HMXR221	X	8
HMSC121	H	12	RKKX225	H	16	HMSC322	H	16
KCOM122	X	12	RKKX226	H	16	HMSC324	H	16
RKKX124	H	12	WVGW221	X	12	RKKX328	H	8
RKKX126	H	12						
Total 2nd semester		72	Total 2nd semester		64	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		132
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

*Students who already passed MBWK226 (8) will receive credit recognition for the new module HMSC122 (12)

See Faculty Rule HSC.4.9.1 w.r.t. choice of sport modules

HSC.5 BACHELOR OF ARTS / BACCALAUREUS ARTIUM

APPROVAL STRUCTURES

Faculty Programme Committee: 18-07-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.5.1 CODE / KODE: SEE RELEVANT PROGRAMME

HSC.5.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.5.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.5.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the qualification is to produce graduates who have mastered a systematic and coherent body of knowledge and an understanding of underlying discipline-related theories, concepts and principles in two different disciplines within the field of the humanities, with a view to further studies for either a Postgraduate Diploma in Education used for teaching purposes in the further education and training sector, or for an Honours degree in one of the specialisations of choice.

Die doel van die kwalifikasie is om gegradueerdes te produseer wat 'n sistematiese en samehangende kennis en begrip van onderliggende dissiplinêre verwante teorieë, begrippe en beginsels in twee verskillende dissiplines binne die geesteswetenskappe behartig het, met die oog op verdere studie vir óf 'n Nagraadse Diploma in Onderwys wat vir onderrigdoeleindes in die verdere onderwys- en opleidingssektor gebruik word, óf vir 'n Honneursgraad in een van die spesialiseringrigtings.

HSC.5.5 QUALIFICATION OUTCOMES / KWALIFIKASIE UITKOMSTE

This qualification enables the BA graduate to demonstrate the following:

- a) *a systematic and integrated knowledge and understanding of, and an ability to evaluate and apply the fundamental terms, concepts, facts, principles, rules and theories of at least two focused academic disciplines with a strong humanities foundation;*
- b) *the ability to analyze and evaluate types of knowledge appropriate to their field of study;*
- c) *application of appropriate discipline-related methods of scientific inquiry and an ability to validate sources of information and evaluate and manage such information;*
- d) *critical reflection on, and understanding and application of, appropriate methods or practices to resolve complex discipline-related problems and thereby introduce change within related practice;*
- e) *professional and ethical behaviour within an academic and discipline-related environment, with sensitivity towards societal and cultural considerations;*
- f) *the ability to effectively communicate scientific understanding and own opinions/ideas in written or oral arguments, using appropriate discipline-related and academic discourse;*
- g) *effective information and communication technology (ICT) skills as appropriate to the academic environment and the chosen fields of specialisation;*

- h) *effective functioning as a member and/or leader of a team or a group in scientific projects or investigations; and*
- i) *self-directed management of learning activities and responsibility for own learning progress.*

Hierdie kwalifikasie stel die BA-gegradueerde in staat om die volgende te demonstreer:

- a) 'n sistematiese en geïntegreerde kennis en begrip van en die vermoë om die fundamentele terme, konsepte, feite, beginsels, reëls en teorieë van minstens twee gefokusde akademiese dissiplines met 'n sterk geesteswetenskaplike grondslag te evalueer en toe te pas;
- b) die vermoë om tipes kennis wat toepaslik is vir hul vakgebied te analiseer en te evalueer;
- c) Toepassing van toepaslike dissiplinêre verwante metodes van wetenskaplike ondersoek en die vermoë om inligtingbronne te bekragtig en sodanige inligting te evalueer en te bestuur;
- d) kritiese refleksie oor en begrip en toepassing van gepaste metodes of praktyke om komplekse dissiplinêre verwante probleme op te los en sodoende verandering binne verwante praktyk teweegbring;
- e) professionele en etiese gedrag binne 'n akademiese en dissiplinêre verwante omgewing, met sensitiviteit teenoor maatskaplike en kulturele oorwegings;
- f) die vermoë om wetenskaplike begrip en eie opinies / idees effektief in skriftelike of mondelinge argumente te kommunikeer deur toepaslike dissiplinêre en akademiese diskoers te gebruik;
- g) effektiewe inligting- en kommunikasietegnologie (IKT) vaardighede soos toepaslik vir die akademiese omgewing en die gekose spesialiseringstogings;
- h) effektiewe funksionering as 'n lid en / of leier van 'n span of groep in wetenskaplike projekte of ondersoeke; en
- i) selfgerigte bestuur van leeraktiwiteite en verantwoordelikheid vir eie leer vordering.

HSC.5.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.5.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

- a) *University admission;*
- b) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account;*
Required APS-score: 22 (from 2018 = 24)
- c) **Language requirement:** *A pass mark of 50-59%(level 4) in the language of teaching and learning concerning home language or first additional language level;*
- d) *Prospective students will be subject to a selection process and availability of capacity in the subject field. The best average mark will be taken into consideration.*

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- a) Universiteitstoelating.
- b) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.

Vereiste APS-telling: 22 (vanaf 2018 = 24)

- c) Taalvereiste: **'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.**
- d) Voornemende studente is onderhewig aan beskikbare kapasiteit in die vakgroep. Die beste gemiddelde punt word bereken.

*Inligting is onderhewig aan verandering

HSC.5.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

A student must hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.

'n Student moet oor 'n volle Matrikulasievrystellingsertifikaat beskik en 'n gemiddelde slaagsyfer van minstens 60% vir die matrikeksamen behaal het.

HSC.5.9 BACHELOR OF ARTS IN HEALTH SCIENCES WITH HUMAN MOVEMENT SCIENCES AND PSYCHOLOGY / BACCALAUREUS ARTIUM GESONDHEIDSWETENSKAPPE MET MENSLIKE BEWEGINGSKUNDE EN PSIGOLOGIE

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by Bachelor of Health Sciences with Sport Coaching and Human Movement Sciences)

2017 Programme OU and name	2018 Programme OU and name
1825 PC Human Movement Science	8636 PC Human Movement Science

APPROVAL STRUCTURES

Faculty Programme Committee: 12-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.5.9.1 CODE / KODE: 100 167; G301P

HSC.5.9.2 Programme outcomes / Programuitkomst

After completion of the programme students should:

- a) *be able to integrate well-rounded and systematic knowledge of and skills involving human movement with the principles of psychology applicable to sport, health and human development in acquiring appropriate competencies by solving problems, carrying out projects, dealing with real-life case studies and practice-oriented scenarios;*
- b) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - ★ *founding it theoretically; and*
 - ★ *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*

- c) *be able to demonstrate that in reaching outcomes, reasoning and communication are based on pure world- and life philosophies and an established value system.*

Na die voltooiing van die program behoort studente:

- a) kennis en vaardighede van menslike beweging te integreer met die psigologiese beginsels wat vir sport, gesondheid en menslike ontwikkeling toepaslik is in die verwerwing van toegepaste bevoegdhede deur probleemoplossing, uitvoering van projekte, hantering van lewenswerklike gevallestudies en praktykgerigte scenario's;
- b) individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:
 - ★ dit teoreties te kan fundeer
 - ★ dit met behulp van IT skriftelik en mondeling te kan kommunikeer aan leke en professionele gehore.
- c) te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensbeskouing en 'n gevestigde waardesisteem.

HSC.5.9.3 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

- a) *Students enrolling for Human Movement Science as major should, prior to starting the course, have his/her medical fitness for the course determined.*
 - b) *Students who have completed their Diploma in Sport Science and who want to apply for continuation of study in any of the Human Movement Science graduate programs, must i) adhere to the admission requirements set for the applied program and ii) must have obtained an average mark of 60% up to and including in the 1st semester of the third year in the Diploma program.*
 - c) *Students, who want to be considered for Honours selection in Kinderkinetics, must register for MBXS211 and MBXG221 in their second year.*
 - d) *Also refer to HSC.1 of this Yearbook.*
-
- a) Studente wat Menslike Bewegingskunde as hoofvak neem, moet vooraf sy/haar mediese geskiktheid laat bepaal.
 - b) Studente wat die Diploma in Sportkunde (DS) voltooi het en aansoek wil doen om met enige van die graadprogramme in Menslike Bewegingskunde voort te gaan, moet i) aan die voorgeskrewe toelatingsvereistes van die betrokke program voldoen en ii) 'n gemiddelde punt van 60% in elke studiejaar tot en met die 1e semester van die derdejaar van die Diplomaprogram behaal het.
 - c) Studente wat aansoek om keuring vir Honneurs in Kinderkinetika wil doen, moet in hulle tweedejaar vir MBXS211 en MBXG221 registreer.
 - d) Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.5.9.4 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should adhere to pre-requisites mentioned in the list of modules HSC.21, before progressing to follow-up modules.*
 - b) *Successful acquisition of the Bachelor of Arts degree gives admission to the honours degree in any of the specialty fields namely Biokinetics, Sport Science, Kinder Kinetics or Psychology, but is subject to a selection process and availability of capacity in the subject field.*
-
- a) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
 - b) Suksesvolle voltooiing van die graad Baccalaureus Artium, verleen toegang tot die Honneursgraad in enige van die spesialiseringsrigtings: Biokinetika, Sportwetenskap, Kinderkinetika of Psigologie en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.

HSC.5.9.5 *Compilation of programme: Human Movement Sciences and Psychology*
/ Samestelling van program: Menslike Bewegingskunde en Psigologie

Qualification and programme code / Kwalifikasie- en programkode: 100 167

Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	Choose ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8	MBWK315	H	16
FLGX114	X	12	MBWK216	H	8	MBWK316	H	16
MBWA112	H	12	MBWK217	H	8	PSYC311	H	16
MBWK112	H	12	MBWK219	H	8	PSYC312	H	16
MBWK114	H	12	PSYC211	H	16	WVES311	X	12
PSYC111	H	12	PSYC212	H	16			
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	HMSC122	H	12	HMSC324	H	16
FLGX124	X	12	Choose ONE: HMXG221 HMXH221 HMXX221 HMXR221	X	8	MBWK325	H	16
MBWA122	H	12	MBWK223	H	8	PSYC321	H	16
MBXK124	X	12	MBWK225	H	8	PSYC322	H	16
PSYC121	H	12	PSYC221	H	16			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		64	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		128	Total Year Level 3		140
Credit total of the Curriculum								388

*Students who already passed MBWK226 (8) will receive credit recognition for the new module HMSC122 (12)

See Faculty Rule HSC.4.9.1 w.r.t. choice of sport modules

HSC.5.10 BACHELOR OF ARTS IN PSYCHOLOGY AND LABOUR RELATIONS / BACCALAUREUS ARTIUM IN PSIGOLOGIE EN ARBEIDSVERHOUDINGE

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by new HEQSF aligned Bachelor of Arts in Behavioural Sciences with Psychology and Labour Relations Management)

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 18-07-2017
 Faculty Management Committee: 31-08-2017
 ICAS: 31-08-2017

HSC.5.10.1 CODE / KODE: 100 170; G301P

HSC.5.10.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.5.10.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.5.10.4 Programme outcomes / Programuitkomst

After completion of the programme Psychology and Labour Relations students should:

- a) *be able to demonstrate complete and systematic knowledge, skills, competencies and values of Psychology, integrated with theoretical principles, processes and techniques of the second major subject;*
- b) *be able to demonstrate competency in practice directed health situations to identify, analyse, prevent and solve problems through the ethical framework of Psychology and acceptable values, and in achieving outcomes, demonstrate reasoning and communication based on pure world- and human philosophies in a fixed theoretical and value system;*
- c) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - i) *founding it theoretically; and*
 - ii) *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*

Na voltooiing van die program Psigologie en Arbeidsverhoudinge behoort die student:

- a) *afgeronde en sistematiese kennis, vaardighede, bevoegdhede en waardes van/in Psigologie, geïntegreer met die teorieë, beginsels, prosesse en tegnieke van die tweede hoofvak te kan demonstreer;*
- b) *bevoeg wees om probleme in praktykgerigte gesondheidsituasies te identifiseer, ontleed, voorkom en oplos binne die aanvaarde waardes en etiese raamwerk van die Psigologie en te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensebeskouing en 'n gevestigde teoretiese en waardesisteen;*
- c) *individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:*
 - i) *dit teoreties te kan funder;*

- ii) dit met behulp van IT skriftelik en mondeling aan leke en professionele gehore te kan kommunikeer.

HSC.5.10.5 Curriculum outcomes / Kurrikulumuitkomst

To promote critical- and creative thinking and the utilization of science and technology, in order to empower students with the required theoretical knowledge and practical skills when entering the labour force as employee in an organization or entrepreneur in the field of Labour Relations and Psychology.

Die bevordering van kritiese en kreatiewe denke en gebruik van die wetenskap en tegnologie om die student te bemagtig met die tersaaklike teoretiese kundigheid en praktiese vaardighede om die arbeidsmag en entrepreneur of werknemer van organisasies op die terrein van Arbeidsverhoudinge en Psigologie te betree.

HSC.5.10.6 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Although this programme will allow students the opportunity to apply for admission to Honours in Labour Relations Management, it will be required that such students pass the following additional modules: IOPS311 (minimum 60%) en IOPS321 (minimum 60%). Requests for the recognition of PSYC312 in the place of IOPS321 will only be approved if the student passed PSYC312 with a percentage of at least 60%. If a student wants to continue studies after the Honours degree with a Masters degree in Labour Relations, STTN111 and STTN124 are requires.

Also refer to HSC.1 of this calendar.

Alhoewel hierdie program studente die geleentheid bied tot aansoek om toelating tot die Honneurs in Arbeidsverhoudingebeheer (aansoekers word aan 'n keuringsproses onderwerp), moet sodanige kandidate tydens hulle voorgaande studiejare die volgende addisionele modules slaag: IOPS311 (minimum 60%) en IOPS321 (minimum 60%). Aansoek vir die erkenning van PSYC312 in die plek van IOPS321 sal alleenlik toegestaan word indien 'n persentasie van ten minste 60% in PSYC312 behaal is. Indien studente na voltooiing van die Honneurs wil voortgaan met meestersgraadstudies in Arbeidsverhoudinge, word STTN111 en STTN124 as vereiste gestel.

Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.5.10.7 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
 - b) *Successful completion of the Bachelor of Arts degree gives admission to honors level study in Psychology or Labour Relations if successful in a selection process, and is subject to availability of capacity in the subject field.*
-
- a) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
 - b) Suksesvolle voltooiing van die graad Baccalaureus Artium verleen toegang tot die Honneursgraad in Psigologie of Arbeidsverhoudinge en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.

HSC.5.10.8 *Compilation of programme: Psychology and Labour Relations /*
Samestelling van program: Psigologie en Arbeidsverhoudinge

Qualification and programme code / Kwalifikasie- en programkode: 100 170

Curriculum code / Kurrikulumkode: G301P

(Potchefstroom)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	IOPS211	X	16	LARM311	H	16
BMAN111	X	12	LARM212	H	16	PSYC311	H	16
KCOM112	X	12	PSYC211	H	16	PSYC312	H	16
LARM111	H	12	PSYC212	H	16			
PSYC111	H	12						
PUMA112	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		48
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121	X	12	LARM221	H	16	LARM321	H	16
BMAN121	X	12	LLAW221	X	12	LARM322	H	16
IOPS121	H	12	PSYC221	H	16	PSYC321	H	16
KCOM122	X	12	WVGW221	X	12	PSYC322	H	16
PSYC121	H	12						
PUMA122	X	12						
Total 2nd semester		72	Total 2nd semester		56	Total 2nd semester		64
Total Year Level 1		132	Total Year Level 2		120	Total Year Level 3		112
Credit total of the Curriculum								364

HSC.5.11 *BACHELOR OF ARTS IN PSYCHOLOGY AND GEOGRAPHY & ENVIRONMENT STUDY / BACCALAUREUS ARTIUM IN PSIGOLOGIE EN GEOGRAFIE & OMGEWINGSTUDIE*

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by Bachelor of Arts in Psychology and Geography and Environmental Management)

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 18-07-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.5.11.1 CODE / KODE: 100 172; G301P

HSC.5.11.2 Programme outcomes / Programuitkomst

After completion of the programme Psychology and Geography & Environment study, students should:

- a) *be able to demonstrate complete and systematic knowledge, skills, competencies and values of Psychology, integrated with theoretical principles, processes and techniques of the second major subject;*
- b) *be able to demonstrate competency in practice directed health situations to identify, analyse, prevent and solve problems through the ethical framework of Psychology and acceptable values, and in achieving outcomes, demonstrate reasoning and communication based on pure world- and human philosophies in a fixed theoretical and value system;*
- c) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - i) *founding it theoretically; and*
 - ii) *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*

Na voltooiing van die program Psigologie en Geografie en Omgewingstudie behoort die student:

- a) afgeronde en sistematiese kennis, vaardighede, bevoegdhede en waardes van/in Psigologie, geïntegreerd met die teorieë, beginsels, prosesse en tegnieke van die tweede hoofvak te kan demonstreer;
- b) bevoeg wees om probleme in praktykgerigte gesondheidsituasies te identifiseer, ontleed, voorkom en oplos binne die aanvaarde waardes en etiese raamwerk van die Psigologie en te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensebeskouing en 'n gevestigde teoretiese en waardesisteem;
- c) individueel of in groepe bewysgedrewe interpretasie deur analyse, sintese en evaluering aan navorsingsresultate te kan heg deur:
 - i) dit teoreties te kan funder;
 - ii) dit met behulp van IT skriftelik en mondeling aan leke en professionele gehore te kan kommunikeer.

HSC.5.11.3 Curriculum outcomes / Kurrikulumuitkomst

After completion of the curriculum the student will be able to:

- a) *practice as teachers in Geography and Counselling after completion of a post-graduate qualification; and*
- b) *practice in the field of Environmental Management, especially in the field of public participation and social influence studies.*

Na suksesvolle voltooiing van die kurrikulum sal die student in staat wees om:

- a) as onderwyser in Geografie en Voorligting te praktiseer na voltooiing van 'n nagraadse kwalifikasie, en
- b) in die veld van Omgewingsbestuur, veral op die terrein van openbare deelname en sosiale invloedstudies, te kan praktiseer.

HSC.5.11.4 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Refer to HSC.1 of this Yearbook.

HSC.5.11.5 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*

- b) *Successful completion of the Bachelor of Arts degree gives admission to honours level study in Psychology or Geography and Environmental studies if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
- b) Suksesvolle voltooiing van die graad Baccalaureus Artium verleen toegang tot die Honneursgraad in Psigologie of Geografie en Omgewingstudie en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.

HSC.5.11.6 *Compilation of programme: Psychology and Geography & Environment Study / Samestelling van program: Psigologie en Geografie & Omgewingstudie*

Qualification and programme code / Kwalifikasie- en programkode: 100 172
Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	GGFS212	H	16	GGFS312	H	32
GGFS112	H	12	PSYC211	H	16	PSYC311	H	16
LARM111	X	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12	Select ONE: LARM212 SOCL211	X	16			
SOCL111	X	12						
TMBP111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	GGFS222	H	16	GGFS322	H	32
GGFS121	H	12	PSYC221	H	16	PSYC321	H	16
IOPS121	X	12	WVGW221	X	12	PSYC322	H	16
PSYC121	H	12	Select ONE: LARM221 SOCL221	X	16			
SOCL121	X	12						
TMBP121	X	12						
Total 2nd semester		72	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		132	Total Year Level 2		124	Total Year Level 3		128
Credit total of the Curriculum								384

HSC.5.12 BACHELOR OF ARTS WITH PSYCHOLOGY AND GEOGRAPHY & ENVIRONMENTAL MANAGEMENT / BACCALAUREUS ARTIUM MET PSIGOLOGIE EN GEOGRAFIE & OMGEWINGSBESTUUR

**PHASE IN / FASEER IN
Only 1st year 2018**

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES17

Faculty Programme Committee: 18-07-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.5.12.1 CODE / KODE: 1GB H10; G301P

HSC.5.12.2 Programme outcomes / Programuitkomste

After completion of the programme Psychology and Geography & Environmental Management, students should:

- a) *be able to demonstrate complete and systematic knowledge, skills, competencies and values of Psychology, integrated with theoretical principles, processes and techniques of the second major subject;*
- b) *be able to demonstrate competency in practice directed health situations to identify, analyse, prevent and solve problems through the ethical framework of Psychology and acceptable values, and in achieving outcomes, demonstrate reasoning and communication based on pure world- and human philosophies in a fixed theoretical and value system;*
- c) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - iii) *founding it theoretically; and*
 - iv) *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*

Na voltooiing van die program Psigologie en Geografie en Omgewingsbestuur behoort die student:

- a) afgeronde en sistematiese kennis, vaardighede, bevoegdhede en waardes van/in Psigologie, geïntegreerd met die teorieë, beginsels, prosesse en tegnieke van die tweede hoofvak te kan demonstreer;
- b) bevoeg wees om probleme in praktykgerigte gesondheidsituasies te identifiseer, ontleed, voorkom en oplos binne die aanvaarde waardes en etiese raamwerk van die Psigologie en te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensebeskouing en 'n gevestigde teoretiese en waardesisteem;
- c) individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:
 - i) dit teoreties te kan fundeer;
 - ii) dit met behulp van IT skriftelik en mondeling aan leke en professionele gehore te kan kommunikeer.

HSC.5.12.3 Curriculum outcomes / Kurrikulumuitkomst

After completion of the curriculum the student will be able to:

- a) *practice as teachers in Geography and Counselling after completion of a post-graduate qualification; and*
- b) *practice in the field of Environmental Management, especially in the field of public participation and social influence studies.*

Na suksesvolle voltooiing van die kurrikulum sal die student in staat wees om:

- a) as onderwyser in Geografie en Voorligting te praktiseer na voltooiing van 'n nagraadse kwalifikasie, en
- b) in die veld van Omgewingsbestuur, veral op die terrein van openbare deelname en sosiale invloedstudies, te kan praktiseer.

HSC.5.12.4 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Refer to HSC.1 of this Yearbook.

HSC.5.12.5 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Arts degree gives admission to honors level study in Psychology or Geography and Environmental studies if successful in a selection process, and is subject to availability of capacity in the subject field.*
- c) *Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.*
- d) *Suksesvolle voltooiing van die graad Baccalaureus Artium verleen toegang tot die Honneursgraad in Psigologie of Geografie en Omgewingstudie en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.*

HSC.5.12.6 *Compilation of programme: Psychology and Geography & Environmental Management / Samestelling van program: Psigologie en Geografie & Omgewingsbestuur*

Qualification and programme code / Kwalifikasie- en programkode: 1GB H10
Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	GEOG211	H	16	GEOG311	H	32
GEOG111	H	12	Select ONE: LARM212 SOCY211	X	16	PSYC311	H	16
LARM111	X	12	PSYC211	H	16	PSYC312	H	16
PSYC111	H	12	PSYC212	H	16	WVLS314	X	12
SOCY111	X	12						
TMBP111	X	12						
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	GEOG221	H	16	GEOG321	H	32
GEOG121	H	12	Select ONE: LARM221 SOCY221	X	16	PSYC321	H	16
Select ONE: IOPS121 SOCY121	X	12	PSYC221	H	16	PSYC322	H	16
PSYC121	H	12	WVGW221	X	12			
TMBP122	X	12						
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		124	Total Year Level 3		140
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

Students who want to continue with second year Labour Relations Management must register for IOPS121

Students who want to continue with second year Sociology must register for SOCY121

HSC.5.13 *BACHELOR OF ARTS IN PSYCHOLOGY AND TOURISM MANAGEMENT / BACCALAUREUS ARTIUM IN PSIGOLOGIE EN TOERISMEBESTUUR*

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by NEW Bachelor of Arts in Psychology and Tourism Management)

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee:	18-07-2017
Faculty Management Committee:	31-08-2017
ICAS:	31-08-2017

HSC.5.13.1 CODE / KODE: 100 175; G301P**HSC.5.13.2 Programme outcomes / Programuitkomst**

After completion of the programme Psychology and Tourism Management, students should:

- a) *be able to demonstrate complete and systematic knowledge, skills, competencies and values of Psychology, integrated with theoretical principles, processes and techniques of the second major subject;*
- b) *be able to demonstrate competency in practice directed health situations to identify, analyse, prevent and solve problems through the ethical framework of Psychology and acceptable values, and in achieving outcomes, demonstrate reasoning and communication based on pure world- and human philosophies in a fixed theoretical and value system;*
- c) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - i) *founding it theoretically; and*
 - ii) *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*

Na voltooiing van die program Psigologie en Toerismebeheer behoort die student:

- a) afgeronde en sistematiese kennis, vaardighede, bevoegdhede en waardes van/in Psigologie, geïntegreerd met die teorieë, beginsels, prosesse en tegnieke van die tweede hoofvak te kan demonstreer;
- b) bevoeg wees om probleme in praktykgerigte gesondheidsituasies te identifiseer, ontleed, voorkom en oplos binne die aanvaarde waardes en etiese raamwerk van die Psigologie en te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensebeskouing en 'n gevestigde teoretiese en waardesisteen;
- c) individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:
 - i) dit teoreties te kan funder;
 - ii) dit met behulp van IT skriftelik en mondeling aan leke en professionele gehore te kan kommunikeer.

HSC.5.13.3 Curriculum outcomes / Kurrikulumuitkomst

To promote critical- and creative thinking and the utilization of science and technology, in order to empower students with the required theoretical knowledge and practical skills when entering the labour force as an employee in an organization or entrepreneur in the field of Tourism and Psychology.

Die bevordering van kritiese en kreatiewe denke en gebruik van die wetenskap en tegnologie om die student te bemagtig met die tersaaklike teoretiese kundigheid en praktiese vaardighede om die arbeidsmark as entrepreneur of werknemer van organisasies op die terrein van Toerismebeheer en Psigologie te betree.

HSC.5.13.4 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Refer to HSC.1 of this Yearbook.

HSC.5.13.5 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Arts degree gives admission to honors level study in Psychology or Tourism management if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) *Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.*
- b) *Suksesvolle voltooiing van die graad Baccalaureus Artium verleen toegang tot die Honneursgraad in Psigologie of Toerismebestuur en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.*

HSC.5.13.6 Compilation of programme: Psychology and Tourism Management I
Samestelling van program: Psigologie en Toerismebestuur
Qualification and programme code / Kwalifikasie- en programkode: 100 175
Curriculum code / Kurrikulumkode: G302P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	BMAN211	X	16	PSYC311	H	16
BMAN111	X	12	PSYC211	H	16	PSYC312	H	16
KCOM112	X	12	PSYC212	H	16	TMBP311 OR TMBP312	H	16
PSYC111	H	12	TMBP211	H	16			
TMBP111	H	12						
Select ONE ATSN111 FREB111 GERB111	X	12						
Total 1 st semester		60	Total 1 st semester		64	Total 1 st semester		48
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	BMAN221	X	16	LARM322	H	16
BMAN121	X	12	PSYC221	H	16	PSYC321	H	16
KCOM122	X	12	TMBP221	H	16	PSYC322	H	16
PSYC121	H	12	WVGW221	X	12	TMBP321 OR TMBP322	H	16
TMBP121	H	12						
Select ONE ATSN121 FREB121 GERB121	X	12						
Total 2 nd semester		72	Total 2 nd semester		60	Total 2 nd semester		64
Total Year Level 1		132	Total Year Level 2		124	Total Year Level 3		112
Credit total of the Curriculum								368

**HSC.5.14 BACHELOR OF ARTS WITH PSYCHOLOGY AND TOURISM
MANAGEMENT / BACCALAUREUS ARTIUM MET PSIGOLOGIE
EN TOERISMEBESTUUR**

**PHASE IN / FASEER IN
Only 1st year
(Replace Bachelor of Arts in Psychology and Tourism Management)**

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 18-07-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.5.14.1 CODE / KODE: 1GB H11; G301P

**HSC.5.14.2 Compilation of programme: Psychology and Tourism Management/
Samestelling van program: Psigologie en Toerismebestuur**

**Qualification and programme code / Kwalifikasie- en programkode: 1GB H11
Curriculum code / Kurrikulumkode: G301P**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	BMAR213	X	16	PSYC311	H	16
BMAN111	X	12	PSYC211	H	16	PSYC312	H	16
KCOM112	X	12	PSYC212	H	16	TMBP311	H	16
PSYC111	H	12	TMBP211	H	16	TMBP312	H	16
TMBP111	H	12				WVLS314	X	12
Select ONE ATSN111 FREB111 GERB111	X	12						
Total 1 st semester		60	Total 1 st semester		64	Total 1 st semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	BMAN221	X	16	PSYC321	H	16
BMAN121	X	12	PSYC221	H	16	PSYC322	H	16
PSYC121	H	12	TMBP221	H	16	TMBP321	H	16
TMBP122	H	12	WVGW221	X	12	TMBP322	H	16
Select ONE ATSN121 FREB121 GERB121	X	12						
Total 2 nd semester		60	Total 2 nd semester		60	Total 2 nd semester		64
Total Year Level 1		120	Total Year Level 2		124	Total Year Level 3		140
Credit total of the Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.6 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES / BACCALAUREUS ARTIUM IN GEDRAGSWETENSKAPPE

HSC.6.1 CODE / KODE: (SEE RELEVANT PROGRAMME)

HSC.6.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)
Vaal Triangle (English)

HSC.6.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.6.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the BA in Behavioural Sciences is to empower students with sufficient knowledge, skills and values to understand not only the demands of the specific occupation they wish to enter, but also those of the broader society within which they will function. Students will be able to understand key concepts, apply and extrapolate them within the field of the behavioural sciences and public governance, and master and apply the academic conventions valid within the humanities. The nature of the material and the methodology of the programme are particularly suitable for establishing a foundation for lifelong learning.

Die doel van die BA in Gedragwetenskappe is om studente met voldoende kennis, vaardighede en waardes te bemagtig om nie net die eise van die spesifieke beroep wat hulle wil betree, te verstaan nie, maar ook die van die breër samelewing waarbinne hulle sal funksioneer. Studente sal kernkonsepte kan begryp, toepas en ekstrapoleer binne die veld van die gedragwetenskappe en openbare bestuur en die akademiese konvensies wat binne die geesteswetenskappe geldig is, bemeester en toepas. Die aard van die materiaal en die metodologie van die program is veral geskik om 'n grondslag vir lewenslange leer te vestig.

HSC.6.5 QUALIFICATION OUTCOMES / KWALIFIKASIE UITKOMSTE

This qualification enables the BA in Behavioural Sciences graduate to demonstrate the following:

- a) *a systematic and integrated knowledge and understanding of, and an ability to evaluate and apply the fundamental terms, concepts, facts, principles, rules and theories of a related behavioural sciences discipline;*
- b) *the ability to analyze and evaluate types of knowledge appropriate to the study of human behaviour from the perspective of a specific field of specialization;*
- c) *application of appropriate discipline-related basic methods of scientific inquiry and an ability to independently validate sources of information and evaluate and manage the information in order to resolve discipline-related behavioural problems or challenges and introduce change within related practice;*
- d) *professional and ethical behaviour within an academic and discipline-related environment, with sensitivity towards societal and cultural considerations;*
- e) *the ability to effectively communicate scientific understanding and own opinions/ideas in written or verbal arguments, using appropriate discipline-related and academic discourse and information and communications technologies;*
- f) *effective functioning as a member and/or leader of a team or a group in scientific projects or investigations; and*
- g) *self-directed management of learning activities and responsibility for own learning progress.*

Hierdie kwalifikasie stel die BA in Gedragwetenskappe in staat om die volgende te demonstreer:

- 'n sistematiese en geïntegreerde kennis en begrip van, en die vermoë om die fundamentele terme, begrippe, feite, beginsels, reëls en teorieë van 'n verwante gedragwetenskappe-dissipline te evalueer en toe te pas;
- die vermoë om tipes kennis wat toepaslik is vir die bestudering van menslike gedrag vanuit die perspektief van 'n spesifieke spesialiseringsrigting te analiseer en te evalueer;
- toepassing van toepaslike dissiplinêre verwante basiese metodes van wetenskaplike ondersoek en die vermoë om inligtingbronne onafhanklik te bekragtig en die inligting te evalueer en te bestuur ten einde dissiplinêre verwante gedragsprobleme of -uitdagings op te los en verandering binne verwante praktyk aan te bring;
- professionele en etiese gedrag binne 'n akademiese en dissiplinêre verwante omgewing, met sensitiviteit teenoor maatskaplike en kulturele oorwegings;
- die vermoë om wetenskaplike begrip en eie menings / idees effektief in skriftelike of mondelinge argumente te kommunikeer deur toepaslike dissiplinêre en akademiese diskoers en inligting- en kommunikasietegnologie te gebruik;
- effektiewe funksionering as 'n lid en / of leier van 'n span of groep in wetenskaplike projekte of ondersoeke; en
- selfgerigte bestuur van leeraktiwiteite en verantwoordelikheid vir eie leer vordering.

HSC.6.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.6.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

- University admission;*
- APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account;*
Required APS-score: 24
- Language requirement:** *A pass mark of 50-59%(level 4) in the language of teaching and learning concerning home language or first additional language level;*
- Prospective students will be subject to a selection process and availability of capacity in the subject field. The best average mark will be taken into consideration.*

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- Universiteitstoelating.
- APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.
Vereiste APS-telling: 24

- c) Taalvereiste: 'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op **Huistaal- of Eerste Addisionele Taalvlak**.
- d) Voornemende studente is onderhewig aan beskikbare kapasiteit in die vakgroep. Die beste gemiddelde punt word bereken.
- *Inligting is onderhewig aan verandering

HSC.6.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

A student must hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.

'n Student moet oor 'n volle Matrikulasievrystellingsertifikaat beskik en 'n gemiddelde slaagsyfer van minstens 60% vir die matrikeksamen behaal het.

HSC.6.9 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES WITH PSYCHOLOGY AND LABOUR RELATIONS MANAGEMENT / BACCALAUREUS ARTIUM IN GEDRAGSWETENSKAPPE MET PSIGOLOGIE EN ARBEIDSVERHOUDINGEBESTUUR

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by new HEQSF aligned Bachelor of Arts in Behavioural Sciences with Psychology and Labour Relations Management)

2017 Programme OU and name	2018 Programme OU and name
VTC	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017
 Faculty Management Committee: 31-08-2017
 ICAS: 31-08-2017

HSC.6.9.1 CODE / KODE: 100 143; L303V

Ownership of programme move to Faculty of Health Sciences.

HSC.6.9.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Vaal Triangle (English)

HSC.6.9.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.6.9.4 Programme outcomes / Programuitkomst

The curricula compiled for this programme provide a basic training in the behavioural sciences. In the composition of the curricula consideration was given to career possibilities and the human resource needs of our country. These curricula also prepare the student for postgraduate study in specific specialised programmes.

HSC.6.9.5 Curriculum outcomes / Kurrikulumuitkomst

On completion of this curriculum students should:

- possess knowledge, skills and values by means of which they will develop a sense of the demands of the particular occupations they wish to enter, as well as of the broader society in which they function;
- be able to perform functions and apply skills by means of which psychological phenomena in the workplace can be investigated and managed;
- possess knowledge, skills and values through which they develop an understanding of the broader community, its underlying philosophy, psycho-social functioning and other related matters that make it a dynamic environment;
- be committed to a process of life-long learning.

HSC.6.9.6 *Compilation of programme: Psychology and Labour Relations Management / Samestelling van program: Psigologie en Arbeidsverhoudingebestuur*

Qualification and programme code / Kwalifikasie- en programkode: 100 143

Curriculum code / Kurrikulumkode: L303V

(Vaal Triangle – Phase out)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	IOPS211	X	16	IOPS311	X	16
BMAN111	X	12	LARM211	H	16	LARM311	H	16
**KCOM112	X	12	PSYC211	H	16	PSYC311	H	16
LARM111	H	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12						
STTN111	X	12						
Total		60	Total		64	Total		64
1st semester			1st semester			1st semester		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121	X	12	LARM221	H	16	LARM321	H	16
BMAN121	X	12	LLAW221	X	12	LARM322	H	16
IOPS121	H	12	PSYC221	H	16	PSYC321	H	16
**KCOM122	X	12	WVGW221	X	12	PSYC322	H	16
PSYC121	H	12						
Total		60	Total		56	Total		64
2nd semester			2nd semester			2nd semester		
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		128
Credit total of the Curriculum								368

*PHIL221can be taken as a choice module

** KCOM modules are not presented part-time. Part-time students must register for ENLS.

**HSC.6.10 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES WITH
PSYCHOLOGY AND LABOUR RELATIONS MANAGEMENT /
BACCALAUREUS ARTIUM IN GEDRAGSWETENSKAPPE MET
PSIGOLOGIE EN ARBEIDSVERHOUDINGEBESTUUR**

PHASE IN / FASEER IN

Only 1st year in 2018

(Replace the Bachelor of Arts in Psychology and Labour Relations – PC & Bachelor of Arts in Behavioural Sciences in Psychology and Labour Relations Management – VC)

2017 Programme OU and name	2018 Programme OU and name
	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.6.10.1 CODE / KODE: 1GR H02; G301P/V

HSC.6.10.2 Programme outcomes / Programuitkomst

After completion of the programme Psychology and Labour Relations Management students should:

- be able to demonstrate complete and systematic knowledge, skills, competencies and values of Psychology, integrated with theoretical principles, processes and techniques of the second major subject;*
- be able to demonstrate competency in practice directed health situations to identify, analyse, prevent and solve problems through the ethical framework of Psychology and acceptable values, and in achieving outcomes, demonstrate reasoning and communication based on pure world- and human philosophies in a fixed theoretical and value system;*
- In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - founding it theoretically; and*
 - communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*

Na voltooiing van die program Psigologie en Arbeidsverhoudingebestuur behoort die student:

- aferonde en sistematiese kennis, vaardighede, bevoegdhede en waardes van/in Psigologie, geïntegreerd met die teorieë, beginsels, prosesse en tegnieke van die tweede hoofvak te kan demonstreer;
- bevoeg wees om probleme in praktykgerigte gesondheidsituasies te identifiseer, ontleed, voorkom en oplos binne die aanvaarde waardes en etiese raamwerk van die Psigologie en te kan demonstreer dat in die bereiking van die uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensebeskouing en 'n gevestigde teoretiese en waardesisteem;
- individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:
 - dit teoreties te kan fundeer;
 - dit met behulp van IT skriftelik en mondeling aan leke en professionele gehore te kan kommunikeer.

HSC.6.10.3 Curriculum outcomes / Kurrikulumuitkomst

To promote critical- and creative thinking and the utilization of science and technology, in order to empower students with the required theoretical knowledge and practical skills when entering the labour force as employee in an organization or entrepreneur in the field of Labour Relations and Psychology.

Die bevordering van kritiese en kreatiewe denke en gebruik van die wetenskap en tegnologie om die student te bemagtig met die tersaaklike teoretiese kundigheid en praktiese vaardighede om die arbeidsmag en entrepreneur of werknemer van organisasies op die terrein van Arbeidsverhoudinge en Psigologie te betree.

HSC.6.10.4 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Although this programme will allow students the opportunity to apply for admission to Honours in Labour Relations Management, it will be required that such students pass the following additional modules: IOPS311 (minimum 60%) en IOPS321 (minimum 60%). Requests for the recognition of PSYC312 in the place of IOPS321 will only be approved if the student passed PSYC312 with a percentage of at least 60%. If a student wants to continue studies after the Honours degree with a Masters degree in Labour Relations, STTN111 and STTN124 are required.

Also refer to HSC.1 of this calendar.

Alhoewel hierdie program studente die geleentheid bied tot aansoek om toelating tot die Honneurs in Arbeidsverhoudingebestuur (aansoekers word aan 'n keuringsproses onderwerp), moet sodanige kandidate tydens hulle voorgraadse studiejare die volgende addisionele modules slaag: IOPS311 (minimum 60%) en IOPS321 (minimum 60%). Aansoek vir die erkenning van PSYC312 in die plek van IOPS321 sal alleenlik toegestaan word indien 'n persentasie van ten minste 60% in PSYC312 behaal is. Indien studente na voltooiing van die Honneurs wil voortgaan met meestersgraadstudies in Arbeidsverhoudinge, word STTN111 en STTN124 as vereiste gestel.

Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.6.10.5 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Arts degree gives admission to honors level study in Psychology or Labour Relations if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) *Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.*
- b) *Suksesvolle voltooiing van die graad Baccalaureus Artium verleen toegang tot die Honneursgraad in Psigologie of Arbeidsverhoudinge en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.*

HSC.6.10.6 *Compilation of programme: Psychology and Labour Relations Management / Samestelling van program: Psigologie en Arbeidsverhoudingebestuur*

Qualification and programme code / Kwalifikasie- en programkode: 1GR H02
Curriculum code / Kurrikulumkode: G301P/V

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	IOPS211	X	16	IOPS311	X	16
BMAN111	X	12	LARM212	H	16	LARM311	H	16
KCOM112	X	12	PSYC211	H	16	PSYC311	H	16
LARM111	H	12	PSYC212	H	16	PSYC312	H	16
PSYC111	H	12				WVLS314	X	12
STTN111	X	12						
Total 1^{ste} semester		60	Total 1^{ste} semester		64	Total 1^{ste} semester		76
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	LARM221	H	16	LARM321	H	16
BMAN121	X	12	LLAW221	X	12	LARM322	H	16
IOPS121	H	12	PSYC221	H	16	PSYC321	H	16
KCOM122	X	12	STTN124	X	12	PSYC322	H	16
PSYC121	H	12	WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		68	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		140
Credit total of the Curriculum								392

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.7 BACHELOR OF ARTS (SPORT-, HEALTH- AND LEISURE SCIENCE)

PHASE OUT / FASEER UIT
ONLY AVAILABLE FOR PIPELINE STUDENTS IN 2018

This qualification may be acquired in the programme and curriculum described in rule HSC.1.2.1 and it can be taken full-time.

HSC.7.1 DURATION (MINIMUM AND MAXIMUM DURATION)

The duration of the study for this degree is a **minimum of three (3) years** and a **maximum duration of four (4) years**.

Extension of the study period may take place according to the stipulations of General R 1.17.

HSC.7.2 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

- a) University admission;

- b) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account;

The required APS-score is reflected below.

- c) **Language requirement:** A pass mark of 50-59%(level 4) in the language of teaching and learning concerning home language or first additional language level;

- d) Prospective students will be subject to a selection process and availability of capacity in the subject field.

*Information is subject to change

HSC.7.3 SPECIFIC FACULTY ADMISSION REQUIREMENTS

A student should hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.

HSC.7.4 PROGRAMME: HUMAN MOVEMENT SCIENCE AND RECREATION SCIENCE

HSC.7.4.1 Qualification and programme code: 843 100

The programme and curriculum outcomes are mainly discounted in three areas namely: Sport-, Health-, and Leisure Science.

After completion of this programme the student should be able to:

- a) integrate well-rounded and systematic knowledge of and skills involving human movement with the principles of psychology applicable to sport, health and human development in acquiring appropriate competencies by solving problems, carrying out projects, dealing with real-life case studies and practice-oriented scenarios
- b) in groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:

- i) founding it theoretically; and
- ii) communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences;

- c) demonstrate that in reaching the outcomes, reasoning and communication are based on a pure world and life philosophy and an established value system.

HSC.7.4.2 Admission requirements for the programme

Required APS-score: 22

HSC.7.4.3 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

- a) A student who register for Human Movement Science as a major should, prior to starting the module have his/her medical fitness for the module determined.
- b) Students who have completed their Diploma in Sport Science and who want to apply for continuation of study in any of the Human Movement Science graduate programs, must i) adhere to the admission requirements set for the applied program and ii) must have obtained an average mark of 60% in the 1st semester of the third year in the Diploma program.
- c) Students, who want to be considered for Honors selection in Kinder Kinetics, must register for MBXS211 and MBXG221 in their second year.
- d) Also refer to HSC.1 of this Yearbook.

HSC.7.4.4 Curriculum: Human Movement Science and Recreation Science

HSC.7.4.4.1 Curriculum outcomes

After completion of this curriculum the student should be able to:

- a) integrate complete knowledge and skills of human movement with the principles of recreation and adventure practices applicable to sport, health and human development in the acquisition of applied skills by problem solving, executing of projects, dealing with true-life case studies and practice-centered scenarios;
- b) In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:

- ★ founding it theoretically; and

- ★ communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences;

- c) demonstrate that in reaching the outcomes, reasoning and communication are based on a pure world and life philosophy and an established value system.

HSC.7.4.4.2 Specific Faculty rules for Curriculum

- a) Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.
- b) Successful completion of the Bachelor of Arts degree gives admission to honors level study in Biokinetics, Sport Science, Kinder Kinetics or Recreation Science if successful in a selection process, and is subject to availability of capacity in the subject field.

HSC.7.4.4.3 Compilation of Curriculum: Human Movement Science and Recreation Science

Qualification and programme code: 843 100; Curriculum Code: G317P

Only for Pipeline students in 2018

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	MBWK216	H	8	MBWK315	H	16
FLGX114	X	12	MBWK217	H	8	MBWK316	H	16
MBWA112	H	12	MBWK219	H	8	RKKX314 (RKKX316)	H	16
MBWK112	H	12	Choose ONE: MBXA211 MBXN211 MBXS211 MBXT211	X	8	RKKX315 (RKKX317)	H	16
RKKX114	H	12	RKKX215	H	16	WVES311	X	12
RKKX115	H	12	RKKX216	H	16			
Total 1st semester		60	Total 1st semester		64	Total 1st semester		76

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	MBWK223	H	8	MBWK324 (HMSC322)	H	16
FLGX124	X	12	MBWK225	H	8	HMSC324	H	16
MBWA122	H	12	MBWK226	H	8	MBWK325	H	16
RKKX124	H	12	Choose ONE: MBXG221 MBXH221 MBXK221 MBXR221	X	8			
RKKX126	H	12	RKKX225	H	16	RKKX328	H	8
			RKKX226	H	16	RKKX324	H	16
			WVGW221	X	12	RKKX325	H	16
Total 2nd semester		60	Total 2nd semester		74	Total 2nd semester		64 (56)
Total Year Level 1		120	Total Year Level 2		138	Total Year Level 3		140 (132)
Credit total of the Curriculum								398 (390)

HSC.8 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES / BACCALAUREUS SCIENTIAE IN BIOLOGIESE WETENSKAPPE

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by programmes in Bachelor of Health Sciences)

2017 Programme OU and name	2018 Programme OU and name
1820 PC Physiology	8665 PC Physiology

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.8.1 CODE / KODE: (SEE RELEVANT PROGRAMME)

HSC.8.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.8.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.8.4 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalinge van A-Reël 1.17.

HSC.8.5 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

- University admission;*
- APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account;*

The required APS-scores for the different programmes are reflected below.

Mathematics on level 5 (60-69%) and Physical Science on level 4 (50-59%) will be required for all programmes in the Bachelor of Science (Biological Sciences);

Mathematics on level 3 (40-49%) or Mathematic Literacy level 4 (50-59%) and Physical Science on level 4 (50-59%) will be required for all programmes in the Bachelor of Science (Health Sciences).

- c) **Language requirement:** A pass mark of **50-59%(level 4)** in the language of teaching and learning concerning home language or first additional language level;

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- a) Universiteitstoelating.

- b) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.

Die vereiste APS-telling word by die onderskeie programme hieronder aangedui (sien pt 5.4.2).

Vir die Baccalaureus Scientiae (Biologiese Wetenskappe) programme word vereis: Wiskunde vlak 5 (60-69%) en Fisiese Wetenskap vlak 4 (50-59%).

Vir die Baccalaureus Scientiae (Gesondheidswetenskappe) en ander programme word vereis: Wiskunde vlak 3 (40-49%) en Fisiese Wetenskap vlak 4 (50-59%).

- c) **Taalvereiste:** 'n Slaagsyfer van **50-59% (vlak 4)** in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.

**Inligting is onderhewig aan verandering*

HSC.8.6 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPEFIEKE TOELATINGSVEREISTES

A student must hold a full Matriculation exemption certificate and an average pass mark of 60% during the matriculation examinations.

Prospective students will be subject to availability of capacity in the subject field.

'n Student moet oor 'n volle Matrikulasievrystellingsertifikaat beskik en 'n gemiddelde slaagsyfer van minstens 60% vir die matrikeksamen behaal het.

Voorname student is onderhewig aan beskikbare kapasiteit in die vakgroep.

HSC.8.7 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES WITH PHYSIOLOGY AND BIOCHEMISTRY / BACCALAUREUS SCIENTIAE IN BIOLOGIESE WETENSKAPPE MET FISILOGIE EN BIOCHEMIE

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by Bachelor of Health Sciences with Physiology and Biochemistry)

2017 Programme OU and name	2018 Programme OU and name
1820 PC Physiology	8665 PC Physiology

HSC.8.7.1 CODE / KODE: 200 112; G301P

HSC.8.7.2 Programme outcomes / Programuitkomst

In this programme there are curricula of which the major modules resort under both the Faculties of Health Sciences and Natural Sciences.

The curricula composed in this programme give a good basic training in the Health Sciences. In the composition of the curricula consideration was given to career possibilities and occupational

needs of our country. These curricula also prepare the student for post-graduate study in the various majors.

The purpose of the BSc degree in Biological Sciences is to contribute to the personal development of students and to give students the opportunity to obtain degree level skills, views and applied scientific competencies.

After following this programme those who had qualified will be able to:

- a) demonstrate contextual relevant scientific knowledge and/or competencies and comprehension of it within the broad terrain of the Health Sciences;
- b) demonstrate sound scientific knowledge and applied competencies in specific contexts such as schools, work-places and the community in an ethically accountable manner with regard to: basic aid and programme presentation within the context of the various health science subject disciplines;
- c) practice the identification and prevention of health problems in such a way that responses will indicate that responsible decisions have been taken by thinking scientifically, critically and creatively;
- d) to work from a fortigenic perspective through application of expert knowledge and experience focused on basic preventive and health-promoting interventions;
- e) understand the specific behaviour of the various communities in South Africa that can be injurious to health and to investigate it and communicate it in a scientifically accountable way;
- f) address the changing indigenous needs, requirements and circumstances of the South African society – be it that of the past or the expected future – and in such a way to demonstrate insight into the world as a collection of related systems;
- g) apply contextually relevant health science approaches, methodologies, techniques and skills within a culturally diverse environment in order to facilitate human and organizational development where applicable;
- h) effectively work with others at an individual level, as well as together in a team, group, organization and community, and to fulfill a leadership role;
- i) effectively, ethically and responsibly apply self-management and management of own activities;
- j) collect, analyse and organize information, as well as the critical and grounded evaluation of information, in order to demonstrate insight in the collection of knowledge and coherence of science;
- k) effectively apply listening, reading, writing, discourse and argumentation skills;
- l) demonstrate language skills by effectively communicating by means of visual and/or audiovisual devices in oral, writing and/or audiovisual presentations;
- m) implement acquired expert knowledge, competencies and views in a working environment;
- n) develop personally and to contribute to the social and economic development of society by:
 - i) knowing and respecting North-West University's views with regard to human nature and practicing science;
 - ii) reflection on and continuous investigation of a variety of learning and intellectual strategies in order to learn more effectively and efficiently as lifelong learner;
 - iii) exploring educational and occupational possibilities within the field of health sciences as well as the development van entrepreneurial opportunities; and by
 - iv) the development of work ethics that includes responsibility, integrity, punctuality, realization of vocation, readiness to serve, accuracy and drive.

In hierdie program sorteer kurrikulums waarvan die hoofvakke setel in die Fakulteite

Gesondheidswetenskappe en Natuurwetenskappe.

Die kurrikulums wat in hierdie program saamgestel is, gee 'n goeie basiese opleiding in die Gesondheidswetenskappe. By die samestelling van die kurrikulums is oorweging geskenk aan beroepsmoontlikhede en die mannekragbehoefes van ons land. Hierdie kurrikulums berei die student ook voor vir nagraadse studie in die onderskeie hoofvakke.

Die doel van die BSc-graad in Biologiese Wetenskappe is om by te dra tot die persoonlike ontwikkeling van studente en om 'n geleentheid te bied vir die verwerwing van graadvlak kundigheid, gesindhede en toegepaste wetenskaplike bevoegdhe.

Na afloop van hierdie program sal studente in staat wees om:

- a) kontekstueel-relevante wetenskaplike kennis en/of bevoegdhe en begrip daarvan binne die breë terrein van die gesondheidswetenskappe te demonstreer;
- b) deeglike wetenskaplike kennis en toegepaste bevoegdhe in spesifieke kontekste soos skole, werksplekke en die gemeenskap op etiesverantwoordbare wyse te demonstreer ten opsigte van: basiese hulpverlening en programaanbieding binne die konteks van die verskillende gesondheidswetenskaplike vakdisiplines;
- c) die identifisering en voorkoming van gesondheidsprobleme op so 'n wyse, dat response aantoon dat verantwoordelike besluite geneem is deur wetenskaplik, krities en kreatief te dink;
- d) te werk vanuit 'n fortigeniese perspektief, deur toepassing van vakkundige kennis en ervaring gefokus op basiese voorkomende en gesondheidsbevorderende intervensies;
- e) die spesifieke gesondheidskadelike gedrag van die verskillende gemeenskappe in Suid-Afrika te verstaan en op 'n wetenskaplike-verantwoordbare wyse te ondersoek en te kommunikeer;
- f) die aanspreek van die veranderende inheemse behoeftes, vereistes en omstandighede van die Suid-Afrikaanse samelewing – hetsy in die verlede of verwagte toekoms – en sodoende insig in die wêreld as 'n versameling van verwante stelsels te demonstreer;
- g) die toepassing van kontekstueel-relevante gesondheidswetenskaplike benaderings, metodologieë, tegnieke en vaardighede wat ook insluit syfer-rekenaarvaardigheid binne 'n kultureel-diverse omgewing, ten einde menslike- en organisasie ontwikkeling, waar toepaslik, te fasiliteer;
- h) effektiewe samewerking met ander op 'n individuele vlak, asook in 'n span, groep, organisasie en gemeenskap, en die vervulling van 'n leierskapsrol;
- i) effektiewe, etiese en verantwoordelike selfbestuur en bestuur van eie aktiwiteite;
- j) die versameling, analise en organisasie van inligting, asook die kritiese en gefundeerde evaluasie daarvan, om sodoende insig in die versameling van kennis en samehang van die wetenskap te demonstreer;
- k) effektiewe luister-, lees-, skryf-, gesprek- en argumentasievaardighede;
- l) die demonstrasie van taalvaardigheid deur effektief te kommunikeer met behulp van visuele en/of oudiovisuele middele in mondelinge, skriftelike en/of oudiovisuele aanbiedings;
- m) die implementering van verworwe vakkundige kennis, bevoegdhe en gesindhede in 'n werksomgewing;
- n) eie persoonlike ontwikkeling en die lewering van 'n bydrae tot die sosiale en ekonomiese ontwikkeling van die samelewing, deur:
 - i) die Noordwes-Universiteit se standpunt oor die aard van die mens en wetenskapsbeoefening te ken en respekteer;
 - ii) nadenke oor en voortdurende ondersoek van 'n verskeidenheid leer- en denkstrategieë om meer effektief en doeltreffend as lewenslange leerder te leer;
 - iii) verkenning van opvoedkundige- en beroepsmoontlikhede binne die terrein van die

- gesondheidswetenskappe sowel as die ontwikkeling van ondernemersgeleenthede;
- iv) die ontwikkeling van 'n werksetiek wat verantwoordelikheid, integriteit, stiptelikheid, roepingsvervulling, diensbaarheid, noukeurigheid en deurstellingsvermoë insluit.

HSC.8.7.3 Curriculum outcomes / Kurrikulumuitkomst

After completion of the curriculum the student should have knowledge of:

- a) *the normal and pathological life phenomena;*
- b) *functioning of the various human systems as well as the integration and coherence thereof;*
- c) *the molecular base of life phenomena and the pathology of congenital defects;*
- d) *the flow of genetic information and energy supply, and*
- e) *health problems in South Africa.*

Na voltooiing van die kurrikulum sal die student kennis hê van:

- a) die normale en patologiese lewensverskynsels;
- b) funksionering van die verskillende menslike stelsels en die integrasie en samehang daarvan;
- c) die molekulêre basis van lewensverskynsels en die patologie van aangebore defekte;
- d) die vloei van genetiese inligting en energievoorsiening; en
- e) die gesondheidsprobleme in Suid-Afrika.

HSC.8.7.4 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Also refer to HSC.1 of this Yearbook.

Required APS-score: 26

HSC.8.7.5 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Science degree gives admission to honors level study in Physiology or Biochemistry if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
- b) Suksesvolle voltooiing van die graad Baccalaureus Scientiae verleen toegang tot die Honneursgraad in Fisiologie of Biochemie en is onderhewig aan 'n keuringsproses op grond van die akademiese prestasie van die student asook beskikbare kapasiteit in die vakgroep.

HSC.8.7.6 *Compilation of programme: Physiology and Biochemistry / Samestelling van program: Fisiologie en Biochemie*

Qualification and programme code / Kwalifikasie- en programkode: 200 112

Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	BCHN213	H	16	BCHS316	H	16
CHEM111	X	12	CHEN211	X	8	BCHS317	H	16
DRKS111	X	12	CHEN212	X	8	FLGX312	H	8
FLGX113	H	12	FLGX213	H	16	FLGX313	H	8
FSKS113	X	12	WVNS211	X	12	FLGX317	H	8
WISN111	X	12						
Total 1st semester		60	Total 1st semester		60	Total 1st semester		56
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	BCHN222	H	16	BCHS321	H	16
CHEM121	X	12	CHEN221	X	8	BCHS322	H	16
FLGX123	H	12	CHEN222	X	8	FLGX325	H	16
FSKS123	X	12	FLGX223	H	8	FLGX328	H	8
WISN121	X	12	FLGX224	H	8	FLGX329	H	8
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		120
Credit total of the Curriculum								360

**HSC.8.8 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES WITH
PSYCHOLOGY AND COMPUTER SCIENCE AND INFORMATION
SYSTEMS / BACCALAUREUS SCIENTIAE IN BIOLOGIESE
WETENSAPPE MET PSIGOLOGIE EN REKENAAR- EN
INLIGTINGSTELSELS**

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.8.8.1 CODE / KODE: 200 112; G305P

HSC.8.8.2 Programme outcomes / Programuitkomst

To give students the opportunity to obtain degree level skills and applied scientific competencies in the field of Information technology (Computer Science and Information Systems) and Psychology.

Om studente die geleentheid te bied tot die verwerwing van graadvlakkundigheid en toegepaste vaardighede in die veld van Inligtingstegnologie (Rekenaarwetenskap en Inligtingstelsels) en Psigologie.

HSC.8.8.3 Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes

Also refer to HSC.1 of this Yearbook.

Required APS-score: 26

HSC.8.8.4 Faculty-specific rules / Fakulteitspesifieke reëls

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Science degree gives admission to honors level study in Computer Science and Information Systems or Psychology if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) *Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.*
- b) *Suksesvolle voltooiing van die graad Baccalaureus Scientiae verleen toegang tot die Honneursgraad in Psigologie of Rekenaar- en Inligtingstelsels en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.*

HSC.8.8.5 *Compilation of programme: Psychology and Computer Science and Information Systems / Samestelling van program: Psigologie en Rekenaar- en Inligtingstelsels*

***Qualification and programme code / Kwalifikasie- en programkode: 200 112
Curriculum code / Kurrikulumkode: G305P***

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	ITRW212	H	16	ITRW311	H	16
ITRW112	H	12	ITRW213	H	16	ITRW316	H	16
PSYC111	H	12	PSYC211	H	16	PSYC311	H	16
STTN111	X	12	PSYC212	H	16	PSYC312	H	16
WISN111	X	12						
Total 1st semester		48	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	ITRW222	H	16	ITRW321	H	16
ITRW123	H	12	ITRW225	H	16	ITRW322	H	16
ITRW124	H	12	PSYC221	H	16	PSYC321	H	16
PSYC121	H	12	WVGW221	X	12	PSYC322	H	16
STTN121	X	12						
WISN121	X	12						
Total 2nd semester		72	Total 2nd semester		60	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		124	Total Year Level 3		128
Credit total of the Curriculum								372

**HSC.8.9 BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCES WITH
PSYCHOLOGY AND MATHEMATICS / BACCALAUREUS
SCIENTIAE IN BIOLOGIESE WETENSAPPE MET PSIGOLOGIE
EN WISKUNDE**

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019

2017 Programme OU and name	2018 Programme OU and name
1829 PC Psychology	8657 PC Psychology

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.8.9.1 *KODE / CODE: 200 112; G307P*

HSC.8.9.2 *Programme outcomes / Programuitkomst*

Give students an opportunity to acquire expert and applied skills on tertiary level in Mathematics and Psychology.

Om aan die student die geleentheid te bied tot verwerwing van graadvlakkundigheid en toegepaste vaardighede in Wiskunde en Psigologie.

HSC.8.9.3 *Faculty-specific admission requirements / Fakulteitspesifieke toelatingsvereistes*

Also refer to HSC.1 of this Yearbook.

Required APS-score: 26

HSC.8.9.4 *Faculty-specific rules / Fakulteitspesifieke reëls*

- Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
 - Pre-requisites for the modules in Mathematics, Computer Science and Statistics, as stated in the Yearbook of the Faculty of Agricultural and Natural Sciences also hold for this programme.*
 - Successful completion of the Bachelor of Science degree gives admission to honors level study in Psychology or Mathematics if successful in a selection process, and is subject to availability of capacity in the subject field.*
- Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
 - Voorvereistes vir die modules in Wiskunde, Rekenaarwetenskap en Statistiek, soos gestel in die jaarboek van die Fakulteit Natuurwetenskappe geld ook in hierdie program.
 - Suksesvolle voltooiing van die graad Baccalaureus Scientiae verleen toegang tot die Honneursgraad in Psigologie of Wiskunde en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.

HSC.8.9.5 *Compilation of programme: Psychology and Mathematics / Samestelling van program: Psigologie en Wiskunde*

Qualification and programme code / Kwalifikasie- en programkode: 200 112

Curriculum code / Kurrikulumkode: G307P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ITRW213	X	16	PSYC311	H	16
ITRW112	X	12	PSYC211	H	16	PSYC312	H	16
PSYC111	H	12	PSYC212	H	16	WISN313	H	16
STTN111	X	12	WISN211	H	8	WISN312	H	16
WISN111	H	12	WISN212	H	8			
Total 1st semester		48	Total 1st semester		64	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	PSYC221	H	16	PSYC321	H	16
ITRW123	X	12	TGWN223	X	8	PSYC322	H	16
ITRW124	X	12	WISN224	H	8	WISN323	H	16
PSYC121	H	12	WISN226	H	8	WISN322	H	16
STTN121	X	12	WVGW221	X	12			
WISN121	H	12						
Total 2nd semester		72	Total 2nd semester		52	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		116	Total Year Level 3		128
Credit total of the Curriculum								364

HSC.9 *BACHELOR OF SCIENCE IN HEALTH SCIENCES WITH PHYSIOLOGY AND PSYCHOLOGY / BACCALAUREUS SCIENTIAE GESONDHEIDSWETENSKAPPE MET FISIOLOGIE EN PSIGOLOGIE*

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(Replaced by Bachelor of Health Sciences with Physiology and Psychology)

2017 Programme OU and name	2018 Programme OU and name
1820 PC Physiology	8665 PC Physiology

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
 Faculty Management Committee: 31-08-2017
 ICAS: 31-08-2017

HSC.9.1 *CODE / KODE: 200 186; G301P*

HSC.9.2 *SITE OF DELIVERY / PLEK VAN AFLEWERING*

Potchefstroom (Afrikaans, English)

HSC.9.3 *DELIVERY MODE / METODE VAN AFLEWERING*

Full-time, Contact / Voltyds, Kontak

HSC.9.4 *PROGRAMME OUTCOMES / PROGRAMUITKOMSTE*

After successful completion of the programme, students will be able to:

- a) integrate complete and systematic knowledge and skills in Physiology with relevant theories, practices and regulations of Psychology or Nutrition and utilize applied competencies and skills to practice the identification and prevention of health problems in the different communities in South Africa in such a way that responses will indicate that responsible decisions have been taken by thinking scientifically, critically and creatively.
- b) demonstrate scientific knowledge and applied competencies in specific contexts such as schools, work-places, research laboratories and the community from an ethically accountable framework with regard to: basic aid and programme presentation within the context of the various health science subject disciplines;
- c) effectively work with others at an individual level, as well as together in a team, group, organization and community, and to fulfil a leadership role.
- d) collect, analyze and organize information, as well as the critical and grounded evaluation of information, in order to demonstrate insight in the collection of knowledge and coherence science;
- e) effectively communicate by means of visual and/or audiovisual devices in oral, writing audiovisual presentations.

Ná voltooiing van die program behoort die student in staat te wees om:

- a) afgeronde en sistematiese kennis en vaardighede van Fisiologie te integreer met die toepaslike teorieë, beginsels en reëls van of Psigologie of Voeding en toegepaste bevoegdhede en vaardighede te gebruik in die identifisering, voorkoming, bevordering en oplos van gesondheids-probleme in die verskillende gemeenskappe in Suid-Afrika op so

’n wyse, dat response aantoon dat eties verantwoordelike besluite geneem is deur wetenskaplik, krities en kreatief te dink;

- b) afgeronde wetenskaplike kennis en toegepaste bevoegdhede in spesifieke kontekste soos skole, werksplekke, navorsingslaboratoria en die gemeenskap op eties-verantwoordbare wyse te demonstreer ten opsigte van: basiese hulpverlening en programaanbieding binne die konteks van die verskillende gesondheidswetenskaplike vakdissiplines;
- c) effektief te kan saamwerk met ander op ’n individuele vlak, asook in ’n span, groep, organisasie en gemeenskap, en ’n leierskapsrol te kan vervul;
- d) die versameling, analise en organisasie van inligting, asook die kritiese en gefundeerde evaluasie daarvan, om sodoende insig in die versameling van kennis en samehang van die wetenskap te demonstreer;
- e) effektief skriftelike en mondeling te kan kommunikeer met behulp van visuele, audiovisuele en rekenaarvaardighede.

HSC.9.5 CURRICULUM OUTCOMES / KURRIKULUMUITKOMSTE

- a) *To give students the opportunity to obtain degree level skills and applied scientific competencies in the field of Physiology and Psychology in order to focus on basic and preventative interventions with regard to health;*
- b) *After completion of the curriculum, students will have knowledge of:*
 - i) *Normal pathological life phenomena;*
 - ii) *Functioning of different human systems; the integration and coherence thereof;*
 - iii) *Health problems in South Africa.*
- a) Om aan die student die geleentheid te bied tot verwerwing van graadvlakkundigheid en toegepaste vaardighede in Fisiologie en Psigologie ten einde te fokus op basiese en voorkomende intervensies ten opsigte van gesondheid.
- b) Na voltooiing van die kurrikulum sal die student kennis hê van:
 - i) die normale en patologiese lewensverskynsels;
 - ii) funksionering van die verskillende menslike stelsels en die integrasie en samehang daarvan; en
 - iii) die gesondheidsprobleme in Suid-Afrika.

HSC.9.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is ’n **minimum van drie (3) jaar** en ’n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.9.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

Required APS-score: 24

HSC.9.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

Admission is subject to the availability of capacity in the subject field.

Also refer to HSC.1 of this Yearbook.

Toelating is onderhewig aan beskikbare kapasiteit in die vakgroep.

Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.9.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REÛLS

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Science degree gives admission to honours level study in Physiology or Psychology if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) *Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.*
- b) *Suksesvolle voltooiing van die graad Baccalaureus Scientiae verleen toegang tot die Honneursgraad in Fisiologie of Psigologie en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.*

HSC.9.10 COMPILATION OF PROGRAMME: PHYSIOLOGY AND PSYCHOLOGY / SAMESTELLING VAN PROGRAM: PHYSIOLOGY AND PSYCHOLOGY

Qualification and programme code / Kwalifikasie- en programkode: 200 186

Curriculum code / Kurrikulumkode: G301P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	FLGX213	H	16	FLGX312	H	8
CHEM111	X	12	PSYC211	H	16	FLGX313	H	8
FLGX113	H	12	PSYC212	H	16	FLGX317	H	8
FSKS113	X	12	WVNS211	X	12	PSYC311	H	16
PSYC111	H	12	SOCY111#	X	12	PSYC312	H	16
STTN111	X	12						
Total 1st semester		60	Total 1st semester		72	Total 1st semester		56
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	FLGX223	H	8	FLGX325	H	16
CHEM121	X	12	FLGX224	H	8	FLGX328	H	8
FLGX123	H	12	PSYC221	H	16	FLGX329	H	8
PSYC121	H	12	STTN124	X	12	PSYC321	H	16
BMAN121	X	12	WVGW221	X	12	PSYC322	H	16
Total 2nd semester		60	Total 2nd semester		56	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		128	Total Year Level 3		120
Credit total of the Curriculum								368

Jaarvlak 3 studente 2018 moet ook vir SOCY111 registreer / Year level 3 students in 2018 must also register for SOCY111

HSC.10 BACHELOR OF SCIENCE IN HUMAN MOVEMENT SCIENCE AND PHYSIOLOGY / BACCALAUREUS SCIENTIAE IN MENSLIKE BEWEGINGSKUNDE EN FISIOLOGIE

PHASE OUT / FASEER UIT
Only 2nd and 3rd year 2018; only 3rd year 2019
(NEW Bachelor of Health Sciences in Biokinetics phase in)

2017 Programme OU and name	2018 Programme OU and name
1825 PC Human Movement Science	8636 PC Human Movement Science

APPROVAL STRUCTURES

Faculty Programme Committee: 30-05-2017
 Faculty Management Committee: 31-08-2017
 ICAS: 31-08-2017

HSC.10.1 CODE / KODE: 200 187; G302P

HSC.10.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.10.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.10.4 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After completion of the programme students should:

- a) *be able to integrate well-rounded and systematic knowledge of and skills involving human movement with the principles of physiology applicable to sport, health and human development in acquiring appropriate competencies by solving problems, carrying out projects, dealing with real-life case studies and practice-oriented scenarios;*
- b) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - ★ *founding it theoretically; and*
 - ★ *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences.*
- c) *be able to demonstrate that through reaching outcomes, reasoning and communication are based on pure world- and life philosophies and an established value system.*

Na voltooiing van die program behoort die studente:

- a) *afgeronde en sistematiese kennis en vaardighede van menslike beweging te integreer met die beginsels van fisiologie wat vir sport, gesondheid en menslike ontwikkeling toepaslik is in die verwerwing van toegepaste bevoegdhede deur probleemoplossing, uitvoering van projekte, hantering van lewenswerklike gevallestudies en praktykgerigte scenario's;*
- b) *individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur:*
 - i) *dit teoreties te kan fundeer,*
 - ii) *dit met behulp van IT skriftelik en mondeling te kan kommunikeer aan leke en*

professionele gehore.

- c) te kan demonstreer dat in die bereiking van die uitkomste, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensebeskouing en 'n gevestigde waardesisteem

HSC.10.5 CURRICULUM OUTCOMES / KURRIKULUMUITKOMSTE

After completion of the curriculum students should:

- a) *be able to integrate well-rounded and systematic knowledge of and skills involving human movement with the principles of physiology applicable to sport, health and human development in acquiring appropriate competencies by solving problems, carrying out projects, dealing with real-life case studies and practice-oriented scenarios;*
- b) *In groups or individually attach result driven interpretations to research results through analysis, synthesis and evaluation, by:*
 - i) *founding it theoretically; and*
 - ii) *communicating it in writing or verbally, by means of Information Technology to laymen or professional audiences;*
- c) *be able to demonstrate that through reaching outcomes, reasoning and communication are based on pure world- and life philosophies and an established value system.*

Na die voltooiing van die kurrikulum behoort studente:

- a) Kennis en vaardighede van menslike beweging te integreer met die fisiologiese beginsels wat vir sport, gesondheid en menslike ontwikkeling toepaslik is in die verwerwing van toegepaste bevoegdhede deur probleemoplossing, uitvoering van projekte, hantering van lewenswerklike gevalle studies en praktykgerigte scenario's.
- b) Individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur
 - i) dit teoreties te kan fundeer,
 - ii) dit met behulp van IT skriftelik en mondeling te kan kommunikeer aan leke en professionele gehore.
- c) Te kan demonstreer dat in die bereiking van die uitkomste, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensbeskouing en 'n gevestigde waardesisteem.

HSC.10.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.10.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

Required APS-score: 24

HSC.10.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

- a) *A student who register for Human Movement Science as a major should, prior to starting the module have his/her medical fitness for the module determined.*
- b) *Students who have completed their Diploma in Sport Science and who want to apply for continuation of study in any of the Human Movement Science graduate programs must adhere to the admission requirements set for the applied program.*
- c) *Students, who want to be considered for Honors selection in Kinder Kinetics, must register for MBXS211 and MBXG221 in their second year.*
- d) *Also refer to HSC.1 of this Yearbook.*

- a) Studente wat Menslike Bewegingskunde as hoofvak neem, moet vooraf sy/haar mediese geskiktheid laat bepaal.
- b) Studente wat die Diploma in Sportkunde (DS) voltooi het en aansoek wil doen om met enige van die graadprogramme in Menslike Bewegingskunde voort te gaan, moet aan die voorgeskrewe toelatingsvereistes van die betrokke program voldoen.
- c) Studente wat aansoek om keuring vir Honneurs in Kinderkinetika wil doen, moet in hulle tweedejaar vir MBXS211 en MBXG221 registreer.
- d) Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.10.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

- a) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.*
- b) *Successful completion of the Bachelor of Science degree gives admission to honors level study in any one of the specialist's areas: Biokinetics, Kinder Kinetics, Sport Sciences or Physiology if successful in a selection process, and is subject to availability of capacity in the subject field.*
- a) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
- b) Suksesvolle voltooiing van die graad Baccalaureus Scientiae verleen toegang tot die Honneursgraad in enige van die spesialiseringstakke: Biokinetika, Kinderkinetika, Sportwetenskap of Fisiologie en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.

**HSC.10.10 COMPILATION OF PROGRAMME: HUMAN MOVEMENT SCIENCE
AND PHYSIOLOGY / SAMESTELLING VAN PROGRAM: MENS LIKE
BEWEGINGSKUNDE EN FISIOLOGIE**

**Qualification and programme code / Kwalifikasie- en programkode: 200 187
Curriculum code / Kurrikulumkode: G302P**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E111#	A	-	FLGX213	H	16	FLGX312	H	8
CHEM111	X	12	HMSC213	X	8	FLGX313	H	8
FLGX113	H	12	Select ONE: HMXA211 HMXN211 HMXS211 HMXT211	X	8	FLGX317	H	8
MBWA112	H	12	MBWK216	H	8	MBWK315	H	16
MBWK112	H	12	MBWK217	H	8	MBWK316	H	16
MBWK114	H	12	WVES311	X	12			
Total 1st semester		60	Total 1st semester		60	Total 1st semester		56
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA/E121#	X	12	FLGX223	H	8	FLGX325	H	16
CHEM121	X	12	FLGX224	H	8	FLGX328	H	8
FLGX123	H	12	HMSC122	H	12	FLGX329	H	8
MBWA122	H	12	HMSC222	H	16	HMSC324	H	16
MBXK124	X	12	Select ONE: HMXG221 HMXH221 HMXK221 HMXR221	X	8	MBWK325	H	16
			MBWK225	H	8			
			WVGW221	X	12			
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		64
Total Year Level 1		120	Total Year Level 2		132	Total Year Level 3		120
Credit total of the Curriculum								372

HSC.11 BACHELOR OF SCIENCE IN CONSUMER SCIENCES / BACCALAUREUS SCIENTIAE IN VERBRUIKERS- WETENSKAPPE

PHASE OUT / FASEER UIT
The new programmes will phase in from 2019

2017 Programme OU and name	2018 Programme OU and name
1822 PC Consumer Sciences	8663 PC Consumer Sciences

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.11.1 CODE / KODE: 845 100; G303P &G304P (SEE RELEVANT PROGRAMME)

HSC.11.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.11.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.11.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The primary purpose of this Bachelors degree is to provide graduates in the Consumer Sciences with a well-rounded, broad education that equips them with the knowledge base, theory and methodology of the Consumer Sciences integrated with either Business or Tourism Management. It enables them to demonstrate initiative and responsibility in an academic as well as a professional context. Graduates will also be prepared to either enter into general employment or undertake further study for a postgraduate qualification.

The first objective of the qualification is to equip students through research and knowledge of the consumer with graduate-level expertise and applicable skills in the learning area of Consumer Sciences to optimize the quality of life of the SA consumer by means of education and training.

The second objective of the qualification is to provide the country with graduates who can guide consumers in an educational and advisory capacity to make informed and responsible decisions in order to improve the general quality of life with respect to the three core areas of Consumer Sciences, namely clothing, consumer resources management and food.

The curricula composed in this programme gives a good basic training in Consumer Sciences. In composition of the curricula consideration was given to career opportunities and personnel needs of our country.

Die eerste doelwit van die kwalifikasie is om deur navorsing en kennis van die verbruiker, studente toe te rus met graadvlakkundigheid en toepasbare vaardighede in die leerarea van Verbruikerswetenskappe om die lewenskwaliteit van die Suid-Afrikaanse verbruiker deur opvoeding en opleiding te optimaliseer.

Die tweede doelwit van die kwalifikasie is om graduandi aan die land te lewer wat in 'n opvoedkundige en raadgewende hoedanigheid verbruikers kan lei tot kundige en verantwoordelike besluite om sodoende algemene lewenskwaliteit te verbeter ten opsigte van

die drie kernareas van Verbruikerswetenskappe naamlik kleding, verbruikershulpbronbestuur en voedsel.

Die kurrikulums wat in hierdie program saamgestel is, gee 'n goeie basiese opleiding in Verbruikerswetenskappe. By die samestelling van die kurrikulums is oorweging geskenk aan beroepsmoontlikhede en die mannekragbehoefte van ons land.

HSC.11.5 CURRICULUM OUTCOMES / KURRIKULUMUITKOMSTE

At the end of the studies the graduate is able to do the following:

- a) *apply a fully rounded knowledge in the learning areas of Food, Fashion and Textiles, and Interior and Housing, apply basic business knowledge in the retail sector to address the consumer's needs and behaviour and apply acquired knowledge and skills in the tourism industry;*
- b) *identify consumer problems and needs and conduct research on a limited scale;*
- c) *function effectively and sensitively as an individual and in a group in a multidisciplinary and cultural context, inform and advise groups of consumers, guide consumers in an educational capacity to make wise decisions regarding their needs, and act as intra- and entrepreneur; and*
- d) *from his/her own well-grounded perspective the student will strive to be subservient, respect his/her fellow man, the creation and authority, and display initiative, creativity, commitment and perseverance, and be aware of the necessity for practicing lifelong learning.*

Na voltooiing van die graad behoort die student in staat te wees om:

- a) afgeronde kennis in leerareas van Voedsel, Mode en Tekstiele, en Interieur en Behuising toe te pas, basiese besigheidskennis toe te pas om die verbruiker se behoeftes en gedrag aan te spreek en aangeleerde kennis en vaardighede in die toerismebedryf toe te pas;
- b) verbruikersprobleme en behoeftes te identifiseer en navorsing op beperkte skaal te doen;
- c) effektief as individu en in groepsverband multidissiplinêr en kultuur sensitief kan funksioneer, individue en groepe verbruikers in te lig en van raad te voorsien, om die verbruiker in 'n opvoedkundige hoedanigheid te lei tot oordeelkundige besluite rakende sy behoeftes asook om as intra- en entrepreneur op te tree; en
- d) die student sal, vanuit 'n eie gefundeerde perspektief streef na diensbaarheid, die medemens, die skepping en gesag kan respekteer en oor inisiatief, kreatiwiteit, toegewydheid en deursettingsvermoë beskik en bewus wees van die noodsaaklikheid om lewenslange leer te beoefen.

HSC.11.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

The duration of the study for this qualification is a minimum of three (3) years and a maximum of five (5) years (A-Rule 1.14).

Extension of the study period may be determined according to provisions of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van drie (3) jaar** en 'n **maksimum van vyf (5) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.11.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

- a) University admission;
- b) At least one science subject at level 4 (50-59%) (approved science subjects: Mathematics or Physical or Agricultural and Life Sciences) – an average mark of 70% and higher in Mathematics Literacy will be considered;
- c) **APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account;

An APS score of at least 24.

- d) **Language requirement:** A pass mark of **50-59%(level 4)** in the language of teaching and learning concerning home language or first additional language level.
- e) Prospective students will be subject to a selection process consisting of the following components:
 - Academic achievement;
 - An interview with members of a selection panel; and
 - Completion of a selection test.

Particulars of the selection requirements and procedures can be obtained from the School Director of Physiology, Nutrition and Consumer Sciences.

Applications must be submitted before 30 June.

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- a) Universiteitstoelating;
- b) Ten minste een natuurwetenskaplike vak op vlak 4 (50-59%) (erkende natuurwetenskaplike vakke: Wiskunde of Fisiese- of Landbou- of Lewenswetenskappe) – 'n gemiddelde persentasie van 70% of hoër in Wiskundige geletterdheid sal oorweeg word;
- c) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.

'n APS-telling van minstens 24.

- d) **Taalvereiste:** 'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.
- e) Voornemende studente is onderhewig aan 'n keuringsproses wat uit die volgende komponente bestaan:
 - akademiese prestasie;
 - 'n keuringsgesprek deur lede van die keuringspaneel met voornemende studente; en
 - die aflegging van keuringstoetse.

Besonderhede van die keuringsvereistes en -prosedures kan van die direkteur van die Skool vir Fisiologie, Voeding en Verbruikerswetenskappe verkry word.

Aansoeke moet voor 30 Junie ingedien word.

**Inligting is onderhewig aan verandering*

HSC.11.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPEKIFIEKE TOELATINGSVEREISTES

Admission is subject to the availability of capacity in the subject field.

Also refer to HSC.1 of this Yearbook.

Toelating is onderhewig aan beskikbare kapasiteit in die vakgroep.
Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.11.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.

Students who are interested in education must consult with the Faculty of Education regarding the registration of additional modules.

Successful completion of the Bachelor of Science in Consumer Sciences degree will give admission to the Honours degree in Consumer Sciences but is subject to a selection process as well as available capacity in the subject field.

STTN111 or an equivalent module could benefit the student in honours studies and is recommended.

Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.

Studente wat in onderwys belangstel moet die Fakulteit Opvoedkunde raadpleeg rakende die registreer van addisionele modules.

Suksesvolle voltooiing van die graad Baccalaureus Scientiae in Verbruikerswetenskappe verleen toegang tot die Honneursgraad in Verbruikerswetenskappe en is onderhewig aan 'n keuringsproses asook beskikbare kapasiteit in die vakgroep.

STTN111 of 'n gelykwaardige module kan tot voordeel van die student wees tydens honneurs studies en word aanbeveel.

HSC.11.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREEPUNTE

Successful completion of this qualification serves as an entry point to the Honours Bachelor of Consumer Sciences.

**HSC.11.11 COMPILATION OF PROGRAMME: CONSUMER SCIENCES WITH
BUSINESS MANAGEMENT / SAMESTELLING VAN PROGRAM:
VERBRUIKERSWETENSCHAPPE MET Ondernemingsbestuur**

PHASE OUT / FASEER UIT

Qualification and programme code / Kwalifikasie- en programkode: 845 100
Curriculum code / Kurrikulumkode: G303P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ACCS111	X	16	VGHB311	H	24
BMAN111	X	12	MKBX213	X	8	VKLE312	H	16
FLGX114	X	12	VKLE214	H	16	VVBG311	H	16
NUTB112	X	12	VVBG211	H	12	WVES311	X	12
VKLE114	H	12	VVDL213	H	16			
VVDL112	H	12						
Total 1st semester		60	Total 1st semester		68	Total 1st semester		68

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	IOPS121	X	12	BMAN222	X	16
BMAN121	X	12	NUTF221	X	12	NUTF321	X	16
NUTB121	X	12	VGHB221	H	16	VKLE321	H	16
VGHB122	H	12	WVGW221	X	12	VVBG321	H	16
VVDL123	H	12				VVDL324	H	16
Total 2nd semester		60	Total 2nd semester		52	Total 2nd semester		80
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		148
Credit total of the Curriculum								388

**HSC.11.12 COMPILATION OF PROGRAMME: CONSUMER SCIENCES WITH
TOURISM MANAGEMENT / SAMESTELLING VAN PROGRAM:
VERBRUIKERSWETENSCHAPPE MET TOERISMEBESTUUR**

PHASE OUT / FASEER UIT

Qualification and programme code / Kwalifikasie- en programkode: 845 100
Curriculum code / Kurrikulumkode: G304P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#	A	-	ACCS111	X	16	VGHB311	H	24
FLGX114	X	12	MKBX213	X	8	VKLE312	H	16
NUTB112	X	12	VKLE214	H	16	VVBG311	H	16
TMBP111	X	12	VVBG211	H	12	WVES311	X	12
VKLE114	H	12	VVDL213	H	16			
VVDL112	H	12						
Total 1st semester		60	Total 1st semester		68	Total 1st semester		68

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	IOPS121	X	12	NUTF321	X	16
NUTB121	X	12	NUTF221	X	12	TMBP221	X	16
TMBP122	X	12	VGHB221	H	16	VKLE321	H	16
VGHB122	H	12	WVGW221	X	12	VVBG321	H	16
VVDL123	H	12				VVDL324	H	16
Total 2nd semester		60	Total 2nd semester		52	Total 2nd semester		80
Total Year Level 1		120	Total Year Level 2		120	Total Year Level 3		148
Credit total of the Curriculum								388

HSC.12 BACHELOR OF SOCIAL WORK / BACCALAUREUS IN MAATSKAPLIKE WERK

HSC.12.1 CODE / KODE: 8EW K01; G401P/M/V (OLD 111 101; G402P/M/V & G403P/M/V)

PHASE OUT / FASEER UIT
Only 2nd, 3rd and 4th year in 2018
Only 3rd and 4th year in 2019
Only 4th year in 2020

(Replaced by Bachelor of Social Work- NEW code 8EW K01; G401P/M/V)

2017 Programme OU and name	2018 Programme OU and name
1828 PC Social Work	8658 PC Social Work
MC Social Work	MC Social Work
VC Social Work	VC Social Work

HSC.12.1.1 SAQA ID: 23994

HSC.12.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

Mafikeng (English)

Vaal Triangle (English)

HSC.12.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.12.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of this professional four-year qualification is to equip students with:

- Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion.*
- Knowledge and understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social well-being.*
- The ability and competence to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities.*
- The ability to promote, restore, maintain and enhance the functioning of individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively.*
- An understanding of and the ability to demonstrate social work values and the principles of human rights and social justice while interacting with and assisting the range of human diversity.*
- The understanding and ability to provide social work services towards protecting people who are vulnerable, at-risk and unable to protect themselves.*
- Knowledge and understanding of both the South African and the global welfare context and the ability to implement the social development approach in social work services.*
- Understanding of the major social needs, issues, policies and legislation in the South African social welfare context and the social worker's role and contribution.*

- i) *The skills to work effectively within teams, including social work teams, multi- and inter-disciplinary teams as well as multi-sectoral teams.*
- j) *As stated, this is a professional qualification. The needs of South Africa and employers demand that social workers are well grounded in general practice with knowledge, understanding and skills in a variety of settings. This qualification aims to meet these demands and consequently there are no exit levels in Social Work other than at pre-2009 NQF Level 7 (new NQF Level 08). However, this does not prevent providers from awarding a qualification at NQF Level 5 or 6 provided that the words 'Social Work' are not included in the qualification's title.*
- k) *The ethical parameters of social work education, training and practice, require that students must be registered with the SACSSP (South African Council for Social Service Professions) as student social workers.*
- l) *The successful completion of the qualification will enable the student to be registered with the SACSSP and practise as a social worker.*

Die doel van hierdie professionele vierjarige kwalifikasie is om studente toe te rus met:

- a) Vaardighede om strukturele bronne van armoede, ongelykheid, onderdrukking, diskriminasie en uitsluiting uit te daag.
- b) Kennis en begrip van menslike gedrag en sosiale stelsels en die vaardighede om in te gryp op die punte waar mense met hul omgewing omgaan om sodoende sosiale welstand te bevorder.
- c) Die vermoë en bevoegdheid om individue, gesinne, groepe, organisasies en gemeenskappe te help en te bemagtig om hul maatskaplike funksionering en hul probleemoplossingsvermoëns te verbeter.
- d) Die vermoë om die funksionering van individue, gesinne, groepe en gemeenskappe te bevorder, te herstel, te onderhou en te verbeter deur hulle in staat te stel om take te verrig, nood te voorkom en te verlig en effektiewe hulpbronne te gebruik.
- e) 'n Begrip van en die vermoë om maatskaplike werk waardes en die beginsels van menseregte en maatskaplike geregtigheid te demonstreer, terwyl daar wisselwerking tussen menslike diversiteit en interaksie met mekaar is.
- f) Die begrip en vermoë om maatskaplike werk dienste te voorsien om mense wat kwesbaar, risiko's is en nie in staat is om hulself te beskerm nie, te beskerm.
- g) Kennis en begrip van beide die Suid-Afrikaanse en die globale welsynkonteks en die vermoë om die maatskaplike ontwikkelingsbenadering in maatskaplike werk dienste te implementeer.
- h) Begrip van die belangrikste sosiale behoeftes, kwessies, beleide en wetgewing in die Suid-Afrikaanse maatskaplike welsynkonteks en die maatskaplike werker se rol en bydrae.
- i) Die vaardighede om doeltreffend binne spanne te werk, insluitend maatskaplike werk spanne, multi- en interdisiplinêre spanne asook multisektorale spanne.
- j) Soos gestel, is dit 'n professionele kwalifikasie. Die behoeftes van Suid-Afrika en werkgewers vereis dat maatskaplike werkers goed in die algemene praktyk gegrond is met kennis, begrip en vaardighede in 'n verskeidenheid instellings. Hierdie kwalifikasie het ten doel om aan hierdie eise te voldoen en gevolglik is daar geen uittreevlakke in Maatskaplike Werk anders as op NKR-vlak 7 (NKR-vlak 08) voor 2009. Dit verhoed egter nie dat verskaffers 'n kwalifikasie op NKR vlak 5 of 6 toeken nie, mits die woorde "Maatskaplike Werk" nie in die kwalifikasie se titel ingesluit word nie.
- k) Die etiese parameters van maatskaplike werkopvoeding, -opleiding en -praktyk vereis dat studente by die SACSSP (Suid-Afrikaanse Raad vir Maatskaplike Diensberoep) as studente maatskaplike werkers geregistreer moet word.

- i) Die suksesvolle voltooiing van die kwalifikasie sal die student in staat stel om by die SACSSP geregistreer te wees en as maatskaplike werker te praktiseer.

The Baccalaureus Social Work degree is a four year degree that enables the student to register and practice as a Social Worker, as required by the Act on Social Service Professions 1978 (Act 110 of 1978). The teaching and training encompass theoretical as well as practical work.

The student will be skilled in:

- a) *rendering of therapeutic and development-directed social work services;*
- b) *the utilization of the South African social service rendering system in the rendering of services, and*
- c) *accomplishment of the variety of social work roles required by the S.A. Council for Social Service Professions*

Die Baccalaureus in Maatskaplike Werk is 'n vierjarige graadkursus wat 'n student in staat stel om ingevolge die Wet op Maatskaplike Diensberoep 1978 (Wet 110 van 1978) as maatskaplike werker te registreer en te praktiseer. Die onderrig en opleiding behels teoretiese sowel as praktiese werk.

Die student sal vaardig wees in:

- a) die lewering van terapeutiese en ontwikkelingsgerigte maatskaplikewerkdienste;
- b) die benutting van die Suid-Afrikaanse maatskaplike diensleweringstelsel in die lewering van dienste; en
- c) die vervulling van die verskeidenheid maatskaplikewerkrolle wat deur die Suid-Afrikaanse Raad vir Maatskaplike Diensberoep vereis word.

HSC.12.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

The programme is designed to meet the requirements that the South African Council for Social Service Professions sets for the training of social workers. It also takes cognizance of the career opportunities and occupational needs of the country and also prepares students for post-graduate study in Social Work.

The BSW programme outcomes must meet the requirements as set out by the South African Council for Social Service Professions (SACSSP) and contained in Government Gazette No. 24362.

After completion of the programme the student should be able to:

- a) *work within the ambit of the requirements set by the SA Council for Social Service Professions,*
- b) *understand the eco-systems approach and its use in addressing social problems and needs,*
- c) *identify, analyse and assess the social problems and needs experienced by the individuals, families, groups and communities for whom he/she is responsible,*
- d) *contribute to the solving of the identified problems and fulfilment of the identified needs,*
- e) *working effectively with other social workers and members of the multi-professional team, as well as with organisations and communities in direct service delivery,*
- f) *organise and manage him/herself and his/her services and activities responsibly and effectively,*
- g) *collect, analyse, organise and critically evaluate information as far as social work problems and needs in particular are concerned,*
- h) *communicate effectively using visual and language skills in the modes of oral and written persuasion within the sphere of his/her service delivery in particular,*
- i) *use science and technology effectively and critically, showing responsibility towards the environment and the health and welfare of others,*

- j) *contribute to the full development of him/herself and the social and economic development of society at large, by being aware of the importance of:*
- *reflecting on and exploring a variety of strategies to learn more effectively,*
 - *participating as responsible citizens in the life of local communities and regions,*
 - *being culturally and aesthetically sensitive across a range of social contexts,*
 - *exploring education and career opportunities, and*
 - *developing entrepreneurial opportunities.*

Die program is ontwerp om te voldoen aan die vereistes wat die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe aan die opleiding van maatskaplike werkers stel. Dit neem ook die beroepsmoontlikhede en die mannekragbehoefes van ons land in ag en berei studente ook vir nagraadse studie in Maatskaplike Werk voor.

Die BMW/BSW program se uitkomst moet voldoen aan die vereistes soos gestel deur die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe en vervat in Staatskoerant No. 24362.

Ná voltooiing van die program behoort die student in staat te wees om:

- a) binne die konteks van die vereistes soos gestel deur die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe te kan werk;
- b) die ekosistemiese benadering te verstaan en in die hantering van maatskaplike probleme en behoeftes te kan gebruik;
- c) die maatskaplike probleme en behoeftes van individue, gesinne, groepe en gemeenskappe waarvoor hy of sy verantwoordelik is, te identifiseer, te analiseer en te assesser;
- d) 'n bydrae tot die oplossing van geïdentifiseerde probleme en die bevrediging van geïdentifiseerde behoeftes te lewer;
- e) effektief in spanverband met ander maatskaplike werkers en lede van die multi-professionele span, asook organisasies en die gemeenskap in die breë in direkte dienslewering saam te werk;
- f) hom/haarself, asook sy/haar dienste en aktiwiteite op 'n verantwoordelike en effektiewe wyse te kan organiseer en bestuur;
- g) in soverre dit veral maatskaplike probleme en behoeftes aangaan, inligting te kan insamel, analiseer, organiseer en krities te evalueer;
- h) kennis effektief deur middel van verskillende visuele media en taalvaardighede te kommunikeer en verbale en geskrewe oordreding in sy/haar dienslewering te kan gebruik;
- i) wetenskap en tegnologie doelmatig, doeltreffend en met verantwoordelikheid teenoor die maatskaplike omgewing en die gesondheid en welsyn van ander te kan gebruik;
- j) tot sy/haar eie selfverwesenliking en die maatskaplike en ekonomiese ontwikkeling van die samelewing by te dra deur bewus te wees van die belangrikheid van:
 - die verskeidenheid leerstrategieë wat effektiewe leer kan versterk;
 - deelname as 'n verantwoordelike landsburger aan die lewe van die plaaslike gemeenskap en streek;
 - kulturele en estetiese sensitiviteit binne 'n verskeidenheid van maatskaplike kontekste;
 - die eksplorering van opleidings- en loopbaangeleenthede, en
 - die ontwikkeling van entrepreneuriese geleenthede.

HSC.12.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van vier (4) jaar** en 'n **maksimum van ses (6) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.12.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION I TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

The General admission requirements are described according to A-Rules 1.5 and further applicable regulations in Faculty Rules HSC.1.2.1 and HSC.1.2.2.

- a) *No student will be allowed into the BSW-programme unless he/she has furnished written proof that he/she has not been convicted of any offence against a child in terms of the Sexual Offences Act (Act 23 of 1957) and the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007.*
- b) *A student should be in possession of a full Matriculation exemption certificate with an average pass mark of at least 60% during the matriculation examination;*
- c) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life Orientation will not be taken into account.*

The required APS-score is 28

- d) **Language requirement:** *A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.*
- e) *Prospective students will be subject to a selection process consisting of the following components:*
 - i) *Completion of psychometric selection tests.*
 - ii) *Completion of a questionnaire that will be given at the testing centre; and*
 - iii) *An possible interview with experts in a selection panel.*
- f) *Particulars of the selection requirements and procedures are available on the web.*

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- a) *Niemand word tot die studie van die B MW-graad toegelaat tensy hy/sy skriftelike kan bewys dat hy/sy nie skuldig bevind is aan 'n misdryf teen 'n kind in terme van die Wet op Seksuele Misdrywe (Wet 23 van 1957) en die Strafbereg (Seksuele Misdrywe en Verwante Aangeleenthede (Wysigingswet 32 van 2007) nie.*
- b) *Student moet oor 'n volle Matrikulasievystellingstifikaat beskik en 'n gemiddelde slaagsyfer van minstens 60% vir die matriekeksamen behaal het;*
- c) **APS-telling:** *Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.*

Die vereiste APS-telling is 28.

- d) **Taalvereiste:** *'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.*
- e) *Voornemende studente is aan 'n keuringsproses onderhewig wat uit die volgende komponente bestaan:*
 - i) *die aflegging van psigometriese keuringstoetse*
 - ii) *voltooiing van 'n vraelys wat by 'n toets sentrum uitgedeel word; en*
 - iii) *die moontlikheid van 'n keuringsonderhoud met 'n paneel van deskundiges.*
- f) *Besonderhede oor die keuringsvereistes- en prosedure is beskikbaar op die web.*

**Inligting is onderhewig aan verandering*

HSC.12.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESESIFIEKE TOELATINGSVEREISTES

IMPORTANT NOTICE (HEQSF alignment):

Phasing out: 2nd, 3rd and 4th year students register in 2018 on the old code 111 101; G403P/M/V

Phasing in: 1st year students register in 2018 on the new code 8EW K01; G401P/M/V

- a) *If required by the School director, students may be requested to undergo a further selection process before he/she can continue to the following study year. It includes students whose academic performance is, in terms of A-Rule 1.15, considered to be unsatisfactory.*
- b) *With the view on practical work in the third and fourth study years, it is strongly recommended that a student must be in possession of a driver's license. The University cannot guarantee a placement regarding the internship (BSWP471) for students who do not comply with this requirement.*
- c) *No student will be admitted to or allowed to register for a following academic year, unless the student has submitted written proof, at the date of registration, that he/she has not been convicted of any offence against a child, in terms of the Sexual Offences Act (Act 23 of 1957) and the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007.*
- d) *The fees payable for the prescribed modules do not cover all the costs of the prescribed work. The student will be responsible to pay expenses related to all practical work. This include practicum during the semester, university holidays and the internship.*
- e) *Students may only change their study programme/curriculum with the written consent of the respective School directors.*
- f) *No student is admitted to the module BSWP471 (internship) unless he/she has passed all modules at the first, second and third year levels. Students who do not meet these requirements, can submit a written request to the School Director to establish authorization for admission to BSWP471. Such a request will not be considered if the incomplete modules fall in the second semester, as this will clash with BSWP471 (internship).*
- g) *Students should prove at the end of their third and fourth years that they have complied with all requirements of the practical works.*
- h) *Due to statutory requirements, no student will be allowed to register for the subject Social Work in the second, third or fourth year, unless registered as a Student Social Worker in terms of the Social Service Professions Act (Act 110 of 1978).*
- i) *Also refer to HSC.1 of this Yearbook.*
- j) *The selection of third year level Sociology (SOCY) modules depends on the availability of these modules at their campus of registration.*
- k) *Students need to pass all the methods of social work in BSWP471 in order to pass the module. Failing any of the methods results that the student fails the module and the student will have to repeat the module in totality.*

BELANGRIKE KENNISGEWING (HOKR belyning):

Faseer uit: 2^{de}, 3^{de} en 4^{de} jaar studente registreer in 2018 op die ou kode 111 101; G403P/M/V.

Faseer in: 1^{ste} jaar studente registreer in 2018 op die nuwe kode 8EW K01; G401P/M/V

- a) *Indien dit deur die Skooldirekteur verlang word, mag daar van 'n student vereis word om weer 'n keuring te ondergaan alvorens daardie student tot 'n volgende studiejaar toegelaat word. Dit sluit in studente wat ingevolge A-Reël 1.15 akademies onbevredigend presteer.*
- b) *Met die oog op praktiese werk in die derde en vierde studiejaar, word daar sterk aanbeveel dat die student oor 'n geldige rybewys sal beskik. Die Universiteit kan veral nie waarborg dat daar 'n plasing vir die internskap (BSWP471) gevind sal kan word vir studente wat nie aan hierdie verwagting voldoen nie.*

- c) Geen student sal toegelaat word om te registreer vir 'n volgende akademiese jaar, tensy die student 'n skriftelike bewys ingedien op die datum van registrasie, dat hy/sy nie skuldig bevind is aan 'n misdryf teen 'n kind in terme van die Wet op Seksuele Misdrywe (Wet 23 van 1957) en die Strafbereg (Seksuele Misdrywe en Verwante Aangeleenthede), Wet 32 van 2007) nie.
- d) Die gelde betaalbaar vir die voorgeskrewe modules dek nie al die koste in verband met die voorgeskrewe werk nie. Die student is verantwoordelik vir alle uitgawes verwant aan praktiese werk. Dit sluit praktiese werk gedurende die semester, universiteitsvakansies en die internskap in.
- e) Studente kan slegs met die skriftelike toestemming van die tersaaklike Skooldirekteure van program/kurrikulum verander.
- f) Geen student word tot die module BSWP471 (internskap) toegelaat tensy hy/sy al die modules op die eerste, tweede en derdejaar vlak geslaag het nie. Studente wat nie aan hierdie vereistes voldoen nie, kan 'n skriftelike versoek aan die Skooldirekteur rig om vergunning vir toelating tot BSWP471. So 'n versoek sal egter nie oorweeg kan word indien die onvoltooide modules in die tweede semester val nie, aangesien dit sal bots met module BSWP471 (internskap) wat tydens dié semester plaasvind.
- g) Studente moet aan die einde van hulle derde- en vierdejaar bewys kan lewer dat hulle aan al die vereistes van praktikum voldoen het.
- h) Vanweë statutêre vereistes sal geen student wat die vak Maatskaplike Werk neem tot hetsy die tweede-, derde- of vierde studiejare toegelaat word as hy of sy nie as student-maatskaplike werker ingevolge die Wet op Maatskaplike Diensberoepe 1978 (Wet 110 van 1978) geregistreer is nie.
- i) Vergelyk ook HSC.1 van hierdie jaarboek.
- j) Die keuse van derdejaarsvlak Sosiologie modules berus op die beskikbaarheid van hierdie modules op die kampus van registrasie.
- k) Studente moet al die metodes van maatskaplike werk in BSWP471 slaag ten einde die module te slaag. Tekortkoming van enige van die metodes lei daartoe dat die student die module druip en dat die student die module in totaliteit moet herhaal.

HSC.12.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIEFIEKE REÛLS

- a) *Students should comply with the pre-requisites of modules as stipulated in the lists of modules HSC.21 , before progressing to follow-up modules;*
- b) *If a student has a professional-oriented (social work) module outstanding at the end of the third year, the student may officially apply for an additional assessment opportunity. The School Director will only consider such request based on merit, namely where the outstanding module would prevent the student from continuing with practical work in the following year. If the outstanding module is a second-semester module and the student fails the additional assessment opportunity, the student will not be able to register for the BSWP471 (internship) module, as timetables clashes will take place.*
- c) *Students must sign the prescribed service learning agreement with the practice organisation and University before any BSWP471 (internship) placement can be finalised;*
- d) *All students must register for the compulsory critical outcome module (level 7).*
- e) *Students who received an incomplete mark for the practicum of the following modules will not get admission to the examinations: BSWI211, BSWI221, BSWI212, BSWI321, BSWI322, BSWI312 and BSWI313.*
- f) *Students must take note that curricula G402P and G403P phased out. Current students who fail modules are referred to the list of modules at the back of this yearbook where the equivalent new modules are indicated for which the student can register.*

- a) Studente moet aan die voorvereistes van modules soos gestel in die modulelyste HSC.21, voldoen, alvorens met die opvolgende module voortgegaan kan word.
- b) Indien 'n student aan die einde van die derdejaar een professioneelgerigte (maatskaplike werk) module uitstaande het, mag die student amptelik aansoek doen om 'n addisionele assesseringsgeleentheid. Die Skooldirekteur sal sodanige versoek slegs op grond van meriete oorweeg, nl waar die uitstaande module die student sou verhinder om met praktiese werk in die daaropvolgende jaar te kan voortgaan. Indien die uitstaande module 'n tweedesemester module is en die student die addisionele assesseringsgeleentheid wat toegestaan is druipt, sal die student nie vir die module BSWP471 (internskap) kan registreer nie, aangesien roosterbotsings sal plaasvind.
- c) Studente moet die voorgeskrewe diensleer-ooreenkoms met die praktykorganisasie en Universiteit onderteken alvorens enige BSWP471 (internskap) -plasing gefinaliseer kan word;
- d) Alle studente moet registreer vir die verpligte kritiese uitkoms module (vlak 7).
- e) Studente wat vir die praktikum gedeeltes van modules BSWI211, BSWI221, BSWI212, BSWI321, BSWI322, BSWI312 en BSWI313 'n onvoltooide punt kry, kan nie toelating tot die eksamen kry nie.
- f) Studente word daarop gewys dat kurrikulums G402P en G403P uitfaseer. Huidige studente wat modules druipt, word verwys na die lys van modules agter in hierdie jaarboek waar die ekwivalente nuwe modules aangedui word waarvoor die student kan registreer.

HSC.12.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREETPUNTE

- a) **Vertical:** *This qualification gives admission to the master's level study at all South African universities, as well as various foreign training authorities, and is subject to selection and the availability of capacity in the subject field.*
- b) **Horizontal:** *This qualification gives admission to any postgraduate qualification/ programme for which this degree is accepted as an admission requirement and is subject to selection and the availability of capacity in the subject field.*
- a) **Vertikaal:** Hierdie kwalifikasie gee toegang tot magistervlakstudie aan alle Suid-Afrikaanse universiteite, sowel as verskillende buitelandse opleidingsinstansies en is onderhewig aan keuring en beskikbare kapasiteit in die vakgroep.
- b) **Horisontaal:** Hierdie kwalifikasie gee toegang tot enige nagraadse kwalifikasie/program waarvoor die graad as 'n toelatingsvereiste aanvaar word en is onderhewig aan keuring en beskikbare kapasiteit in die vakgroep.

G402P/M/V PHASED OUT – ONLY AVAILABLE FOR PIPELINE STUDENTS

**HSC.12.11 COMPILATION OF PROGRAMME: SOCIAL WORK /
SAMESTELLING VAN PROGRAM: MAATSKAPLIKE WERK
(111 101; G402P/M/V)**

**Qualification and programme code / Kwalifikasie- en programkode: 111 101
Curriculum code / Kurrikulumkode: G402P/M/V**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA111/ AGLE111#	A	-	BSWG211	H	12	BSWG311	H	8	BSWG411	H	16
BSWG111	H	12	BSWG212	H	8	BSWG312	H	12	BSWG413*	H	8
BSWG112	H	12	BSWG213	H	8	BSWG313	H	12	BSWG414	H	8
BSWG113	H	12	PSYC211	H	16	Select between Psychology or Sociology			BSWG415	H	12
PSYC111	H	12	PSYC212	H	16				BSWG416	H	8
SOCL111	H	12	SOCL211	H	16	OR			BSWG417	H	8
									BSWG418	H	8
						SOCL311 and SOCL312	H	16 and 16			
						*WVLS31 4	X	12			
Total 1 st semester		60	Total 1 st semester		76	Total 1 st semester		64/* 76	Total 1 st semester		68

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA121/ AGLE121	X	12	BSWG221	H	8	BSWG321	H	12	BSWG471*	H	48
BSWG121	H	12	BSWG222	H	8	BSWG322	H	16	BSWG472	H	24
BSWG122	H	12	BSWG223	H	8	BSWG323	H	12			
PSYC121	H	12	BSWG224	H	8	Select between Psychology or Sociology					
SOCL121	H	12	PSYC221	H	16						
			SOCL221	H	16	OR					
			WVGW221	X	12						
						*Select TWO (2) SOCL324 SOCL327 SOCL328	H H H	16 16 16			
Total 2 nd semester		60	Total 2 nd semester		76	Total 2 nd semester		72	Total 2 nd semester		72
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		136/ 148	Total Year Level 4		140
Credit total of the Curriculum										548 / *560	

Students who did not pass the compulsory skills test with regard to academic literacy must register for AGLE111. Students must note the rules as contained in HSC.12.9 above.

*BSWG413 = Potchefstroom and Vaal Triangle; BSWM412 = Mafikeng

*BSWG471 = Potchefstroom and Vaal Triangle; BSWM471 = Mafikeng

G403P/M/V PHASE OUT / FASEER UIT
Only 2nd, 3rd and 4th year in 2018; Only 3rd and 4th year in 2019; Only 4th year in 2020
(Replaced by Bachelor of Social Work- NEW code 8EW K01; G401P/M/V)

HSC.12.12 *COMPILATION OF PROGRAMME: SOCIAL WORK /*
SAMESTELLING VAN PROGRAM: MAATSKAPLIKE WERK
(111 101; G403P/M/V)

Qualification and programme code / Kwalifikasie- en programkode: 111 101
Curriculum code / Kurrikulumkode: G403P/M/V

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA111/ AGLE111#	A	-	BSWG214	H	8	BSWG311	H	8	BSWG412	H	16
BSWG111	H	12	BSWI211	H	12	BSWI311	H	8	BSWG414	H	8
BSWG114	H	12	BSWI212	H	8	BSWI312	H	12	BSWG416	H	8
						BSWI313	H	8	BSWG418	H	8
BSWI111	H	12	PSYC211	H	16	Select between Psychology or Sociology			BSWG419	H	8
PSYC111	H	12	PSYC212	H	16	PSYC311 and PSYC312	H H	16 and 16	BSWI411	H	12
SOCL111	H	12	SOCL211	H	16	OR					
						SOCL311	H	32			
						WVLS314	X	12			
Total 1 st semester		60	Total 1 st semester		76	Total 1 st semester		80	Total 1 st semester		60

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second modules		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA121/ AGLE121	X	12	BSWG223	H	8	BSWI321	H	12	BSWI471	H	24
BSWI121	H	12	BSWG226	H	8	BSWI322	H	12	BSWP471	H	56
BSWI122	H	12	BSWI221	H	8	BSWP321	H	16			
PSYC121	H	12	BSWI222	H	8	Select between Psychology or Sociology					
SOCL121	H	12	PSYC221	H	16	PSYC321 and PSYC322	H H	16 and 16			
			SOCL221	H	16	OR					
			WVGW221	X	12	*Choose TWO					
						SOCL322 (MC)	H	16			
						SOCL324 (PC, VC)	H	16			
						SOCL325 (VC)	H	16			
						SOCL326 (MC)	H	16			
						SOCL328 (PC)	H	16			
Total 2 nd semester		60	Total 2 nd semester		76	Total 2 nd semester		72	Total 2 nd semester		80
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		152	Total Year Level 4		140
Credit total of the Curriculum										564	

PHASE IN / FASEER IN
Only 1st year in 2018
(Replace Bachelor of Social Work- old code 111 101; G403P/M/V)

HSC.12.13 COMPILATION OF PROGRAMME: SOCIAL WORK /
SAMESTELLING VAN PROGRAM: MAATSKAPLIKE WERK
(8EW K01; G401P/M/V)

Qualification and programme code / Kwalifikasie- en programkode: 8EW K01
Curriculum code / Kurrikulumkode: G401P/M/V

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA/E111 #	A	-	BSWG214	H	8	BSWG311	H	8	BSWG412	H	16
BSWG111	H	12	BSWI211	H	12	BSWI311	H	8	BSWG414	H	8
BSWG114	H	12	BSWI212	H	8	BSWI312	H	12	BSWG416	H	8
						BSWI313	H	8	BSWG418	H	8
BSWI111	H	12	PSYC211	H	16	Select between Psychology or Sociology			BSWG419	H	8
PSYC111	H	12	PSYC212	H	16				BSWI411	H	12
						PSYC311	H	16			
						and PSYC312	H	and 16			
SOCY111	H	12	SOCY211	H	16	OR					
						SOCY311	H	32			
						WVLS314	X	12			
Total 1 st semester		60	Total 1 st semester		76	Total 1 st semester		80	Total 1 st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second modules		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA/E122#	X	12	BSWG223	H	8	BSWI321	H	12	BSWI471	H	24
BSWI121	H	12	BSWG226	H	8	BSWI322	H	12	BSWP471	H	56
BSWI122	H	12	BSWI221	H	8	BSWP321	H	16			
PSYC121	H	12	BSWI222	H	8	Select between Psychology or Sociology					
						PSYC321	H	16			
SOCY121	H	12	PSYC221	H	16	and PSYC322	H	and 16			
						OR					
			SOCY221	H	16						
			WVGW221	X	12	*Chosse TWO					
						SOCY322 (MC)	H	16			
						SOCY324 (PC, VC)	H	32			
						SOCY325 (VC)	H	16			
						SOCY326 (MC)	H	16			
Total 2 nd semester		60	Total 2 nd semester		76	Total 2 nd semester		72	Total 2 nd semester		80
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		152	Total Year Level 4		140
Credit total of the Curriculum										564	

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

*Choose two modules (2 x 16 cr) or one modules (1 x 32 cr)

HSC.13 BACHELOR OF PHARMACY / BACCALAUREUS PHARMACIAE

2017 Programme OU and name	2018 Programme OU and name
1811 PC School of Pharmacy	8666 PC School of Pharmacy

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017

Faculty Management Committee: 31-08-2017

ICAS: 31-08-2017

HSC.13.1 CODE / KODE: 8EK K01; G401P (OLD 800 101; G413P)

HSC.13.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.13.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.13.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the qualification is to scientifically train and equip pharmacists with the necessary knowledge, specific skills and relevant competencies, so that in rendering a professional pharmaceutical service as members of a health team, according to the demands of the time, the needs of the community and international standards, they can make an indispensable contribution to the promotion of health of the population of the Republic of South Africa. In this way students will be given the opportunity to continued, personal, intellectual and professional development in which the country is supplied with a sufficient number of competent pharmacists. The programme is not only directed at intellectual development, equipping and formation of the student but also to her/his general formation as a person.

After obtaining the BPharm qualification, the student can register with the South African Pharmacy Council (SAPC) as a pharmacy intern and can he/she complete an internship in any one of the Pharmacy sectors (Community Pharmacy, Hospital Pharmacy or Pharmaceutical Industry). After completion of the internship, a one year community service must be done in the public sector as determined by the department of Health, after which registration as a Pharmacist with the SAPC can commence.

Die doel van die kwalifikasie is om aptekers sodanig wetenskaplik op te lei en toe te rus met die nodige kennis, spesifieke vaardighede en gepaste bevoegdheidsde dat hulle deur die lewering van 'n professionele farmaseutiese diens, as lid van die gesondheidspan, in ooreenstemming met die eise van die tyd, die behoefte van die gemeenskap en internasionale standaarde, 'n onontbeerlike bydrae lewer tot die bevordering van die gesondheid van die bevolking van die Republiek van Suid-Afrika. Om daardeur aan studente die geleentheid te bied tot voortgesette, persoonlike intellektuele en professionele ontwikkeling waardeur die land voorsien kan word van voldoende getalbe bevoegde aptekers. Die program is nie net gerig op die intellektuele ontwikkeling, toerusting en vorming van die student nie, maar ook op sy/haar algemene vorming as mens.

Na verwerwing van die kwalifikasie kan die student by die Suid-Afrikaanse Aptekersraad (SAAR) as 'n aptekerintern registreer en sy/haar internskap in enige sektor van die aptekersprofessie voltooi (gemeenskapsapteek, hospitaalapteek of industrie). Na voltooiing van 1 jaar internskap moet 'n jaar gemeenskapsdiens in die openbare sektor voltooi word soos

volgens die Departement van Gesondheid bepaal, waarna die registrasie as apteker by die SAAR kan plaasvind.

HSC.13.5 CURRICULUM OUTCOMES / KURRIKULUMUITKOMSTE

(Exit level outcomes [ELO's] according to SAPC)

After successful completion of the prescribed curriculum the student should be able to:

- a) Integrate and apply foundational scientific knowledge and principles to pharmaceutical sciences;*
- b) Apply integrated knowledge of product development and formulation in the compounding, manufacturing, distribution and dispensing of pharmaceutical products*
- c) Compound, manipulate and prepare medication in compliance with Good Pharmacy Practice (GMP) rules, and/or Good Manufacturing Practice (GMP) guidelines, where applicable.*
- d) Manage and control the development, manufacture, packaging and registration of pharmaceutical products*
- e) Manage the logistics of the procurement, storage and distribution of pharmaceutical products.*
- f) Dispense medication and ensure optimal pharmaceutical care for the patient in compliance with GPP rules.*
- g) Apply a pharmaceutical care management approach and work as a member of the healthcare team to ensure rational medicine use*
- h) Initiate and/or modify therapy, where appropriate, within the scope of practice of the pharmacist.*
- i) Promote public health within the scope of practice of a pharmacist*
- j) Integrate and apply management skills in the provision of a pharmaceutical service*
- k) Participate in research to develop products and/or enhance pharmaceutical care programmes and services to patients*

(Uittreevlakuitkomst volgens vereistes van SAAR)

Na suksesvolle voltooiing van die voorgeskrewe kurrikulum sal die student bevoeg wees om:

- a) Basiese wetenskaplike grondbeginsels en kennis in die farmaseutiese wetenskappe te kan integreer en toepas.
- b) Geïntegreerde kennis van produkontwikkeling te kan toepas in die voorbereiding, vervaardiging, verspreiding en reseptering van farmaseutiese produkte.
- c) Medisyne te kan voorberei, manipuleer en berei in ooreenstemming met die reëls vir Goeie Apteepraktyke (GPP) en Goeie Vervaardigingspraktyke (GMP) en/of die riglyne vir Goeie Kliniese praktyke (GCP).
- d) Die vervaardiging, verpakking en registrasie van farmaseutiese produkte te kan bestuur in ooreenstemming met GMP en GCP.
- e) Die logistieke vir die seleksie, verkryging, bewaring, verspreiding en vernietiging ("disposal") van farmaseutiese produkte kan bestuur.
- f) Medisyne kan resepteer, en optimum pasiëntsorg kan verseker in ooreenstemming met GMP en, waar toepaslik, GCP.
- g) 'n Farmaseutiese sorgbenadering te kan bestuur ten einde rasionale medisyne-gebruik te verseker.

- h) Terapie te inisieer/wysig, waar toepaslik, binne die handelingsbevoegdheid ("scope of practice") van die apteker in ooreenstemming met GMP en GCP (waar van toepassing).
- i) Publieke gesondheid te help bevorder binne die handelingsbevoegdheid ("scope of practice") van die apteker.
- j) Bestuursbeginsels in die praktyk van farmasie te kan toepas
- k) Kan deelneem aan navorsing ten einde produkte te ontwikkel en/of om farmaseutiese sorg programme en diens aan die pasiënt te verbeter.

HSC.13.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van vier (4) jaar** en 'n **maksimum van ses (6) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.13.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

In addition to the general admission requirements the following requirements is applicable to the BPharm programme:

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.4.1.

Benewens die algemene toelatingsvereistes van die Universiteit geld die volgende toelatingsvereistes vir die BPharm-program:

HSC.13.7.1 For students who obtained a suitable matriculation certificate before 2009 / Vir studente wat 'n gepaste matrieksertifikaat voor 2009 verwerf het

- a) *An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption;*
- b) *a D-symbol in the higher grade(HG) or a C-symbol in the standard grade (SG) for Mathematics during the final matriculation examination;*
- c) *a D-symbol in the higher grade(HG) or a C-symbol in the standard grade (SG) for Natural- and Physical Science during the final matriculation examination;*
- d) *an applicable M-score as determined by the Senate from time to time (for 2008 and earlier it was **19**);*
- e) *admitted by means of a selection process irrespective of the academic level reached by the student;*
- f) *compliance with a screening test; and*
- g) *any further admission requirements as approved from time to time by the Senate.*
- a) 'n geëndosseerde Senior Sertifikaat uitgereik deur die Suid-Afrikaanse Sertifiseringsraad met volle matrikulasievrystelling;
- b) 'n D-simbool op hoërgraad (HG) of 'n C-simbool op standaardgraad (SG) vir Wiskunde tydens die finale matrikulasie-eksamen;

- c) 'n D-simbool op hoërgraad (HG) of 'n C-simbool op standaardgraad (SG) vir Natuur- en Skeikunde tydens die finale matrikulasie-eksamen;
- d) 'n toepaslike M-telling soos van tyd tot tyd deur die Senaat bepaal (vir 2008 en vroeër is dit **19**);
- e) vir toelating gekeur is, ongeag die akademiese vlak wat die student bereik het;
- f) voldoening aan 'n keuringstoets; en
- g) enige verdere toelatingsvereistes soos van tyd tot tyd deur die Senaat bepaal.

HSC.13.7.2 For students who obtained a suitable matriculation certificate in 2009 and afterwards / Vir studente wat in 2009 en later 'n gepaste matrieksertifikaat verwerf het

- a) *An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption*
- b) *Mathematics and Physical Science level 5 (60-69%)*
- c) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.*

An APS-score of at least 30;

- d) **Language requirement:** *A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.*
- e) *admitted by means of an academic paper selection process;*
- f) *any further admission requirements as determined by the Senate from time to time.*

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the courses in question. Because of the capacity limitations and the high demand from students for admission to particular fields of study, students will be selected on the basis of their scholastic achievements for admission to these fields.

- a) 'n geëndosseerde Senior Sertifikaat uitgereik deur die Suid-Afrikaanse Sertifiseringsraad met volle matrikulasievrystelling;
- b) Wiskunde en Fisiese Wetenskap (Skeinat) vlak 5 (60-69%);
- c) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.

*** 'n APS-telling van minstens 30;**

- d) **Taalvereiste:** 'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.
- e) vir toelating gekeur is op grond van 'n akademiese papierkeuringsproses; en
- f) enige verdere toelatingsvereistes soos van tyd tot tyd deur die Senaat goedgekeur.

Let asseblief daarop dat, as gevolg van sekere kapasiteitsbeperkings, die Universiteit die reg behou om kandidate vir toelating tot sekere studierigtings te keur. Gevolglik is dit nie 'n noodwendigheid dat voornemende studente wat aan die minimumvereistes voldoen, toegelaat sal word tot die genoemde kursus(se) nie. As gevolg van kapasiteitsbeperkings en die groot aanvraag om toelating tot sekere studierigtings, sal studente op grond van skolasiese prestasie gekeur word om toelating tot hierdie kursus(se).

HSC.13.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPE-SIFIEKE TOELATINGSVEREISTES

*Admission to any level in the BPharm programme, will normally be refused if the student has studied through or at any other university, and **did not pass** all the modules/course units at the first level in Pharmacy, Medicine, Dentistry or Veterinary Science or the courses/programmes of the BSc Med degree or any other similar bachelor degree or diploma in the health sciences in one academic year.*

- a) *All current as well as prospective Pharmacy students, to be registered for the programme must, at the time of registration, submit proof of immunization against Hepatitis B, being administered during the previous year;*
- b) *From the end of their 1st academic year (during the holidays) and each year thereafter, pharmacy students must partake in a structured "Work-Integrated Learning" [WIL] programme as part of the BPharm curriculum in a registered community or hospital pharmacy.*
- c) *A student in his / her second year of study (year level 2) must register as a pharmacist student at the council on a date as determined by the South African Pharmacy Council (SAAR) during March of the relevant year.*
- d) *To protect the student against personal liability during this compulsory work in the pharmacy, each student must obtain a indemnity policy for "Protection against Personal Liability". Information on this and other practice related aspects will be conveyed to the student during the start of each academic year.*
- e) *Applications of students from other Universities who apply (to start or continue their BPharm studies) at the NWU will not be considered in the following cases:*
 - i) *If his/her studies at the previous University was terminated due to poor academic performance;*
 - ii) *If his/her studies at the previous University was terminated as a result of poor conduct, academic misconduct or any other relevant transgression of any of the rules of that institution;*
 - iii) *If the student has failed any module in the year prior to his/her application at the NWU; and/or*
 - iv) *If the student has a poor academic record in general.*
- f) *Also refer to HSC.1 in this Yearbook.*

Toelating van 'n student tot enige jaarvlak van die BPharm-program sal normaalweg geweier word indien die student aan of deur enige ander universiteit gestudeer het en nie in al die modules/kursuseenhede op eerstejaarsvlak in Farmasie, Geneeskunde, Tandheelkunde of Veeartsenykunde of die kursusse / programme BSc Med-graad of enige soortgelyke baccalaureusgraad of diploma in die gesondheidswetenskappe in een akademiese jaar geslaag het nie.

- a) *Alle huidige sowel as voornemende Farmasiestudente wat vir die program wil registreer moet tydens registrasie bewys kan lewer van die ontvangs van 'n hepatitis B-inspuiting wat gedurende die vorige jaar toegedien is.*
- b) *Vanaf die einde van hul 1ste akademiese jaar (gedurende die vakansiedae) en elke jaar daarna, moet aptekersstudente deelneem aan 'n gestruktureerde "Werkgeïntegreerde Leer" [WIL] -program as deel van die BPharm-kurrikulum in 'n geregistreerde gemeenskap of hospitaalapteek.*

- c) 'n Student in sy/haar tweede studiejaar (jaarvlak 2) moet op 'n datum, soos deur die Suid-Afrikaanse Aptekersraad (SAAR) bepaal, gedurende Maart van die betrokke jaar, as 'n aptekerstudent by die raad registreer.
- d) Om die student te beskerm teen persoonlike aanspreeklikheid tydens hierdie verpligte werk in die apteek, moet elke student 'n indemniteit kry vir "Beskerming teen Persoonlike Aanspreeklikheid". Inligting oor hierdie en ander praktykverwante aspekte sal tydens die aanvang van elke akademiese jaar aan die student oorgedra word.
- e) Studente van ander universiteite wat aansoek doen vir studie in die BPharm-program aan die NWU sal in die volgende gevalle nie tot die program toegelaat word nie:
 - i) indien sy/haar studie aan die universiteit waar hy/sy gestudeer het, gestaak/opgeskort is as gevolg van swak akademiese prestasie; en/of
 - ii) indien sy/haar studies aan enige universiteit getermineer is as gevolg van swak gedrag, akademiese oneerlikheid of enige ander relevante oortreding van die betrokke universiteit se reëls; en/of
 - iii) indien sodanige student in die voorafgaande jaar enige modules in die betrokke program/kursus/kurrikulum aan die universiteit gesak het; en/of
 - iv) indien die student 'n onbevredigende akademiese rekord het.
- f) Vergelyk ook HSC.1 in hierdie jaarboek.

HSC.13.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules:

- a) *A student will only be admitted to continue with the modules in a specific subject group once all preceding modules in the specific group have been passed in the previous year level(s). (Example: A student may only proceed with FKLG312 and FKLG322, if FKLG212 and FKLG222 have been passed.)*
- b) *A student may only register for the 2nd semester modules of year level 4, namely **FFSG421**, **FNPG421** and **WVPS321** in the year that he/she can complete his/her academic studies.*
- c) *By virtue of the requirements of the South African Pharmaceutical Board, all pharmacy students should, during their second to fourth year, conduct 400 hours practice training in total .*
- d) *The module FFSG421 includes the compulsory attendance of a symposium presented by the School of Pharmacy during the second semester of year level 4. Attendance of the symposium will contribute 20 hours to the compulsory 400 hours practice training as mentioned in par (e).*
- e) *The participation of students in professional activities right from an early stage is of utmost importance since they are preparing themselves for entering the profession.*

Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.

- a) 'n Student word slegs toegelaat om vir kernmodules in 'n betrokke vakgroep te registreer, mits hy/sy die betrokke vakgroep se kernmodules in die vorige jaarvlak(ke) geslaag het. (Bv. 'n student mag slegs vir FKLG312 en FKLG322 registreer indien hy/sy FKLG212 en FKLG222 reeds geslaag het).
- b) 'n Student mag slegs vir die 2^{de} semester modules van jaarvlak 4, naamlik **FFSG421**, **FNPG421** en **WVPS321**, registreer in die jaar wat hy/sy sy/haar studies kan voltooi.
- c) Kragtens die vereistes van die SAAR moet alle Farmasiestudente gedurende hulle 2de tot 4 studiejaar in totaal 400 uur praktykopleiding gedurende vakansies ondergaan.

- d) Die module FFSG421 sluit ook die verpligte bywoning in van 'n simposium aangebied deur die Skool vir Farmasie gedurende die laaste week van die winterreses. Die bywoning van die simposium dra 20 ure by tot die verpligte 400 uur praktykopleiding (sien [e] hierbo).
- e) Omdat studente vir toetrede tot die professie voorberei word, is hulle deelname, reeds vanaf 'n vroeë stadium, aan professionele bedrywighede, van wesenlike belang.

HSC.13.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREPUNTE

- a) **Vertical:** The BPharm degree gives admission to post-graduate studies for example MPharm, MSc and PhD degree at the North West University and other national and international universities, but is subject to a selection process.
 - b) **Horizontal:** All the fundamental courses give admission to various BSc programmes at this and other universities. The main modules are to a large extent exchangeable with the modules presented at other Schools of Pharmacy.
 - c) After completion of year level 2, recognition will be given to the student for the theoretical component of the Basic Diploma as Pharmacist assistant and after completion of year level 3 of the curriculum; recognition will be given for the theoretical component of the Post-basic Diploma as Pharmacist assistant.
-
- a) **Vertikaal:** Die BPharm-graad gee toegang tot nagraadse studie soos MPharm, MSc, en PhD-graad aan die Noordwes-Universiteit en ander Universiteite nasionaal en internasionaal en is onderhewig aan keuring.
 - b) **Horisontaal:** Al die fundamentele modules gee toegang tot verskeie BSc-programme aan hierdie en ander universiteite. Die kernmodules is grootliks uitruilbaar met dié modules aangebied deur ander Farmasieskole.
 - c) Na voltooiing van jaarvlak 2 sal aan die student erkenning verleen word vir die teoretiese komponent van die Basiese Diploma as Aptekerassistent en na voltooiing van die jaarvlak 3 van die kurrikulum word erkenning verleen vir die teoretiese komponent van die Na-basiese Diploma as Aptekerassistent.

PHASE OUT / FASEER UIT
Only 2nd, 3rd and 4th year in 2018
Only 3rd and 4th year in 2019
Only 4th year in 2020

(Replaced by Bachelor of Pharmacy- NEW code 8EK K01; G401P)

HSC.13.11 COMPILATION OF PROGRAMME: PHARMACY / SAMESTELLING VAN PROGRAM: FARMASIE (800 101; G413P)

Both curricula, i.e. G413P and G401P will be reflected in the Yearbook until the process of phasing out of G413P and phasing in of G401P have been completed. Changes made is according to the HEQSF alignment requirements.

Qualification and programme code / Kwalifikasie- en programkode: 800 101
Curriculum code / Kurrikulumkode: G413P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA111/ AGLE111#	A	-	CHEN213	X	8	FCHG312	H	16	FCHG412	H	16
CHEM111	X	12	FBCG211	H	8	FKLG312	H	16	FKLG412	H	16
FLPX113	X	12	FKLG212	H	16	FMSG312	H	16	FMSG412	H	16
FPKG112	H	12	FMSG212	H	16	FPFG312	H	16	FPFG412	H	16
FPKG113	H	12	FPFG211	H	16	FPKG313	H	16	FPKG414	H	16
MKPN111	X	12	FPKG211	H	16						
Total 1 st semester		60	Total 1 st semester		80	Total 1 st semester		80	Total 1 st semester		80
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
AGLA121/ AGLE121	X	12	FCHG222	H	12	FCHG322	H	12	FFSG421	H	24
CHEM121	X	12	FKLG222	H	16	FKLG322	H	16	FNPG421	H	32
FCAG122	H	12	FMSG223	H	16	FMSG322	H	16	WVPS321	H	12
FLPX123	X	12	FPFG221	H	8	FPFG322	H	16			
FPFG121	H	12	FPKG221	H	8	FPKG324	H	8			
			WVGW221	X	12						
Total 2 nd semester		60	Total 2 nd semester		72	Total 2 nd semester		68	Total 2 nd semester		68
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		148	Total Year Level 4		148
Credit total of the Curriculum										568	

PHASE IN / FASEER IN
Only 1st year in 2018
(Replace Bachelor of Pharmacy- old code 800 101; G413P)

**HSC.13.12 COMPILATION OF PROGRAM: PHARMACY / SAMESTELLING
VAN PROGRAM: FARMASIE (8EK K01; G401P)**

Qualification and programme code / Kwalifikasie- en programkode: 8EK K01
Curriculum code / Kurrikulumkode: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111/ ALDE111#	A	-	FBCG211	H	8	FCHG312	H	16	FCHG412	H	16
FLPX113	X	12	FKLG212	H	16	FKLG312	H	16	FKLG412	H	16
FPKG112	H	12	FMSG212	H	16	FMSG312	H	16	FMSG412	H	16
FPKG113	H	12	FPFG211	H	16	FPFG312	H	16	FPFG412	H	16
MKPN111	X	12	FPKG211	H	16	FPKG313	H	16	FPKG414	H	16
NCHE111	X	12	NCHE213	X	8						
Total 1st semester		60	Total 1st semester		80	Total 1st semester		80	Total 1st semester		80
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDA122#	X	12	FCHG222	H	12	FCHG322	H	12	FFSG421	H	24
FCAG122	H	12	FKLG222	H	16	FKLG322	H	16	FNPG421	H	32
FLPX123	X	12	FMSG223	H	16	FMSG322	H	16	WVPS321	H	12
FPFG121	H	12	FPFG221	H	8	FPFG322	H	16			
NCHE121	X	12	FPKG221	H	8	FPKG324	H	8			
			WVGW221	X	12						
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		68	Total 2nd semester		68
Total Year Level 1		120	Total Year Level 2		152	Total Year Level 3		148	Total Year Level 4		148
Credit total of the Curriculum										568	

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.14 BACHELOR OF SCIENCE IN DIETETICS / BACCALAUREUS SCIENTIAE IN DIEETKUNDE

*HEQSF alignment: Qualification name change from **Bachelor of Science (Dietetics)** to **Bachelor of Science in Dietetics**.*

2017 Programme OU and name	2018 Programme OU and name
1821 PC Nutrition	8664 PC Nutrition

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.14.1 CODE / KODE: (OLD 206 101; G402P) 8EL K01; G401P

HSC.14.1.1 SAQA ID:

HSC.14.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.14.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.14.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the qualification is to train and deliver professional dietitians for practice in the extended health market in South Africa. In the light of health problems associated with lifestyle changes, the HIV/AIDS pandemic as well as under and over feeding, good nutrition care for healthy as well as sick people in South Africa is of the utmost importance. The monetary load on health care services is out of control and one of the most basic principles to stabilise the problem, is that trained dietitians provide good nutrition education and health care on all levels of the community. Furthermore, completion of this qualification prepares graduates for further study at NQF level 9.

The curriculum composed in this programme complies with the requirements of the Professional Board for Dietetics and Nutrition. Students who complete this study successfully may thus register with the Health Professions Council of South Africa as a dietitian.

Die doel van die kwalifikasie is om dieetkundiges professioneel op te lei vir die uitgebreide gesondheidsmark. In die lig van die gesondheidsprobleme geassosieer met lewenstylveranderinge sowel as die MIV/VIGS pandemie, onder- en oorvoeding, is goeie voedingsorg vir gesonde sowel as siek mense in Suid-Afrika van die grootste belang. Die monetêre lading op die gesondheidsorgdienste is buite beheer, en een van die basiese beginsels om die probleem te stabiliseer is vir dieetkundiges om goeie voedingsonderrig te gee op alle vlakke van die samelewing en gesondheidsorg. Die voltooiing van hierdie kwalifikasie verleen toegang tot verdere studie op NKR-vlak 9.

Die kurrikulum wat in hierdie program saamgestel is voldoen aan die vereistes van die Beroepsraad vir Dieetkunde en Voedingkunde. Studente wat die studie suksesvol voltooi mag dus by die Beroepsraad vir Dieetkunde en Voedingkunde van die Raad vir Gesondheidsprofessies in Suid-Afrika (Health Professions Council of South Africa) as dieetkundiges registreer.

HSC.14.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After completion of the programme the graduate will:

- a) *demonstrate extensive and systematic knowledge of the health and disease profile of different South African communities with reference to the nutritional framework and status, agents and organizations involved with local-, national- and international nutrition and related health issues;*
- b) *demonstrate skills to undertake literature searches in obtaining relevant information in order to identify complex, practice orientated nutritional problems, analyse and interpret it and reach conclusions through practical recommendations; and be able to communicate findings in writing by means of appropriate information technology, and verbally to laymen and professional audiences;*
- c) *demonstrate knowledge and critical understanding of the principles & theories in the identification and analysing of health problems in individuals and communities related to nutrition, and to launch, evaluate and document nutrition intervention programmes from a responsible and ethical framework;*
- d) *apply techniques and knowledge with regard to business management in own practices, community nutrition units and food service units as part of a health team; and*
- e) *demonstrate independent learning and management of all relevant resources in order to master the outcomes of this qualification. Specific Faculty rules for Curriculum.*

Na voltooiing van die program behoort die student

- a) omvattende en sistematiese kennis te demonstreer van die gesondheid- en siekteprofiel van die inwoners van Suid-Afrika met verwysing na voedingstatus en voedingsbeleid, agente en organisasies betrokke by plaaslike, nasionale en internasionale voedsel en voedingsvraagstukke;
- b) vaardighede demonstreer om literatuursoektogte te onderneem ten einde relevante inligting te bekom om komplekse praktykgerigte voedingsprobleme te identifiseer, te ontleed, te interpreteer, tot gevolgtrekkings te kom en praktiese aanbevelings te maak en dit skriftelik te kommunikeer asook mondeling voor te dra aan 'n lekegroep en professionele gehoor aan die hand van toepaslike IT;
- c) vermoë te demonstreer om kennis en kritiese begrip van beginsels, teorieë en tegnieke toe te pas om voedingsverwante gesondheidsprobleme van individue en gemeenskappe te identifiseer, analiseer en kreatiewe voedingsintervensieprogramme op eties verantwoordelike wyse te beplan, loods, evalueer en dokumenteer;
- d) tegnieke en kennis van besigheidsbestuur te kan aanwend in eie praktyk, gemeenskapsvoeding en voedseldienseneenhede as deel van 'n gesondheidspan; en
- e) demonstreer onafhanklike leer en bestuur van alle relevante bronne om sodoende die uitkomst van die kwalifikasie te bemeester.

HSC.14.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van vier (4) jaar** en 'n **maksimum van ses (6) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.14.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

- a) *University admission;*
- b) *Mathematics level 4 (50-59%) and Natural Science level 4 (50-59%)*
- c) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.*

APS-score of at least 26 is required.

- d) **Language requirement:** *A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.*
- e) *Prospective students will be subject to a selection process consisting of the following components:*
 - *Academic achievement; and*
 - *An interview with a selection panel.*

Particulars of the selection requirements and procedures are obtainable from the director of the School for Physiology, Nutrition and Consumer Sciences.

Applications should be submitted by 30 June.

**Information is subject to change*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- a) *Universiteitstoelating;*
- b) *Wiskunde vlak 4 (50-59%) en Fisiese Wetenskap (Skeinat) vlak 4 (50-59%), en*
- c) **APS-telling:** *Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.*

'n APS-telling van minstens 26.

- d) **Taalvereiste:** *'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.*
- e) *Voomemende studente is onderhewig aan 'n keuringsproses wat uit die volgende komponente bestaan:*
 - *akademiese prestasie; en*
 - *'n onderhoud met 'n keuringspaneel.*

Besonderhede van die keuringsvereistes en -prosedures kan van die direkteur van die Skool vir Fisiologie, Voeding en Verbruikerswetenskappe verkry word.

Aansoeke moet voor 30 Junie ingedien word.

**Inligting is onderhewig aan verandering*

HSC.14.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

All current as well as prospective students, to be registered for the programme must at the time of registration submit proof of immunisation against Hepatitis A and B, being administered during the previous year.

- a) *Students are legally compelled to register as student dietitians at the Professional Board for Dietetics and Nutrition (HPCSA) at the beginning of the first study year.*
- b) *For practice training in the fourth study year students must be in possession of a driver's license (before the start of the fourth study year).*
- c) *Membership of the professional association (ADSA) is compulsory for all students in the programme from the first year of study.*

- d) *All costs for practice training in the fourth study year is payable by the student.*
- e) *No student in the fourth study year will be allowed to serve on a house committee.*
- f) *Also refer to HSC.1 of this Yearbook.*

Alle huidige Dieetkundestudente sowel as voornemende studente wat wil registreer moet tydens registrasie bewys kan lewer van die ontvangs van 'n hepatitis A- en B-inspuiting wat gedurende die vorige jaar toegedien is.

- a) Studente is wetlik verplig om aan die begin van die eerste studiejaar as studentdieetkundiges by die Beroepsraad vir Dieetkunde en Voedingkunde van die HPCSA te registreer.
- b) Vir praktykopleiding gedurende die studiejaar is die besit van 'n geldige rybewys voor die aanvang van die tweede studiejaar 'n vereiste.
- c) Studentelidmaatskap van die beroepsvereniging (ADSA) is vanaf die eerstejaar van studie verpligend.
- d) Alle koste verbonde aan die praktykopleiding in die vierde studiejaar moet deur die student self gedra word.
- e) Geen student sal toegelaat word om in die vierde studiejaar op 'n huiskomitee van 'n koshuis te dien nie.
- f) Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.14.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

- a) *Students in all year levels (1st to 4th year) will follow the aligned curriculum as from 2014. Provision will be made for students who need to repeat consolidated modules.*
- b) *Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules;*
- c) *Modules in year level 4 may only be taken once all the modules as prescribed up to year level 3 have been passed.*
- d) *A participation mark of 50% is required for all modules in year level 4 for admission to examination.*
- e) *After successfully completing the BSc in Dietetics degree the student will acquire admission to the MSc degree in Dietetics or Nutrition, but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field. The following admission requirements prevail:*
 - *The student must at least achieve a pass mark of 60% in each of the following modules: NUTT311, NUTT321, NUTR321 and NUTR471 or equivalent modules;*
 - *Descriptive statistics (STTN111) or an equivalent module is a corequisite (A-Rule 2.3.3.3).*
- a) Studente in alle jaarvlakke (1^e tot 4^{de} jaar) volg vanaf 2014 die nuwe kurrikulum. Voorsiening word gemaak vir studente wat modules herhaal wat met ander gekonsolideer is.
- b) Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21 voldoen, alvorens met die opvolgende modules voortgegaan kan word.
- c) Die vierde studiejaar kan slegs geneem word nadat alle modules soos voorgeskryf tot op die derde studiejaarvlak geslaag is.
- d) 'n Deelnamepunt van 50% in al die modules op vierdejaar is 'n vereiste vir toegang tot die eksamen.
- e) Die suksesvolle voltooiing van die graad BSc in Dieetkunde verleen toegang tot die MSc-graad in Dieetkunde of Voeding en is onderhewig aan 'n keuringsproses op grond van

akademiese prestasie van die student asook beskikbare kapasiteit in die vakgroep. Die volgende toelatingsvereistes geld:

- Die student moet minstens 60% behaal het in elk van die volgende modules: NUTT311, NUTT321, NUTR321 en NUTR471 of gelykwaardige modules.
- Beskrywende statistiek (STTN111) of 'n gelykwaardige module is 'n newevereiste (A-Reël 2.3.3.3).

HSC.14.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREEPUNTE

After completion of the BSc in Dietetics degree students will be expected to complete their community service year in order to register as Dietitians with the Health Professions Council of South Africa (HPCSA) in the category of independent practice.

PHASE OUT / FASEER UIT
Only 3rd and 4th year in 2018
Only 4th year in 2019

(Replaced by Bachelor of Science in Dietetics new code 8EL K01; G401P)

HSC.14.11 COMPILATION OF PROGRAMME: DIETETICS / SAMESTELLING VAN PROGRAM: DIEETKUNDE (206 101; G402P)

Qualification and programme code / Kwalifikasie- en programkode: 206 101

Curriculum code / Kurrikulumkode: G402P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA111/ AGLE111#	A	-	BCHF215	X	16	BCDT311	X	12	NUTC471*	H	32
CHEM111	X	12	FLGX213	H	16	FLGX312	H	8	NUTF471*	H	32
FLGX113	H	12	MKBX213	X	8	FLGX317	H	8	NUTR471*	H	32
NUTB111	H	12	NUTB211	H	16	NUTP371*	H	16	NUTT471*	H	40
NUTB112	H	12	NUTP271*	H	12	NUTT311	H	24			
VVDL112	X	12	VVDL213	X	16	STTN111	X	12			
Total 1st semester		60	Total 1st semester		84	Total 1st semester		88			

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
AGLA111/ AGLE121	X	12	BCHG221	X	16	FLGX329	H	8			
ANAV121	X	12	FLGX223	H	8	NUTC321	H	8			
CHEM121	X	12	FLGX224	H	8	NUTF321	H	16			
FLGX123	H	12	NUTC221	H	8	NUTR321	H	16			
NUTB121	H	12	NUTF221	H	12	NUTT321	H	24			
VVDL123	X	12	WVGW221	X	12	NUTT322	H	8			
Total 2nd semester		72	Total 2nd semester		64	Total 2nd semester		72			
Total Year Level 1		132	Total Year Level 2		148	Total Year Level 3		160	Total Year Level 4		136
Credit total of the Curriculum									576		

* Yearmodule / Jaarmodule

PHASE IN / FASEER IN
Only 1st and 2nd in 2018
(Replace Bachelor of Science (Dietetics) - NEW code 8EL K01; G401P)

HSC.14.12 COMPILATION OF PROGRAMME: DIETETICS / SAMESTELLING VAN PROGRAM: DIEETKUNDE (8EL K01; G401P)

Qualification and programme code / Kwalifikasie- en programkode: 8EL K01
Curriculum code / Kurrikulumkode: G401P

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA111/ ALDE111#	A	-	BCHF215	X	16	BCDT311	X	12	NUTC471*	H	32
FLGX113	H	12	FLGX213	H	16	FLGX312	H	8	NUTF471*	H	32
NCHE111	X	12	MKBX213	X	8	FLGX317	H	8	NUTR471*	H	32
NUTB111	H	12	NUTB211	H	16	NUTP371*	H	16	NUTT472*	H	32
NUTB112	H	12	NUTP271*	H	12	NUTT312	H	16			
VVDL112	X	12	VVDL213	X	16	STTN111	X	12			
Total 1st semester		60	Total 1st semester		84	Total 1st semester		72			

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA122/ ALDE122#	X	12	BCHG221	X	16	FLGX329	H	8			
ANAV121	X	12	FLGX223	H	8	NUTC322	H	12			
FLGX123	H	12	FLGX224	H	8	NUTF321	H	16			
NCHE121	X	12	NUTC222	H	16	NUTR321	H	16			
NUTB121	H	12	NUTF222	H	12	NUTT323	H	24			
VVDL123	X	12	WVGW221	X	12	NUTT324	H	12			
Total 2nd semester		72	Total 2nd semester		72	Total 2nd semester		88			
Total Year Level 1		132	Total Year Level 2		156	Total Year Level 3		160	Total Year Level 4		128
Credit total of the Curriculum									576		

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

* Yearmodule / Jaarmodule

HSC.15 BACHELOR OF HEALTH SCIENCES IN OCCUPATIONAL HYGIENE / BACCALAUREUS GESONDHEIDSWETENSKAPPE IN BEROEPSHIGIËNE

2017 Programme OU and name	2018 Programme OU and name
1820 PC Physiology	8665 PC Physiology

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.15.1 CODE / KODE: 8EB K01; G401P

HSC.15.1.1 SAQA ID: 94138

HSC.15.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.15.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.15.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the four year professional Bachelor of Health Sciences in Occupational Hygiene (BHSc Occupational Hygiene) qualification is to scientifically educate and equip students with the necessary knowledge, specific and specialised skills, including problem solving, and relevant competencies required to become Occupational Hygienists, thus being able to anticipate, recognise, evaluate and control health hazards in the working environment with the objective of protecting worker health and well-being, and safeguarding the community at large.

The curriculum of the programme is supported by the Southern African Institute for Occupational Hygiene (SAIOH). After obtaining the qualification, the student may apply for certification by the SAIOH and participate in the relevant assessment programme.

Die doel van die vierjaarlange professionele Baccalaureus Gesondheidswetenskappe in Beroepshigiëne (BGW in Beroepshigiëne) kwalifikasie is om studente sodanig wetenskaplik op te lei en toe te rus met die nodige kennis, spesifieke en gespesialiseerde vaardighede, insluitend probleemoplossingsvaardighede, asook die gepaste bevoegdhede wat vereis word om Beroepshigiënistes te word, sodat hulle in staat sal wees om gesondheidsgevaare in die werksomgewing te antisipeer, herken, evalueer en beheer met die doel om die werker se gesondheid en welstand te beskerm asook om die gemeenskap as geheel te beveilig.

Die kurrikulum van hierdie program word ondersteun deur die Southern African Institute for Occupational Hygiene (SAIOH). Na verwerwing van die kwalifikasie kan die student aansoek doen om sertifisering by die SAIOH en deelneem aan die tersaaklike assesseringsprogram.

HSC.15.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After successful completion of the prescribed programme the student should be able to demonstrate:

- a) *Integrated knowledge, applied competencies and critical understanding of relevant theories, methodologies and concepts inherent to occupational hygiene.*
- b) *The ability to protect and promote the health and safety of workers in workplaces, and the community at large, on a national and international level within the framework provided by national and international occupational health and safety legislation.*
- c) *The ability to select, evaluate and apply a range of appropriate scientific skills and methods in order to anticipate, recognise, evaluate and control health risks in the workplace with the objective of protecting worker health and well-being, and safeguarding the community at large.*
- d) *The ability to operate effectively within a health and safety team and management system and/or manage a team/system and demonstrate logical and critical understanding of the roles of all participants of this team/system and taking responsibility for task outcomes and the application of appropriate resources.*
- e) *Ethical conduct and accountability in the practice of the occupational hygiene profession.*

- f) *Participate in research to enhance knowledge about occupational hygiene risk factors and develop control programs to protect workers' health.*

Na voltooiing van die program behoort die student in staat te wees om die volgende te demonstreer:

- Geïntegreerde kennis, toegepaste vaardighede en kritiese begrip van relevante teorieë, metodologieë en konsepte aangaande beroepshigiëne.
- Die vermoë om die gesondheid en veiligheid van werkers in werksomgewings, asook die gemeenskap as geheel, op nasionale en internasionale vlak te beskerm en te bevorder binne die raamwerk daargestel deur nasionale en internasionale beroepsgesondheid- en -veiligheidswetgewing.
- Die vermoë om 'n verskeidenheid van wetenskaplike vaardighede en metodes te kies, evalueer en toe te pas ten einde gesondheidsrisiko's in die werksomgewing te antisipeer, herken, evalueer en beheer met die doel om die werker se gesondheid en welstand te beskerm asook om die gemeenskap as geheel te beveilig.
- Die vermoë om effektief te funksioneer in 'n beroepsgesondheid en veiligheidspan en -bestuursstelsel en/of so 'n span/sisteen te bestuur en logiese en kritiese begrip te toon van die rolle van alle deelnemers van so 'n span/sisteen asook om verantwoordelikheid te neem vir taakuitkomst en die toepassing van geskikte hulpbronne.
- Etiese handeling en aanspreeklikheid in die beoefening van die beroepshigiëne-professie.
- Deel te neem aan navorsing om kennis oor beroepshigiëne risiko faktore te verbeter en beheerprogramme te ontwikkel om die gesondheid van werkers te beskerm.

HSC.15.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van vier (4) jaar** en 'n **maksimum van ses (6) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.15.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

In addition to the general admission requirements the following requirements is applicable to the BHSc in Occupational Hygiene:

- An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption;*
- Mathematics and Physical Science level 5 (60-69%)*
- APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.*

An APS-score of at least 27;

- Language requirement:** A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.*
- admission by means of an academic paper selection process;*

f) any further admission requirements as determined by the Senate from time to time.

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the courses in question. Because of the capacity limitations and the high demand from students for admission to particular fields of study, students will be selected on the basis of their scholastic achievements for admission to these fields.

**Information is subject to change.*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

Benewens die algemene toelatingsvereistes van die Universiteit geld die volgende toelatingsvereistes vir die BGW in Beroepshigiëne-program:

- a) 'n geëndosseerde Senior Sertifikaat uitgereik deur die Suid-Afrikaanse Sertifiserings-raad met volle matrikulasievrysstelling;
- b) Wiskunde en Fisiese Wetenskappe vlak 5 (60-69%)
- c) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.
'n APS-telling van minstens 27;
- d) Taalvereiste: 'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.
- e) toelating deur middel van 'n akademiese papierkeuringsproses;
- f) enige verdere toelatingsvereistes soos van tyd tot tyd deur die Senaat goedgekeur.

Let asseblief daarop dat, as gevolg van sekere kapasiteitsbeperkings, die Universiteit die reg behou om kandidate vir toelating tot sekere studierigtings te keur. Gevolglik is dit nie 'n noodwendigheid dat voornemende studente wat aan die minimumvereistes voldoen, toegelaat sal word tot die genoemde kursus(se) nie. As gevolg van kapasiteitsbeperkings en die groot aanvraag om toelating tot sekere studierigtings, sal studente op grond van skolasiese prestasie gekeur word om toelating tot hierdie kursus(se).

**Inligting is onderhewig aan verandering.*

HSC.15.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

*Admission to any level in the BHSc in Occupational Hygiene programme, will be refused if the student has not passed the module prerequisites as stipulated in the module list. Students **MUST** pass all the modules in year levels 1-3 before they will be allowed to register for level 4 modules.*

Also refer to HSC.1 of this Yearbook.

Toelating van 'n student tot enige jaarvlak van die BGW in Beroepshigiëne-program sal geweier word indien die student nie aan die module-voorvereistes soos in die modulelys uiteengesit voldoen het nie. Studente **MOET** al die modules in die jaarvlakke 1-3 slaag alvorens hulle toegelaat sal word om vir die vlak 4-modules te registreer.

Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.15.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

Students should comply with the pre-requisites of modules as stipulated in the list of modules HSC.21, before progressing to follow-up modules.

Studente moet aan die voorvereistes van modules soos gestel in die modulelys HSC.21

voldoen, alvorens met die opvolgende modules voortgegaan kan word.

HSC.15.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREPUNTE

On completion of the BHSc in Occupational Hygiene students can be admitted to a MHSc in Occupational Hygiene, after which a PhD degree may be pursued if the prerequisites are met.

Na voltooiing van die BGW in Beroepshigiëne, kan 'n student toegelaat word tot 'n MGW in Beroepshigiëne, waarna die student met 'n PhD-graad voort kan gaan indien aan die voorvereistes voldoen word.

HSC.15.11 COMPILATION OF PROGRAMME: OCCUPATIONAL HYGIENE / SAMESTELLING VAN PROGRAM: BEROEPSHIGIËNE (8EB K01; G401P)

**Qualification and programme code / Kwalifikasie- en programkode: 8EB K01
Curriculum code / Kurrikulumkode: G401P**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ ALDE111 #	A		BCHF215	X	16	BHIG311	H	24	BHIG411	H	16
FLGX113	X	12	BHIG211	H	16	BHIG312	H	24	BHIG412	H	24
FSKS113	X	12	CHEN211	X	8	FLGX312	X	8	BHIG413	H	24
MKPN111	X	12	CHEN213	X	8	FLGX313	X	8			
NCHE111	X	12	FLGX213	X	16	FLGX317	X	8			
STTN111	X	12									
Total 1st semester		60	Total 1st semester		64	Total 1st semester		72	Total 1st semester		64
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122/ ALDE122 #	X	12	BHIG221	H	8	BHIG321	H	24	BHIG421	H	24
FLGX123	X	12	BHIG222	H	8	BHIG322	H	24	BHIG422	H	16
FSKS123	X	12	BHIG223	H	16	FLGX325	X	16	BHIG423	H	16
NCHE121	X	12	BHIG224	H	8	FLGX327	X	8	BHIG471	H	32
STTN124	X	12	FLGX223	X	8	FLGX328	X	8			
			WVGW221	X	12						
Total 2nd semester		60	Total 2nd semester		60	Total 2nd semester		80	Total 2nd semester		88
Total Year Level 1		120	Total Year Level 2		124	Total Year Level 3		152	Total Year Level 4		152
Credit Total of Curriculum										548	

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.16 BACHELOR OF HEALTH SCIENCES IN BIOKINETICS / BACCALAUREUS GESONDHEIDSWETENSKAPPE IN BIOKINETIKA

2017 Programme OU and name	2018 Programme OU and name
	8636 PC Human Movement Science

APPROVAL STRUCTURES

Faculty Programme Committee: 17-05-2017
Faculty Management Committee: 31-08-2017
ICAS: 31-08-2017

HSC.16.1 CODE / KODE: 8DR K01; G401P

HSC.16.1.1 SAQA ID: 97936

HSC.16.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.16.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.16.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The qualification serves as the foundational and core knowledge, skills and abilities to act as a professional health care professional. The Biokineticist is able to work in a variety of settings, including the public and private sector as well as in rural communities. Exercise, physical activity and health education are primarily utilised to enhance/promote health, prevent, maintain and restore an individual's functional ability.

Die kwalifikasie dien as die basiese en kernkennis, vaardighede en vermoëns om as professionele gesondheidsorgwerker op te tree. Die Biokinetikus kan in verskeie instellings werk, insluitend die openbare en private sektor sowel as in landelike gemeenskappe. Oefening, fisieke aktiwiteit en gesondheidsopvoeding word hoofsaaklik gebruik om gesondheid te verbeter, te voorkom, te onderhou en te herstel en die funksionele vermoë van 'n individu te herstel.

HSC.16.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After completion of the qualification students should be competent to:

- Integrate and apply acquired knowledge of human movement science, wellness, physical activity, sport and applied health to all levels and members of communities within a structured setting of an exercise facility or open ground environment;*
- provide and render a professional service of expertise to clients/patients with a sense of responsibility and empathy by efficient application of science and technology and with responsibility towards the environment, the country and all its people;*
- apply ethical standards in conducting tests/evaluations and the handling of results/reports;*
- communicate acquired knowledge on human movement ability, performance enhancement physical activity, health and wellness in a professional manner and level people will be able to understand;*
- act and work as part of a multi-disciplinary team in promoting health, wellness and enhancement of human ability/performance and*

f) *functioning as an entrepreneur within the sector at entry level.*

Na voltooiing van die kwalifikasie behoort studente bevoeg te wees om:

- a) verworwe kennis van menslike bewegingswetenskap, welstand, fisiese aktiwiteit, sport en toegepaste gesondheid op alle vlakke en lede van gemeenskappe binne 'n gestruktureerde omgewing van 'n oefenfasiliteit of oop grondomgewing te integreer en toe te pas;
- b) 'n professionele kundigheidsdiens aan kliënte / pasiënte met 'n gevoel van verantwoordelikheid en empatie te bied en te lewer deur doeltreffende toepassing van wetenskap en tegnologie en met verantwoordelikheid teenoor die omgewing, die land en al sy mense;
- c) etiese standaarde toe te pas in die uitvoering van toetse / evaluerings en die hantering van resultate / verslae;
- d) verworwe kennis oor menslike bewegingsvermoë, prestasieverbetering fisiese aktiwiteit, gesondheid en welstand op professionele wyse te kommunikeer en vlakke wat mense sal verstaan;
- e) optree en werk as deel van 'n multidissiplinêre span ter bevordering van gesondheid, welstand en verbetering van menslike vermoë / prestasie; en
- f) as entrepreneur binne die sektor op inskrywingsvlak funksioneer.

HSC.16.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van vier (4) jaar** en 'n **maksimum van ses (6) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.16.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rules 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

In addition to the general admission requirements the following requirements is applicable to the BHSc in Biokinetics:

- a) *An endorsed Senior Certificate issued by the South African Certification Board with full matriculation exemption;*
- b) *Mathematics level 3 (40-49%) OR Mathematics Literacy level 4 (50-59%)*
- c) *Physical Science level 4 (50-59%) OR Life Sciences at level 4 (50-59%)*
- d) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account.*

An APS-score of at least 26;

- e) **Language requirement:** *A pass mark of 50-59% (level 4) in the language of teaching and learning concerning home language or first additional language level.*
- f) *admission by means of an academic paper selection process;*
- g) *any further admission requirements as determined by the Senate from time to time.*

Please note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students

who comply with the minimum requirements may not necessarily be admitted to the courses in question. Because of the capacity limitations and the high demand from students for admission to particular fields of study, students will be selected on the basis of their scholastic achievements for admission to these fields.

**Information is subject to change.*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

Benewens die algemene toelatingsvereistes van die Universiteit geld die volgende toelatingsvereistes vir die BGW in Biokinetika-program:

- a) 'n geëndosseerde Senior Sertifikaat uitgereik deur die Suid-Afrikaanse Sertifiserings-raad met volle matrikulasievystelling;
- b) Wiskunde vlak 3 (40-49%) OF Wiskunde geletterdheid vlak 4 (50-59)
- c) Fisiese Wetenskap vlak 4 (50-59%) OF Lewenswetenskap vlak 4 (50-59%).
- d) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.
'n APS-telling van minstens 26;
- e) Taalvereiste: 'n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.
- f) toelating deur middel van 'n akademiese papierkeuringsproses, ongeag die akademiese vlak wat die student bereik het;
- g) enige verdere toelatingsvereistes soos van tyd tot tyd deur die Senaat goedgekeur.
- h) Let asseblief daarop dat, as gevolg van sekere kapasiteitsbeperkings, die Universiteit die reg behou om kandidate vir toelating tot sekere studierigtings te keur. Gevolglik is dit nie 'n noodwendigheid dat voornemende studente wat aan die minimumvereistes voldoen, toegelaat sal word tot die genoemde kursus(se) nie. As gevolg van kapasiteitsbeperkings en die groot aanvraag om toelating tot sekere studierigtings, sal studente op grond van skolastiese prestasie gekeur word om toelating tot hierdie kursus(se).

**Inligting is onderhewig aan verandering.*

HSC.16.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPEISIFIEKE TOELATINGSVEREISTES

Students should, prior to starting the course in Biokinetics, be medically fit for the fitness component of the course.

- a) *For specialization in Kinderkinetics, students must have completed a module/course in gymnastics and swimming. Both these practical modules/courses entail the basic elements needed for the development of motor and sensory skills in children. In the case of swimming it is not the development of the different swimming strokes, but to lay the foundation for learns to swim and water orientation.*
- b) *For specialization in Sport Science, students must have been engaged (either as participant or coach) in one individual and one team sport. As for Sport Science, the practitioner needs to know and understand the developmental requirements of both an individual and a team sport since the acquired knowledge in this specialization will have to be applied effectively in both.*

Studente moet voor aanvang van studies in Biokinetika medies geskik wees vir die fisieke komponent van die kursus.

- a) Vir spesialisering in Kinderkinetika moet studente 'n module / kursus in gimnastiek en swem voltooi het. Beide hierdie praktiese modules / kursusse behels die basiese elemente wat nodig is vir die ontwikkeling van motoriese en sensoriese vaardighede by kinders. In die geval van swem is dit nie die ontwikkeling van die verskillende swemstrokke nie, maar om die grondslag te lê vir leer om te swem en wateroriëntering.
- b) Vir spesialisering in Sportwetenskap moet studente in een individuele en een spansport betrokke gewees het (óf as deelnemer of afrigter). Wat sportwetenskap betref, moet die praktisyn die ontwikkelingsbehoefes van beide 'n individu en 'n spansport ken en verstaan, aangesien die verworwe kennis in hierdie spesialisering effektief in albei moet toegepas word.

HSC.16.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

Admission to any level in the BHSc in Biokinetics programme, will be refused if the student has not passed the module prerequisites as stipulated in the list of modules HSC.21.

*Students **MUST** pass all the modules in year levels 1-3 before they will be allowed to register for level 4 modules.*

Also refer to HSC.1 of this Yearbook.

Toelating van 'n student tot enige jaarvlak van die BGW in Biokinetika-program sal geweier word indien die student nie aan die module-voorvereistes soos in die modulelys uiteengesit voldoen het nie.

Studente **MOET** al die modules in die jaarvlakke 1-3 slaag alvorens hulle toegelaat sal word om vir die vlak 4-modules te registreer.

Vergelyk ook HSC.1 van hierdie jaarboek.

HSC.16.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREETPUNTE

Students may articulate horizontally into related qualifications like Sport Science, Recreation, Human Movement Studies, etc. or vertically into a Master's and Doctorate programme. However, the institution or faculty to which the relocation is made may decide on the acceptance of this qualification.

Studente kan horisontaal verwoord in verwante kwalifikasies soos Sportwetenskap, Rekreasie, Menslike Bewegingstudies, ens. Of vertikaal in 'n Magister- en Doktorale program. Die instansie of fakulteit waarheen die hervestiging gemaak word, mag egter besluit om die kwalifikasie te aanvaar.

**HSC.16.11 COMPILATION OF PROGRAMME: BIOKINETICS /
SAMESTELLING VAN PROGRAM: BIOKINETIKA (8DR K01;
G401P)**

*Qualification and programme code / Kwalifikasie- en programkode: 8DR K01
Curriculum code / Kurrikulumkode: G401P*

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E111#			HMSC211	H	16	HMSO311	H	16	HMSC471	H	32
HMSA111	H	12	HMSP211	H	16	Choose ONE HMSS311 HMSK311	H	24	HMSB471	H	32
HMSC111	X	12	HMSE211	H	16	HMSE311	H	16	HMSB472	H	32
HMSC112	H	12	HMSC212	X	16	Choose ONE HMSS312 HMSK312	H	8	HMSB473	H	16
HMSC113	X	12	Kies een: HMXA211 HMXN211 HMXS211 HMXT211	X	8	HMSC311	X	16	HMSC472	H	24
HMSC114	X	12	HMSC213	H	8						
Total 1 st semester		60	Total 1 st semester		80	Total 1 st semester		80	Total for the year		136

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Year modules		
Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr	Module code	Type	Cr
ALDA/E122#	X	12	HMSC221	X	8	HMSC321	H	16			
HMSA121	H	12	HMSO221	H	16	HMSB321	H	24			
HMSP121	H	12	HMSE221	H	16	HMSC322	X	16			
HMSE121	H	12	HMSC222	H	16	Choose ONE HMSS321 HMSK321	H	16			
HMSC121	X	12	Choose ONE HMXG221 HMXH221 HMXK221 HMXR221	X	8	HMSC323	X	8			
			WVGW221	X	12						
Total 2 nd semester		60	Total 2 nd semester		76	Total 2 nd semester		80			
Total Year Level 1		120	Total Year Level 2		156	Total Year Level 3		160	Total Year Level 4		136
Credit total of the Curriculum										572	

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.17 BACHELOR OF NURSING SCIENCE / BACCALAUREUS CURATIONIS (BCUR)

2017 Programme OU and name	2018 Programme OU and name
1843 PC Nursing Undergraduate	8647 PC Nursing Undergraduate

The process of alignment and re-curriculation of this qualification with other campuses will commence as soon as statutory requirements is received from the Statutory Council. Linking modules in other faculties or schools, which have already aligned, have been amended in this curriculum.

Die proses van herkurrikulering en belyning van hierdie kwalifikasie met ander kampusse sal in aanvang neem sodra die vereistes vir herkurrikulering van die Statutêre Raad ontvang is. Skakelmodules met ander Fakulteite of Skole wat reeds belyn is, is in die kurrikulum opgeneem.

HSC.17.1 CODE / KODE: 120 101; G409P

HSC.17.1.1 SAQA ID:

HSC.17.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Potchefstroom (Afrikaans, English)

HSC.17.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.17.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The BCUR programme presents professional and academic training up to NQF level 8 which enables students to register at the South African Nursing Council as a Registered Nurse (General, Psychiatric and Community Nursing) and Midwife in the category community service, and after completion of one Yearbook year of community service as Registered Nurse (General, Psychiatric and Community Nursing) and Midwife.

Die BCUR-program bied professionele en akademiese opleiding tot op NKR vlak 8 wat lei tot registrasie by die Suid-Afrikaanse Raad op Verpleging as 'n Verpleegkundige (Algemene-, Psigiatryse- en Gemeenskapsverpleegkundige) asook Vroedvrou in die kategorie gemeenskapsdiens en na voltooiing van een kalender jaar gemeenskapsdiens as Geregistreerde Verpleegkundige (Algemene-, Psigiatryse- en Gemeenskapsverpleegkundige) asook Vroedvrou.

HSC.17.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After completion of this curriculum the student should be able to:

Render professional, high quality, scientific founded nursing within the multi-professional healthcare system. Provide a service according to the needs of the time, the province and individual. Focus on service delivery and culture sensitive care, based on the primary health care approach. Continuously strive towards personal and professional growth and health, and facilitation to patients.

Na voltooiing van hierdie kurrikulum behoort die student in staat te wees om:

Professionele, omvattende hoë kwaliteit, wetenskaplik gefundeerde verpleeg-sorg binne die multiprofessionele gesondheidsorgspan te lewer. Hierdie verpleging voorsien in die behoeftes van die tyd, die provinsie en die individu. Dit sal diensgerig, kultuursensitiewe versorging

gebaseer op die primêre gesondheidsorgbenadering wees. Die verpleegkundige sal 'n deurlopende strewe na persoonlike en professionele groei en gesondheid openbaar en ook by die pasiënt fasiliteer.

HSC.17.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

Die duur van die studie vir hierdie kwalifikasie is 'n **minimum van vier (4) jaar** en 'n **maksimum van ses (6) jaar** (A-Reël 1.14).

Verlenging van die studietydperk kan geskied kragtens die bepalings van A-Reël 1.17.

HSC.17.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

- a) *University admission;*
- b) *Physical Science or Life Sciences or Mathematics on level 4 (50-59%)*
- c) *A “job shadowing” (observation) component. Students have to complete “job shadowing” (observation) of 60 hours over a period of 2 weeks in a hospital in the medical (20 hours), surgical (20 hours) and paediatric (20 hours) wards, under the supervision of a Registered Nurse. A report (the template of this report can be obtained from the School of Nursing Science) on this experience have to be submitted to the School of Nursing Sciences before the end of October of the year before commencement of prospective studies*
- d) **APS-score:** *The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account*
An APS-score of at least 25 is required.
- e) **Language requirement:** *A pass mark of 50-59%(level 4) in the language of teaching and learning on Home Language or First Additional Language level.*
- f) *Prospective students will be subject to a selection process consisting of the following:*
 - *A paper selection where the requirement of an **APS-score of 25** has been set and;*
 - *Evaluation of Language proficiency (see G1.12 of this Yearbook)*

Particulars of the selection requirements and procedures are obtainable from the director of the School of Nursing Science.

Applications must be submitted by 30 June.

**Information is subject to change.*

Die Algemene toelatingsvereistes geskied volgens A-Reëls 1.5 en verdere toepaslike bepalings in Fakulteitsreëls HSC.1.2.1 en HSC.1.2.2.

- a) Universiteitstoelating;
- b) Fisiese Wetenskap of Lewenswetenskap of Wiskunde op vlak 4 (50-59%)
- c) 'n “skaduverpleging” (observasie) komponent. Studente moet “skaduverpleging” (observasie) van 60 ure oor 'n periode van 2 weke in 'n hospitaal voltooi. Dit sluit die volgende sale in, naamlik mediese (20 ure), sjirurgiese (20 ure) en pediatriese (20 ure). Hierdie skaduverpleging word onder die toesig van 'n Geregistreerde Verpleegkundige gedoen. 'n Verslag (die templaar van die verslag kan verkry word by die Skool vir

Verpleegkunde) oor die ondervinding moet by die Skool vir Verpleegkunde ingehandig word voor die einde van Oktober van die jaar voor aanvang van voorgenome studies.

- d) **APS-telling:** Die resultate behaal in vier Aangewysde Vakke plus twee NSS-vakke word in berekening gebring. Die resultate behaal in Lewensoriëntering word nie in berekening gebring nie.
- ’n APS-telling van minstens 25.
- e) **Taalvereiste:** ’n Slaagsyfer van 50-59% (vlak 4) in die taal van leer en onderrig op Huistaal- of Eerste Addisionele Taalvlak.
- f) Voornemende studente is onderhewig aan ’n keuringsproses wat onder andere die volgende behels:
- ’n papierkeuring waar ’n vereiste van ’n APS-telling van 25 gestel word;
 - evaluering van akademiese geletterdheid (kyk G1.12 van hierdie jaarboek).

Besonderhede van die keuringsvereistes en -prosedures kan van die direkteur van die Skool vir Verpleegkunde verkry word.

Aansoeke moet voor 30 Junie ingedien word.

*Inligting is onderhewig aan verandering

HSC.17.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

All current Nursing students and prospective students, to be registered for the programme must at the time of registration submit proof of immunization against Meningitis, Hepatitis A and B, Tetanus and Polio, being administered during the previous year.

Students may with written permission of the Programme Manager/Administrative Manager (on the prescribed student request form) change their curriculum during the scheduled period for changes.

Recognition of prior learning will be given, where applicable, by the Faculty committee for recognition of prior learning according to the University policy.

Also refer to HSC.1 of this Yearbook.

Alle huidige Verpleegkundestudente wat wil registreer moet tydens registrasie bewys kan lewer van die ontvangs van die volgende immuniserings wat gedurende die vorige jaar toegedien is: Meningitis, Hepatitis A en B, Tetanus en Polio.

Studente kan tydens hulle studie met die skriftelike toestemming (per voorgeskrewe studenteversoekevorm) van die Programbestuurder//Administratiewe Bestuurder binne die toegelate wysigingstydperk die program/kurrikulum waarvoor hulle ingeskryf is, verander.

Erkenning van vorige leer sal, waar van toepassing, deur die fakulteitskomitee vir erkenning van vorige leer en volgens die beleid van die Universiteit daaroor, verleen word.

HSC.17.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REÛLS

- a) *Students in all year levels (1st to 4th year) will follow the new curriculum from 2010. Provision will be made for students who have to repeat consolidated modules.*
- b) *The participation mark for this qualification is constituted as follows:*
- *4 evaluation marks per 8 credit module and*
 - *6 evaluation marks per 16 credit module.*
- c) *The repetition of one module per semester will be approved for continuation to the next academic level, provided that there are no timetable conflicts and that the prerequisites of the modules as stated in HSC.21 were met.*

- d) *Where two or more modules are repeated in the same semester, the student will not be allowed to continue with the next study year.*
- e) *However, if you fail general nursing practical modules, you will remain on the class list as a repeater for the year failed. You will also have to repeat the whole practical year module before continuation to the next year (refer to HSC.1.14.1).*
- f) *A practical module is passed only if everyone of the individual components / stations / procedures of the OSCE examination opportunity were passed, in other words if a student passes 2 out of 3 (three) components / stations / procedures and fails one component / station / procedure, the student will fail the total practical module, regardless of whether the marks system indicates a pass mark.*
- g) *Students must register at the South African Nursing Council;*
- h) *It is recommended that a student should register at a professional subject society to obtain indemnity;*
- i) *If you extend your studies with a year, 50 clinical hours for the year that is repeated (though the practical module passes) will have to be worked again in order to remain competent and as far as it is possible to be accommodated in the timetables.*
- j) *If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements. If a student have to **repeat a practical module**, the student have to **repeat 100% of the assignments/procedures**, but **only 50 clinical hours** for the practical module failed (**providing that the student completed the required amount of hours in the previous year**).*
- k) *The compulsory clinical hours prescribed by the Statutory Council for Midwifery Practice is 1000 clinical hours of which 360 hours to be completed in the third year during VPVP372 and the remaining hours in the first semester of the fourth year during VPVP472.*
- l) *The compulsory clinical hours prescribed by the Statutory Council for Psychiatric Nursing Science Practice (VPEP471) is 1cr = 20 notional hours = 28x20 = 560 hours. (A change in credits influence the prescribed clinical hours.)*
- m) *After successfully completing the BCur degree the student will acquire admission to the MCur degree in the respective specializing areas but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field.*
- a) *Studente in alle jaarvlakke (1^e tot 4^{de} jaar) volg vanaf 2010 die nuwe kurrikulum. Waar modules in die nuwe kurrikulum gekonsolideer is, sal voorsiening gemaak word vir studente wat modules herhaal.*
- b) *Die deelnamepunt vir hierdie kwalifikasie word soos volg saamgestel:*
- 4 evalueringspunte per 8 kredietmodule en
 - 6 evalueringspunte per 16 kredietmodule.
- c) *Die herhaling van slegs een module per semester sal toegelaat word ten einde voort te mag gaan met die tweede studiejaar, met dien verstande dat geen roosterbotsings voorkom nie en voldoen word aan die voorvereistes van die modules soos gestel in HSC.15.*
- d) *Indien twee of meer modules in dieselfde semester herhaal word, sal voortsetting na die volgende studiejaar nie goedgekeur word nie.*
- e) *Indien die praktikum van algemene verpleegkunde modules gedruip word, sal die student op die klaslys van die herhaaljaar bly en die student moet die BETROKKE praktiese module ten volle herhaal voordat na die volgende jaar gevorder kan word. (verwys na HSC.11.4.1).*
- f) *'n Praktiese module word geslaag **slegs** indien al die **individuele** komponente /*

stasies/prosedures van die oske eksamen geleentheid **geslaag** word, met ander woorde indien 'n student 2 van die 3 komponente/stasies/prosedures slaag en een komponente /stasies/ prosedures druip, **druip** die student die totale praktiese module, al dui die puntestelsel 'n slaagpunt aan.

- g) Studente is verplig om by die Suid-Afrikaanse Raad op Verpleging te registreer.
- h) Dit word vereis dat die student by 'n professionele vakvereniging registreer en sodoende indemniteit verkry.
- i) In die geval waar 'n student die studietydperk met 'n jaar verleng, moet 50 kliniese ure van die betrokke jaar wat herhaal word (al is die praktiese module geslaag), weer gewerk word ten einde bevoegdheid te kan behou, en sover moontlik dit in die klasroosters geakkommodeer kan word.
- j) Indien 'n student 'n teorie module druip, moet die student 100% van die module vereistes herhaal. Indien 'n student 'n praktiese module druip, moet die student 100% van die werksopdragte/prosedures herhaal, maar net 50 kliniese ure vir daardie praktiese module (met dien verstande dat die student op datum was met kliniese ure in die vorige jaar).
- k) Verloskundige Verpleegkunde praktyk se verpligte kliniese ure word deur die Statutêre Raad voorgeskryf as 1000 kliniese ure waarvan 360 ure in die derdejaar tydens VPVP372 afgehandel word en die oorblywende ure in die eerste semester van die vierdejaar tydens VPVP472 voltooi word.
- l) Psigiatrisie Verpleegkunde praktyk (VPEP471) se verpligte kliniese ure word deur die Statutêre Raad voorgeskryf as 1kt = 20 nosionale ure = $28 \times 20 = 560$ uur. Wysiging van krediete beïnvloed die kliniese voorgeskrewe ure.
- m) Die suksesvolle voltooiing van die graad BCur verleen toegang tot die MCur-graad in die onderskeie spesialiseringstigs en is onderhewig aan 'n keuringsproses op grond van akademiese prestasie van die student asook beskikbare kapasiteit in die vakgroep.

HSC.17.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREEPUNTE

It may be possible for a student to exit at NQF level 6 (second year level) and register at the SANC as enrolled nurse under the supervision of a registered nurse to deliver health services, providing that the student passed both first and second years general nursing science modules (theory as well as practicals), with a minimum of 2000 practical hours worked.

Dit kan vir die student moontlik wees om op NKR-vlak 6 – tweedejaarsvlak, uit te tree en as 'n ingeskrewe verpleegkundige by die SARV te registreer en sodanig onder toesig van 'n geregistreerde verpleegkundige gesondheidsdiens te lewer, met die vereistes dat die student beide eerste- en tweedejaar algemene verpleegkunde modules (teorie en praktyk) geslaag het, en 'n minimum van 2000 praktiese ure voltooi het.

**HSC.17.11 COMPILATION OF PROGRAMME: GENERAL, PSYCHIATRIC, COMMUNITY NURSING SCIENCE AND MIDWIFERY I
SAMESTELLING VAN PROGRAM: ALGEMENE-, PSIGIATRIESE-, GEMEENSKAPS-VERPLEEGKUNDE EN VERLOSKUNDE
(120 101; G409P)**

**Qualification and programme code / Kwalifikasie- en programkode: 120 101
Curriculum code / Kurrikulumkode: G409P**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ ALDE111#	A	-	FLPV213	X	16	FKLG211	X	16	**VPBP471	H	8
ANAV111	X	12	PSYC211	X	16	VPEK311	H	16	*VPEP471	H	28
VPPF111	H	16	*VPGP271	H	12	*VPGP372	H	8	**VPLS471	H	8
*VPFP171	H	12	VPGR211	H	8	VPGS311	H	8	VPNN411	H	8
VPGI111	H	8	VPGW211	H	8	**VPLS371	H	8	*VPNP471	H	8
*VPGP171	H	8	VPWB211	H	16	VPVN311	H	8	VPPF411	H	8
			*VPWP271	H	16	*VPVP372	H	18	VPVA412	H	16
						*VPXP371	H	16	*VPVP472	H	32
						VPXS311	H	16			
Total 1st semester		56	Total 1st semester		92	Total 1st semester		114	Total 1st semester		116
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122#/ ALDE122#	X	12	BCHG221	X	16	VPEV321	H	16	VPBB421	H	8
ANAV121	X	12	FLPV222	X	8	VPNN323	H	8	VPER421	H	16
MKBN121	X	12	SOCL222	X	16	VPVB321	H	16			
VPPB121	H	16	VPGO221	H	8	VPXS321	H	16			
VPGR122	H	8	VPVI222	H	8						
			VPWG221	H	16						
Total 2nd semester		60	Total 2nd semester		72	Total 2nd semester		56	Total 2nd semester		24
Total Year Level 1		116	Total Year Level 2		164	Total Year Level 3		170	Total Year Level 4		140
Credit total for Curriculum										590	

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.18 BACHELOR OF NURSING SCIENCES (BNSC)

2017 Programme OU and name	2018 Programme OU and name
MC	8640 MC Nursing Undergraduate

The process of alignment and re-curriculation of this qualification with other campuses will commence as soon as statutory requirements is received from the Statutory Council. Linking modules in other faculties or schools, which have already aligned, have been amended in this curriculum.

HSC.18.1 CODE / KODE: 270 102; N111M

HSC.18.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Mafikeng (English)

HSC.18.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.18.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The programme presents professional and academic training up to NQF level 8 which enables students to register at the South African Nursing Council as a Registered Nurse.

HSC.18.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After completion of this curriculum the student should be able to:

Render professional, high quality, scientific founded nursing within the multi-professional healthcare system. Provide a service according to the needs of the time, the province and individual. Focus on service delivery and culture sensitive care, based on the primary health care approach. Continuously strive towards personal and professional growth and health, and facilitation to patients.

HSC.18.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of four (4) years** and a **maximum of six (6) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

HSC.18.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

- University admission;*
- English on level 4 (50-59%),*
- Mathematics on level 4 (50-59%) OR Mathematics Literacy on level 5 (60-69%),*
- Physical Science level 4 (50-59%) OR Life Sciences level 4 (50-59%).*
- APS-score:** The results achieved in four designated subjects plus two NSC subjects will be taken into consideration. The results achieved in Life orientation will not be taken into account*

An APS-score of at least 26 is required.

- f) *Prospective students will be subject to a selection process consisting of the following:*
- *A academic paper selection where the requirement of an **APS-score of 26** has been set;*
 - *Interviewing; and*
 - *Evaluation of Language proficiency (see HSC.1.17 of this Yearbook)*

Applications must be submitted by 30 June.

**Information is subject to change.*

HSC.18.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

All current Nursing students and prospective students, to be registered for the programme must at the time of registration submit proof of immunization against Meningitis and Hepatitis A and B being administered during the previous year.

Recognition of prior learning will be given, where applicable, by the Faculty committee for recognition of prior learning according to the University policy.

Also refer to HSC.1 of this Yearbook.

HSC.18.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

- a) *Students in all year levels (1st to 4th year) will follow the new curriculum from 2010. Provision will be made for students who have to repeat consolidated modules.*
- b) *The participation mark for this qualification is constituted as follows:*
- *4 evaluation marks per 8 credit module and*
 - *6 evaluation marks per 16 credit module.*
 - *12 credit module*
 - *24 credit module*
- c) *The repetition of one module per semester will be approved for continuation to the next academic level, provided that there are no timetable conflicts and that the prerequisites of the modules as stated in HSC.21 were met.*
- d) *Where two or more modules are repeated in the same semester, the student will not be allowed to continue with the next study year.*
- e) *However, if you fail general nursing practical modules, you will remain on the class list as a repeater for the year failed. You will also have to repeat the whole practical year module before continuation to the next year (refer to HSC.1.14.1).*
- f) *A practical module is passed only if everyone of the individual components / stations / procedures of the OSCE examination opportunity were passed, in other words if a student passes 2 out of 3 (three) components / stations / procedures and fails one component / station / procedure, the student will fail the total practical module, regardless of whether the marks system indicates a pass mark.*
- g) *Students must register at the South African Nursing Council;*
- h) *It is recommended that a student should register at a professional subject society to obtain indemnity;*
- i) *If you extend your studies with a year, 100 clinical hours for the year that is repeated (though the practical module passes) will have to be worked again in order to remain competent and as far as it is possible to be accommodated in the timetables.*

- j) If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements. If a student have to **repeat a practical module**, the student have to **repeat 100% of the assignments/procedures**, but **only 50 clinical hours** for the practical module failed (providing that the student completed the required amount of hours in the previous year).

HSC.18.10 ARTICULATION AND EXIT POINTS / ARTIKULASIE EN UITTREPUNTE

It may be possible for a student to exit at NQF level 6 (second year level) and register at the SANC as enrolled nurse under the supervision of a registered nurse to deliver health services, providing that the student passed both first and second years general nursing science modules (theory as well as practicals), with a minimum of 2000 practical hours worked.

After successfully completing the Bachelor of Nursing Sciences degree the student will acquire admission to the Master of Nursing Science degree but is subject to a selection process on the grounds of academic performance as well as availability of capacity in the subject field.

HSC.18.11 COMPILATION OF PROGRAMME: BACHELOR OF NURSING SCIENCE (270 102; N111M)

Qualification and programme code / Kwalifikasie- en programkode: 270 102
Curriculum code / Kurrikulumkode: N111M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ ALDE111#	X	12	BIYM112	X	12	GNSM211	H	12	GNSM311	H	12
BIYM111	X	12	GNSM111	H	24	MIYM311	H	24	MIYM411	H	18
EPPM111	H	6	NCHM211	H	12	NCHM311	H	6	NRMM411	H	12
FNSM111	H	18	PHMM112	H	12	PNSM311	H	18	PNSM411	H	18
NCHM111	H	24	PSYC111	X	12						
SOCY111	X	12									
Total 1 st semester		84	Total 1 st semester		72	Total 1 st semester		60	Total 1 st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second semester			Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122#/ ALDE122#	X	12	BIYM124	X	12	GNSM222	H	12	GNSM321	H	18
BIYM121	X	12	EPPM221	H	6	MIYM322	H	24	MIYM422	H	18
FNSM122	H	18	GNSM122	H	18	NCHM322	H	6	NRPM422	H	12
NCHM122	H	12	NCHM222	H	24	PNSM322	H	18	PNSM422	H	18
SOCY121	X	12	PSYC121	X	12						
Total 2 nd semester		66	Total 2 nd semester		72	Total 2 nd semester		60	Total 2 nd semester		66
Total Year Level 1		150	Total Year Level 2		144	Total Year Level 3		120	Total Year Level 4		126
Credit total for Curriculum										540	

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.19 BACHELOR OF NURSING (BN)

2017 Programme OU and name	2018 Programme OU and name
MC	MC Nursing

The process of alignment and re-curriculation of this qualification with other campuses will commence as soon as statutory requirements is received from the Statutory Council. Linking modules in other faculties or schools, which have already aligned, have been amended in this curriculum.

HSC.19.1 CODE / KODE: 269 100; N109M

HSC.19.1.1 SAQA ID:

HSC.19.2 SITE OF DELIVERY / PLEK VAN AFLEWERING

Mafikeng (English)

HSC.19.3 DELIVERY MODE / METODE VAN AFLEWERING

Full-time, Contact / Voltyds, Kontak

HSC.19.4 PURPOSE OF QUALIFICATION / DOEL VAN KWALIFIKASIE

The purpose of the qualification is:

- To develop professional nurses to be competent managers, educators and health care providers, in all the spheres of health care delivery.*
- Provide learning and teaching opportunities for individuals through the use of creative teaching and learning strategies, for the optimal health of the community.*
- Provide comprehensive health services to the individuals, families and communities within the national health philosophy and mission by applying primary health care approach.*

HSC.19.5 PROGRAMME OUTCOMES / PROGRAMUITKOMSTE

After completion of this programme the student should be able to:

- Manage and evaluate educational interventions for clients and health care personnel within the legal and ethical framework.*
- Plan, implement and evaluate research in collaboration with other health care team members.*
- Manage and evaluate specialized nursing services at district, provincial and national levels within the constraints of national health policy and international guidelines and in different settings.*
- Plan implement and evaluate community health care services at district, provincial and national levels.*

HSC.19.6 DURATION (MINIMUM AND MAXIMUM DURATION) / DUUR (MINIMUM EN MAKSIMUM DUUR)

*The duration of the study for this qualification is a **minimum of three (3) years** and a **maximum of five (5) years** (A-Rule 1.14).*

Extension of the study period may take place according to the stipulations of A-Rule 1.17.

HSC.19.7 ADMISSION REQUIREMENTS FOR THE QUALIFICATION / TOELATINGSVEREISTES VIR DIE KWALIFIKASIE

General admission requirements stipulated in A-Rule 1.5 together with the applicable terms in Faculty Rules HSC.1.2.1 and HSC.1.2.2 prevail.

Particulars of the selection requirements and procedures are obtainable from the director of the School of Nursing.

Applications must be submitted by 30 June.

**Information is subject to change.*

HSC.19.8 FACULTY-SPECIFIC ADMISSION REQUIREMENTS / FAKULTEITSPESIFIEKE TOELATINGSVEREISTES

All current Nursing students and prospective students, to be registered for the programme must at the time of registration submit proof of immunization against Meningitis, Hepatitis A and B, and Tetanus, being administered during the previous year.

Recognition of prior learning will be given, where applicable, by the Faculty committee for recognition of prior learning according to the University policy.

Also refer to HSC.1 of this Yearbook.

HSC.19.9 FACULTY-SPECIFIC RULES / FAKULTEITSPESIFIEKE REËLS

- a) *The participation mark for this qualification is constituted as follows:*
 - *4 evaluation marks per 8 credit module and*
 - *6 evaluation marks per 16 credit module.*
- b) *Students must register at the South African Nursing Council;*
- c) *It is recommended that a student should register at a professional subject society to obtain indemnity;*
- d) *If a student failed a **theory module**, the student needs to repeat **100%** of the module requirements.*
- e) *The compulsory clinical hours prescribed by the Statutory Council for Psychiatric Nursing Science Practice is 360 hours. (A change in credits influence the prescribed clinical hours.)*

**HSC.19.10 COMPILATION OF PROGRAMME: BACHELOR OF NURSING
(MANAGEMENT) (269 100; N109M)**

Qualification and programme code / Kwalifikasie- en programkode: 269 100
Curriculum code / Kurrikulumkode: N109M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ALDE111#	X	12	CHNM211	H	30	CHNM311	H	18
CHNM111	H	12	MANM111	H	12	HCOM111	X	12
NADM111	H	12	NADM211	H	24	NADM311	H	18
NADM112	H	12	SOCY111	H	12	NRMM311	H	12
NEDM111	H	12						
Total 1 st semester		60	Total 1 st semester		78	Total 1 st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122#/ALDE122#	X	12	CHNM222	H	30	CHNM322	H	30
CHNM122	H	12	MANM121	H	12	NADM322	H	18
NADM121	H	12	NADM222	H	24	NRPM322	H	12
NEDM122	H	12	SOCY121	H	12			
Total 2 nd semester		48	Total 2 nd semester		78	Total 2 nd semester		60
Total Year Level 1		108	Total Year Level 2		156	Total Year Level 3		120
Credit total for Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.19.11 COMPILATION OF PROGRAMME: BACHELOR OF NURSING (EDUCATION) (269 100; N110M)

Qualification and programme code / Kwalifikasie- en programkode: 269 100
Curriculum code / Kurrikulumkode: N110M

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
First semester			First semester			First semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA111#/ALDE111#	X	12	CHNM211	H	30	CHNM311	H	18
CHNM111	H	12	MANM111	H	12	HCOM111	X	12
NADM111	H	12	NEDM211	H	24	NEDM311	H	18
NADM112	H	12	SOCY111	H	12	NRMM311	H	12
NEDM111	H	12						
Total 1 st semester		60	Total 1 st semester		78	Total 1 st semester		60
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3		
Second semester			Second semester			Second semester		
Module-code	Type	Cr	Module-code	Type	Cr	Module-code	Type	Cr
ALDA122#/ALDE122#	X	12	CHNM222	H	30	CHNM322	H	30
CHNM122	H	12	MANM121	H	12	NEDM322	H	18
NADM121	H	12	NEDM222	H	24	NRPM322	H	12
NEDM122	H	12	SOCY121	H	12			
Total 2 nd semester		48	Total 2 nd semester		78	Total 2 nd semester		60
Total Year Level 1		108	Total Year Level 2		156	Total Year Level 3		120
Credit total for Curriculum								384

Faculty Rule HSC.1.19.2.1 refers to ALDA/E111, ALDA112 and ALDA/E122.

HSC.20 BACCALAUREUS CURATIONIS (EDUCATIONIS ET ADMINISTRATIONIS)

**THIS PROGRAMME PHASED OUT. THERE WILL BE NO INTAKE
ONLY AVAILABLE FOR PIPELINE STUDENTS**

HSC.20.1 CODE: 829 100T; G318T

HSC.20.2 SITE OF DELIVERY

Potchefstroom (English)

HSC.20.3 DELIVERY MODE

This qualification can only be obtained in Health Science Education and Health Service Management by means of the Telematic Programme.

HSC.20.4 PURPOSE OF QUALIFICATION

- a) This is a post-basic qualification and is accessible to health professionals.
- b) If a professional nurse, this degree leads to further registration of qualifications in Nursing Science Education and Nursing Science Management at the South African Nursing Council.
- c) If in nursing the BCur (Ed et Adm) degree is only accessible to the professional nurse's category.

HSC.20.5 QUALIFICATION OUTCOMES

PROGRAMME: NURSING SCIENCE/HEALTH SCIENCE

- a) This qualification offers health professionals the opportunity to enhance their knowledge and skills in health service management and health science education.
- b) It offers professional nurses the opportunity to register at the South African Nursing Council with additional qualifications in Nursing Science Education and Nursing Science Management. It serves as a basis for postgraduate studies, and enhances personal and professional growth- and development.

HSC.20.6 PROGRAMME OUTCOMES

On completion of the BCur (Ed et Adm) degree the student should be capable of:

- a) acting as a leader and member of the multi-professional team in a multi-cultural health practice;
- b) maintaining personal and professional excellence and competence through continuing education;
- c) creating a context conducive to learning by facilitation of learning through performance as reflective practitioner and role model, with a positive attitude towards life and learning;
- d) appreciating the value and influence of a personal- and professional philosophy as guide to decision making and practice in order to participate in the formulation of policy statements for practice;
- e) assessing, implementing and evaluating new trends on national and international level in order to improve the quality of health science;
- f) functioning as a health care manager within different health care facilities at different levels of management;

- g) utilizing the principles of participative management and networking, participating in strategic management, project management, environmental forecasting and internal analysis in order to render high quality health care; and
- h) participating in basic research activities to expand the knowledge base of Health Science and improve the quality of health care.

HSC.20.7 DURATION (MINIMUM AND MAXIMUM DURATION)

The minimum duration of study is **(3) three years** and the maximum duration is **(5) five years**.

HSC.20.8 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

- a) The student must possess a Matriculation Exemption Certificate. A student who does not possess the latter may apply through the University to the Matriculation Board for a Matriculation Exemption Certificate.
- b) In order to be admitted for curriculum G318T, the student should:
- c) If a **professional nurse** be:
 - i. in possession of an applicable diploma in general nursing science and an additional qualification;
 - ii. registered as professional nurse with the South African Nursing Council;
 - iii. submit the current year's South African Nursing Council receipt.
- d) If a **health professional** be:
 - i. in possession of an applicable diploma/degree in health science.
- e) If a student who successfully completed the Advanced University Diploma in Health Science with two specialties at the North-West University, should wish to proceed with the BCur (Ed et Adm), a maximum of EIGHT (8) theory modules can be credited on a written request and payment of the applicable fees.

HSC.20.9 FACULTY-SPECIFIC RULES

HSC.20.9.1 MODULES AND CREDITS

- a) On each level (first, second, third year of study) the subjects are divided into modules. Each module can be identified by a code (A-Rule HSC.1.2.6) and a name that explains the nature of the module. NSRT121 refers to the subject Health Science Research; the first figure (1) indicates the level (first level/ year of study) the second figure (2) indicates the semester in which this module is offered. The third figure (1) distinguishes between modules within the same subject on the same level and in the same semester.
- b) Modules carry credits in multiples of eight 8. A credit represents the expected hours of study (one credit equals 10 study hours) a student will spend to achieve the specified outcomes.

HSC.20.9.2 RATIO BETWEEN CREDITS AND TEACHING PERIODS

As a A-Rule, the following shall apply: For each 16 credit module 4 contact sessions of 100 minutes each are required.

HSC.20.9.3 RECOGNITION OF PRIOR LEARNING

- a) A student should apply in writing for recognition of modules completed successfully at this or other tertiary institutions.
- b) Applications should include evidence of prior learning: academic records and module outcomes (syllabi).

- c) The modules of a major subject in a qualification already awarded cannot be credited for a second qualification.
- d) A student not being a professional nurse, but a professional in other health related professions, can apply for recognition of prior learning.

HSC.20.9.4 REGISTRATION

- a) A student should apply for admission to a specific programme (A-Rule 1.5).
- b) A student registers annually for a specific programme and curriculum according to the rules of the specific programme.
- c) Registration for a programme or curriculum can be changed on provision that the prescribed procedure is honored (A-Rule 1.10).

HSC.20.9.5 ADDITIONAL RULES

- a) Professional nurses registered for the Health Science modules must also complete the accompanying practica. Any costs involved must be paid by the student.
- b) All practica arrangements must be made by the student.
- c) A maximum of one year extension is allowed for completion of practica.

HSC.20.9.6 LIST OF MODULES

Module code	Descriptive name	Credits	Assumed learning requirements
BSKT111	Introduction to Psychology in Work Context	16	NONE
BSKT221	Personnel Psychology	16	NONE
BSOT221	Occupational Sociology	16	NONE
BSOT321	Labour Relations	16	NONE
IOPS311	Organizational Psychology	16	NONE
NSDT111	Health Science Dynamics	16	NONE
NSET111	Health Science Education: Introduction	16	NONE
NSET211	Health Science Education: Curriculum Studies	16	NONE
NSET221	Health Science Education: Didactics	16	NONE
NSET271	Health Science Education: Practical	16	NONE
NSET311	Health Science Education: Theoretical and Philosophical Foundations	24	NONE
NSET321	Health Science Education: Contemporary Issues	24	NONE
NSFT121	Financial Health Management	16	NONE
NSGT121	Sociology: Introduction B	16	NONE
NSMT211	Unit/Clinic Management	16	NONE
NSMT221	Human Resource Management	16	NONE
NSMT271	Health Service Management: Practical	16	NONE
NSMT311	Strategic Management	24	NONE
NSMT321	Contemporary Issues	24	NONE
NSRT121	Health Science Research	16	NONE
OBAD112	Introduction to Public Management	16	NONE
VWTL311	Philosophy of Science	8	NONE

Year modules must be registered in the first semester.

HSC.20.10 ARTICULATION AND EXIT POINT

- Students may apply for recognition of credits for modules completed at other universities.
- If a student wishes to register for the BCur (Ed et Adm) degree, after completion of the Advanced University Diploma in Health Science (one year), credit will be given on written request from the student, and payment of the prescribed fees, for a maximum of eight 8 theoretical modules completed.
- On successful completion of the second year of the BCur (Ed et Adm) degree, the student can exit with an Advanced University Diploma in Health Science (one year).

HSC.20.11 COMPILATION OF PROGRAMME: HEALTH SCIENCE EDUCATION AND HEALTH SERVICE MANAGEMENT (829 100; G318T)

YEAR/LEVEL 1		YEAR/LEVEL 2		YEAR/LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	CR	Code	CR	Code	CR
BSKT111	16	NSET211	16	IOPS311	16
NSDT111	16	NSET271	16	NSET311	24
NSET111	16	NSMT211	16	NSMT311	24
OBAD112	16	NSMT271	16	VWTL311	8
Total 1st semester	64	Total 1st semester	64	Total 1st semester	72
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	CR	Code	CR	Code	CR
BSKT221	16	BSOT221	16	BSOT321	16
NSFT121	16	NSET221	16	NSET321	24
NSGT121	16	NSMT221	16	NSMT321	24
NSRT121	16				
Total 2nd semester	64	Total 2nd semester	48	Total 2nd semester	64
Total level 1	128	Total level 2	112	Total level 3	136
TOTAL CREDITS FOR THE CURRICULUM					376

HSC.20.12 EXAMINATION

HSC.20.12.1 Examination occasions

The examination occasions and related rules are regulated in accordance with A-Rule 1.13.2.

HSC.20.12.2 Composition of participation mark

- The participation mark for a module (A-Rule 2.5.3.7) will be made up inter alia from continuous assessment by means of a minimum of two assignments, a test and interactive participation during 75% attendance of the contact sessions. Evidence of participation is compiled by all three mentioned aspects.
- The participation mark calculated from the evidence of participation contributes 40% towards the final mark.
- The completed prescribed practica modules are allocated with an percentage which will be reflected on the academic record.

- d) The participation mark is calculated from the two assignments (50%) and the test (50%).

HSC.20.12.3 Admission to the examination

- a) Admission to the examination in any module will take place by obtaining evidence of participation (A-Rule 1.13.2).
- b) Proof of participation, which grants admission to the examination, will only be issued after a student has complied, to the satisfaction of the Director of the School, in consultation with the relevant subject group chair. The requirements for it are set out in the study guide of the relevant module.

HSC.20.12.3.1 Module mark

- a) The module mark (A-Rule 2.5.37) is calculated at the ratio between the participation mark and the examination mark as set out in the module outcomes (see HSC.21 = the syllabi in the back of this Yearbook). For Health Science modules it will consist of 40% build up during evidence of participation and 60% from the examination mark.
- b) The completed prescribed practica modules are allocated with an percentage which will be reflected on the academic record.

HSC.20.12.3.2 Pass requirements of a module and a curriculum

The provisions of A-Rule 1.13.3 and all the subparagraphs apply.

- a) The subminimum for all modules in which examinations are written is 40% (A-Rule 1.13.3.3).
- b) The pass requirement for a module in which examinations are written is a module mark of 50% (A-Rule 1.13.3.2).
- c) Consideration of the adaptation of the module mark of a first semester module in which an examination has been written but not passed will be done in accordance with the provisions of A-Rules 2.4.3.2 and 2.4.3.4.
- d) A curriculum is passed by separately passing all the modules of which the curriculum is comprised (A-Rule 1.13.3).
- e) A-Rule 1.13.3.6 governs the requirements for passing a module/ curriculum with distinction.

HSC.20.12.3.3 Progress in a programme and curriculum based on assumed learning outcomes

- a) A module of any subject may only be taken if the student has already complied with the prescribed assumed learning outcomes, as provided for in A-Rules 1.13.3.5.
- b) A-Rule 1.9 determines the number of credits in a next semester for which a student may register without the permission of the dean.

HSC.20.12.3.4 Termination of studies

The studies of a student may be terminated (A-Rule 1.18.1).

HSC.21 LIST OF MODULES / MODULELYS

The following modules are part of the different qualifications and programmes offered in the Faculty of Health Sciences.

Students registered in the professional programmes will only be admitted to continue with the modules in year level 4 once all preceding modules have been passed in the previous year level(s).

The module outcomes will be presented at HSC.22 of this Yearbook.

HSC.21.1 FACULTY SPECIFIC REQUIREMENTS / FAKULTEITSPESIFIEKE VEREISTES

HSC.21.1.1 Academic Literacy

Students who are regarded as at-risk cases must register for the module AGLA111 [Afrikaans] or AGLE111 [English] depending upon the language in which the compulsory skills test was written.

HSC.21.1.2 German

- a) GERM111 and GERB111 are beginners courses. No prior knowledge of German is required to register for these modules, but students must have a matriculation exemption certificate.
- b) Students who passed matric German with a final mark of 65% or higher or have obtained a certificate equal to level A2 of the Common European Framework of Reference for Languages from an accredited language learning institution are encouraged to discuss their registration firstly with the involved lecturers. They may register for GERM121, GERB121, GERM211 or GERM221 if they pass an admission test (on appointment with the lecturers). The result of the test will determine if the student is allowed to register for GERM111, GERM121, GERB111 or GERB121 or GERM211 and GERM221. Allowances could be made under exceptional circumstances after having consulted with the subject chairperson. Students with prior knowledge of German, but no official proof of proficiency, will have to do an admission test. The results of this test will determine whether a student will be allowed to do GERM111/121, GERB111/121 or GERM211/221.
- c) The credits of the modules from which the student has been exempted, are not awarded.
- d) Students who have passed GERB111/121 will be allowed to continue to register for GERM211/221.
- e) Credits cannot be obtained for both GERM111,121 and GERB111,121.

HSC.21.1.3 Pharmacy

As the result of the new BPharm curriculum (G413P), which commence in 2013 and runs concurrently with curriculum G412P (currently being phased-out), both lists of modules will be reflected in the Yearbook until the process of phasing out has been completed.

See pt 8.4.4.2 in this Yearbook.

HSC.21.1.4 Physics

FSKS113 and FSKS123 is service modules for students who do not want to continue with physics on second and third year level.

HSC.21.1.5 Physiology

- a) Students can not request recognition for FLGX113 on the grounds that FLGX114 or FLPX113 have been successfully completed, or visa versa.
- b) Students can not request recognition for FLGX123 on the grounds that FLGX124 or FLPX123 have been successfully completed, or visa versa.
- c) Students can not request recognition for module FLPX113 on the grounds that FLGX113 or FLGX114 have been successfully completed, or visa versa.

- d) Students can not request recognition for module FLPX123 on the grounds that FLGX123 or FLGX124 have been successfully completed, or visa versa.

HSC.21.1.6 French

- a) FREN111 and FREB11 are beginners courses. No prior knowledge of French is required to register for these modules, but students must have a matriculation exemption certificate.
- b) Students who passed matric French with a final mark of 65% or higher or have obtained a certificate equal to level A2 of the Common European Framework of Reference for Languages from an accredited language learning institution may not register for FREN111/121 or FREB111/121. They may register for FREN211/221. If this qualification has been obtained more than 2 years prior to registration for French, an admission test is required. The results of this test will determine whether a student will be allowed to register for FREN111/121 or FREN211/221. Allowances could be made under exceptional circumstances after having consulted with the subject head.
- c) Students with prior knowledge of French, but who do not have official proof of proficiency, will be required to partake in an admission test. The results of this test will determine whether a student will be allowed to register for FREN111/121 or FREN211/221.
- d) The credits of the modules from which the student has been exempted, are not awarded.
- e) Students who have passed FREB111 and 121 will be allowed to continue with FREN211/221.
- f) Credits cannot be obtained for both FREN111 and FREB111 neither for both FREN121 and FREB121.

HSC.21.1.7 Social Work

- a) Modules BSWI313, BSWI321 and BSWI322 must be taken simultaneously.
- b) Students must pass ALL modules in year level 1 to 3 before they will be allowed to progress and register for year level 4.
- c) Students who do not get a final mark for the practicum of the following modules will not get admission to examinations: BSWI211, BSWI212, BSWI221, BSWI313, BSWI321, BSWI322 and BSWP471.
- d) Students are also referred to Faculty Rule 12.9.

HSC.21.1.8 Sociology

SOCL324, SOCL327 and SOCL328 is phasing out.

HSC.21.1.9 Sport Science & Human Movement Science

- a) Students who want to register for Sport Science or Human Movement Sciences modules should, prior to starting the programme has his/her medical fitness for the course determined.
- b) HMXA211, HMXX221 and HMXR221 is not applicable to the Diploma in Coaching Science.
- c) Students must have passed the MBXR module in the preceding year before being allowed to register for the module in the following year level.
- d) Students who want to be considered for Honours selection in Kinderkinetics, must register for HMXS211 and HMXG221 in their second year.
- e) Students may not register for (MBWK315) HMSS311 if a minimum of 40% was not obtained for MBWK225.

HSC.21.1.10 Mathematics

A student who wishes to follow any module in Mathematics, with the exception of Mathematical Techniques (MTHS112, MTHS113 or MTHS123), must have obtained a mark of at least 60% (level 5) in the grade 12 Mathematics exam or at least 70% (level 6) in another Mathematics exam considered by the Senate as equivalent to the above.

Comments:

- Students who do not meet these requirements, but who managed to obtain a Mathematics mark of at least 50% (level 4) or at least 60% (level 5) in another Mathematics exam considered by the Senate as equivalent to the above, are admitted to a refresher course in Mathematics presented in January by the School of Computer, Statistical and Mathematical Sciences. If such students perform satisfactorily in the tests taken during this course, they may be considered for admission to Mathematical modules.
- Prospective students who do not meet the grade 12 requirement for enrolling for MTHS111, and who have not attended the refresher course, can gain admission to MTHS111 in the second study year by passing the module Mathematical Techniques (MTHS112, MTHS113 or MTHS123) in the first study year, provided that persons seeking to follow this route to obtain admission to programmes that would otherwise have been inaccessible to them, should take into consideration that they may not be able to complete their studies in the minimum period.
- A student who wishes to take Mathematical Techniques (MTHS112, MTHS113 or MTHS123) has to comply with prerequisites of the program the student intends to study. If a student wishes to take Mathematical Techniques (MTHS112, MTHS113 or MTHS123) in order to qualify for WISN 111 in the next year, or for non-degree purposes, the student, must have obtained a mark of at least 40% (level 3) in the grade 12 Mathematics exam, or at least 50% (level 4) in another Mathematics exam considered by the Senate as equivalent to the above.

HSC.21.1.11 WVGW221 – Know and understand the world of health

Students must be at least a historic second year at university or academic second year before they can register for this module. The Transdisciplinary nature of this module requires a certain exposure of the student to his / her own professional field to make a meaningful contribution to the Transdisciplinary problem solving of a health dilemma. The above mentioned forms the essence of the module.

Old Module code / Ou Modulekode (Voor belyning)	New Module code / Nuwe Modulekode (Na belyning)	Old Descriptive name / Ou Modulenaam (Voor belyning)	New Descriptive name / Nuwe Modulenaam (Na belyning)	Old credits / Ou Krediete (Voor belyning)	New credits / Nuwe - Krediete (Na belyning)	Prerequisites / Voorvereistes/
ACCS111	ACCS111	<i>Financial Accounting (Special) – Basic Concepts, Accounting Cycle and Accounting Systems</i> Finansiële Rekeningkunde: Basiese Beginsels, Rekeningkundige siklus en Rekeningkundige stelsels	<i>Financial Accounting (Special) – Basic Concepts, Accounting Cycle and Accounting Systems</i> Finansiële Rekeningkunde: Basiese Beginsels, Rekeningkundige siklus en Rekeningkundige stelsels	16	16	<i>Mathematics GR 12, level 3 (40-49%) / Wiskunde GR 12, vlak 3 (40-49%)</i>
AGLA/E111	ALDA/E111	<i>Introduction to Academic Literacy</i> Inleiding tot Akademiese Geletterdheid	<i>Introduction to Academic Literacy</i> Inleiding tot Akademiese Geletterdheid	(12 n.a. in HS)	(12 n.a. in HS)	Reël G.1.12
AGLA/E122	ALDA/E122 (ALDA/E112)	<i>Academic Literacy</i> Akademiese Geletterdheid	<i>Academic Literacy</i> Akademiese Geletterdheid	12	12	ALDA/E111 (40)
ANAV111	ANAV111	<i>Anatomy I</i> Anatomie I	<i>Anatomy I</i> Anatomie I	12	12	
ANAV121	ANAV121	<i>Anatomy II</i> Anatomie II	<i>Anatomy II</i> Anatomie II	12	12	

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ATSN111	ATSN111	<i>Setswana: Introduction to Grammar and Language Proficiency</i> Inleiding tot Grammatika en Taalvaardigheid	<i>Setswana: Introduction to Grammar and Language Proficiency</i> Inleiding tot Grammatika en Taalvaardigheid	12	12	
ATSN121	ATSN121	<i>Setswana: Grammar and Language Proficiency</i> Setswana: Grammatika en Taalvaardigheid	<i>Setswana: Grammar and Language Proficiency</i> Setswana: Grammatika en Taalvaardigheid	12	12	ATSN111
BCDT311	BCDT311	<i>Biochemistry for Nutrition</i> Biochemie vir Voeding	<i>Nutritional Biochemistry</i> Biochemie vir Voeding	12	12	NCHE111 NCHE121
BCHF215	BCHF215	<i>Biochemistry for Health Sciences</i> Biochemie vir Gesondheidsweten-skappe	<i>Biochemistry for Health Sciences</i> Biochemie vir Gesondheidswetenskappe	16	16	NCHE111 NCHE121
BCHG221	BCHG221	<i>Clinical Biochemistry</i> Kliniese Biochemie	<i>Clinical Biochemistry</i> Kliniese Biochemie	16	16	
BCHN213	BCHN213	<i>Introductory Biochemistry</i> Inleidende Biochemie	<i>Introductory Biochemistry</i> Inleidende Biochemie	16	16	NCHE111 NCHE121 <i>or/of</i> CHEN122
BCHN222	BCHN222	<i>Metabolism A</i> Metabolisme A	<i>Metabolism A</i> Metabolisme A	16	16	NCHE111 NCHE121 <i>or/of</i> CHEN122
BCHS316	BCHS316	<i>Enzymology</i> Ensiemologie	<i>Enzymology</i> Ensiemologie	16	16	BCHN222 CHEN211 CHEN212 CHEN222 CHEN223
BCHS317	BCHS317	<i>Molecular Biology</i> Molekulêre Biologie	<i>Molecular Biology</i> Molekulêre Biologie	16	16	BCHN213 CHEN211 CHEN212 CHEN222 CHEN223
BCHS321	BCHS321	<i>Analytical Biochemistry</i> Analitiese Biochemie	<i>Analytical Biochemistry</i> Analitiese Biochemie	16	16	BCHS317
BCHS322	BCHS322	<i>Independent Biochemistry Project</i> Selfstandige Biochemieprojek	<i>Independent Biochemistry Project</i> Selfstandige Biochemieprojek	16	16	BCHN316 BCHS317
BHIG211	BHIG211	<i>Fundamentals of Occupational Hygiene</i> Grondbeginsels van Beroepshigiëne	<i>Fundamentals of Occupational Hygiene</i> Grondbeginsels van Beroepshigiëne	16	16	
BHIG221	BHIG221	<i>Risk Assessment</i> Risikoraming	<i>Risk Management</i> Risikobestuur	8	8	
BHIG222	BHIG222	<i>Ergonomics for Occupational Hygiene</i> Ergonomie vir Beroepshigiëne	<i>Ergonomics for Occupational Hygiene</i> Ergonomie vir Beroepshigiëne	8	8	
BHIG223	BHIG223	<i>Toxicology I</i> Toksikologie I	<i>Toxicology I</i> Toksikologie I	16	16	
BHIG224	BHIG224	<i>Research Methodology</i> Navorsingsmetodologie	<i>Research Methodology</i> Navorsingsmetodologie	8	8	
BHIG311	BHIG311	<i>Toxicology II</i> Toksikologie II	<i>Toxicology II</i> Toksikologie II	24	24	BHIG223
BHIG312	BHIG312	<i>Occupational Hygiene Legislation</i> Beroepshigiëne-wetgewing	<i>Occupational Hygiene Legislation</i> Beroepshigiëne-wetgewing	24	24	
BHIG321	BHIG321	<i>Chemical Stressors I</i> Chemiese Stressors I	<i>Chemical Stressors I</i> Chemiese Stressors I	24	24	

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BHIG322	BHIG322	<i>Physical Stressors I</i> Fisiese Stressors I	<i>Physical Stressors I</i> Fisiese Stressors I	24	24	
BHIG411	BHIG411	<i>Ventilation</i> Ventilasie	<i>Ventilation</i> Ventilasie	16	16	
BHIG412	BHIG412	<i>Chemical Stressors II</i> Chemiese Stressors II	<i>Chemical Stressors II</i> Chemiese Stressors II	24	24	BHIG321
BHIG413	BHIG413	<i>Physical Stressors II</i> Fisiese Stressors II	<i>Physical Stressors II</i> Fisiese Stressors II	24	24	BHIG322
BHIG421	BHIG421	<i>Chemical Stressors III</i> Chemiese Stressors III	<i>Chemical Stressors III</i> Chemiese Stressors III	24	24	BHIG412
BHIG422	BHIG422	<i>Employee Wellness and Epidemiology</i> Werknemerwelstand en Epidemiologie	<i>Employee Wellness and Epidemiology</i> Werknemerwelstand en Epidemiologie	16	16	
BHIG423	BHIG423	<i>Management, Occupational safety and Environment Health</i> Bestuur, Beroepsveiligheid en Omgewingsgesondheid	<i>Management, Occupational safety and Environment Health</i> Bestuur, Beroepsveiligheid en Omgewingsgesondheid	16	16	
BHIG471	BHIG471	<i>Research Project</i> Navorsingsprojek	<i>Research Project</i> Navorsingsprojek	32	32	
BMAN111	BMAN111	<i>Introduction to Business Management</i> Inleiding tot Ondernemingsbestuur	<i>Introduction to Business Management</i> Inleiding tot Ondernemingsbestuur	12	12	
BMAN121	BMAN121	<i>General Management</i> Algemene Bestuur	<i>General Management</i> Algemene Bestuur	12	12	
BMAN211	BMAN211	<i>Introduction to marketing management</i> Inleiding tot bemarkingsbestuur	<i>Introduction to marketing management</i> Inleiding tot bemarkingsbestuur	16	16	
BMAN221	BMAN221	<i>Purchasing and supply chain management</i> Aankoop- en voorsieningsketting-bestuur	<i>Purchasing management and supply chain management</i> Aankoopbestuur en voorsieningskettingbestuur	16	16	
BMAN222	BMAN222	<i>Entrepreneurial opportunities</i> Entrepreneuriese geleenthede	<i>Entrepreneurial opportunities</i> Entrepreneuriese geleenthede	16	16	
BSWG111	BSWG111	<i>Introduction to Social Work as a profession</i> Inleiding tot maatskaplike werk as 'n professie	<i>Introduction to Social Work as a profession</i> Inleiding tot maatskaplike werk as 'n professie	12	12	
BSWG114	BSWG114	<i>The scientific foundation of social-work practice</i> Die wetenskaplike grondslag van maatskaplikewerk-praktyk	<i>The scientific foundation of social-work practice</i> Die wetenskaplike grondslag van maatskaplikewerk-praktyk	12	12	
BSWG113	BSWG113	<i>Introduction to professional behaviour</i> Inleiding tot professionele gedrag	<i>Professional behaviour: theory and practice</i> Professionele gedrag: teorie en praktyk	12	12	
BSWG121	BSWG121	<i>Life skills and counselling</i> Lewensvaardighede en berading	<i>Life skills: theory and practice</i> Lewensvaardighede: teorie en praktyk	12	12	
BSWG122	BSWG122	<i>Understanding social development</i> Die wese van maatskaplike ontwikkeling	<i>The development approach to social work and welfare</i> Die ontwikkelingsbenadering tot maatskaplike werk en welsyn	12	12	

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BSWG211	BSWI211	<i>Case work as a method: theory and practice</i> Maatskaplike gevallewerk: teorie en praktyk	<i>Casework: theory and practice A</i> Gevallewerk: teorie en praktyk A	12	12	
BSWG212	BSWG214	<i>Child care legislation and associated Social Work Interventions</i> Kindersorgwetgewing en verbandhoudende maatskaplikewerk-intervensies	<i>Introduction to child care legislation</i> Inleiding tot kindersorgwetgewing	8	8	
BSWG213	BSWG226	<i>Introduction to Social policy, Social Welfare policy and Social Work policy</i> Inleiding tot maatskaplike beleid, maatskaplike welsynsbeleid en maatskaplikewerk-beleid	<i>Developmental welfare policy A</i> Ontwikkelingsgerigte welsynsbeleid A	8	8	
BSWG221	BSWI221	<i>Social group work as a method: theory and practice</i> Maatskaplike groepwerk as 'n metode: teorie en praktyk	<i>Social group work: theory and practice A</i> Maatskaplike groepwerk: teorie en praktyk A	8	8	
BSWG222	BSWI212	<i>Community work as a method: theory and practice</i> Gemeenskapswerk as 'n metode: teorie en praktyk	<i>Community work: theory and practice A</i> Gemeenskapswerk: teorie en praktyk A	8	8	
BSWG223	BSWG223	<i>Basic principles of Social Work management</i> Basiese beginsels van maatskaplike-werkbestuur	<i>Basic principles of Social Work management</i> Basiese beginsels van maatskaplike-werkbestuur	8	8	
BSWG311	BSWG311	<i>Approaches, theories and models in Social Work</i> Benaderings, teorieë en modelle in maatskaplike werk	<i>Theories and Approaches in Social Work</i> Teorieë en benaderings in maatskaplike werk	8	8	
BSWG312	BSWI321	<i>Advanced case work: theory and practice</i> Gevorderde maatskaplike gevallewerk: teorie en praktyk	<i>Casework: theory and practice B</i> Gevallewerk: teorie en praktyk B	12	12	BSWI211
BSWG313	BSWI322	<i>Advanced community work: theory and practice</i> Gevorderde gemeenskapswerk: teorie en praktyk	<i>Community work: theory and practice B</i> Gemeenskapswerk: teorie en praktyk B	12	12	BSWI212
BSWG321	BSWI313	<i>Advanced social group work: theory and practice</i> Gevorderde maatskaplike groepwerk: teorie en praktyk	<i>Social group work: theory and practice B</i> Maatskaplike groepwerk: teorie en praktyk B	12	8	BSWI221
BSWG322	BSWI311	<i>Social work with families and children: concepts and skills for effective practice</i> Maatskaplike werk met gesinne en kinders: konsepte en vaardighede vir effektiewe dienslewering	<i>Social work with children</i> Maatskaplike werk met kinders	16	8	
BSWG323	BSWI312	<i>Advanced Social Policy, Social Welfare policy and Social Work policy</i>	<i>Developmental welfare policy B</i> Ontwikkelingsgerigte	12	12	BSWG226

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		Gevorderde maatskaplike beleid, maatskaplike welsynsbeleid en maatskaplikewerk-beleid	welsynsbeleid B			
BSWG411	BSWG419	<i>Crime and forensic social work</i> Misdad en forensiese maatskaplike werk	<i>Social work and the law</i> Maatskaplike werk en die reg	16	8	
BSWG413	BSWG412	<i>Social work in host settings</i> Maatskaplike werk in sekondêre opsette	<i>Social work in host settings</i> Maatskaplike werk in sekondêre opsette	8	16	
BSWM412	BSWG412	<i>Social work in host settings</i>	<i>Social work in host settings</i> Maatskaplike werk in sekondêre opsette	20	16	
BSWG414	BSWG414	<i>Social work services re specific client systems</i> Maatskaplikewerk-dienste aan spesifieke kliëntsisteme	<i>Social work services re specific client systems</i> Maatskaplikewerk-dienste aan spesifieke kliëntsisteme	8	8	
BSWG415	BSWI411	<i>Family and child therapy</i> Gesins- en kinderterapie	<i>Social work with families</i> Maatskaplike werk met gesinne	12	12	
BSWG416	BSWG416	<i>Social work interventions with regard to substance abuse and dependency</i> Maatskaplikewerk-intervensies rakende substansmisbruik en afhanklikheid	<i>Social work interventions with regard to substance abuse and dependency</i> Maatskaplikewerk-intervensies rakende substansmisbruik en afhanklikheid	8	8	
BSWG417	BSWG417	<i>Diversity in Social Work</i> Diversiteit in Maatskaplike Werk	<i>Diversity in Social Work</i> Diversiteit in Maatskaplike Werk	8	8	<i>Pipeline students only</i> Slegs pyplynstudente
BSWG418	BSWG418	<i>Practice management in Social Work</i> Praktykbestuur in Maatskaplike Werk	<i>Practice management in Social Work</i> Praktykbestuur in Maatskaplike Werk	8	8	
BSWG471	BSWP471	<i>Internship (advanced practice intervention)</i> Internskap	<i>Social work practicum B</i> Maatskaplike werk prakties B	48	56	<i>All modules passed at third-year level</i> Alle modules geslaag tot op derdejaarlak
BSWG472	BSWI471	<i>Social work research: theory and practice</i> Maatskaplikewerk-navorsing: teorie en toepassing	<i>Social work research: theory and practice</i> Maatskaplikewerk-navorsing: teorie en toepassing	24	24	
BSWI222	BSWI222	<i>Childcare legislation and associated social work services</i> Kindersorgwetgewing en verbandhoudende maatskaplikewerk-dienste	<i>Childcare legislation and associated social work services</i> Kindersorgwetgewing en verbandhoudende maatskaplikewerk-dienste	8	8	BSWG214
BSWM471	BSWP471	<i>Internship</i>	<i>Social work practicum B</i> Maatskaplike werk prakties B	48	56	<i>All modules passed at third-year level</i> Alle modules geslaag tot op derdejaarlak
BSWP321	BSWP321	<i>Social work practicum A</i>	<i>Social work practicum A</i>	16	16	BSWI313

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		Maatskaplike werk prakties A	Maatskaplike werk prakties A			
CHEM111	NCHE111	<i>Introductory inorganic and physical chemistry</i> Inleidende anorganiese en fisiese chemie	<i>Introductory inorganic and physical chemistry</i> Inleidende anorganiese en fisiese chemie	12	12	
CHEM121	NCHE121	<i>Introductory organic chemistry</i> Inleidende organiese chemie	<i>Introductory organic chemistry</i> Inleidende organiese chemie	12	12	
CHEN211	CHEN211	<i>Analytical Methods II</i> Analitiese Metodes II	<i>Analytical Chemistry II</i> Analitiese Chemie II	8	8	NCHE111 NCHE121
CHEN212	CHEN212	<i>Physical Chemistry II</i> Fisiese Chemie II	<i>Physical Chemistry II</i> Fisiese Chemie II	8	8	NCHE111 NCHE121 MTHS111/114 MTHS121/124
CHEN213	CHEN213	<i>Organic Chemistry II Pharmacy/Biological Sciences</i> Organiese Chemie II vir Farmasie/Biologiese Wetenskappe	<i>Organic Chemistry II Pharmacy/Biological Sciences</i> Organiese Chemie II vir Farmasie/Biologiese Wetenskappe	8	8	NCHE111 NCHE121
CHEN222	CHEN222	<i>Inorganic Chemistry II</i> Anorganiese Chemie II	<i>Inorganic Chemistry II</i> Anorganiese Chemie II	8	8	NCHE111 NCHE121 MTHS111/114 MTHS121/124
CHEN223	CHEN223	<i>Organic Chemistry II</i> Organiese Chemie II	<i>Organic Chemistry II</i> Organiese Chemie II	8	8	NCHE111 NCHE121
CHNM111	CHNM111	<i>Community Nursing Science</i>	<i>Community Nursing Science</i>	12	12	
CHNM122	CHNM122	<i>Community Nursing Science</i>	<i>Community Nursing Science</i>	12	12	
CHNM211	CHNM211	<i>Community Nursing Science</i>	<i>Community Nursing Science</i>	12	12	CHNM111
CHNM222	CHNM222	<i>Community Nursing Science</i>	<i>Community Nursing Science</i>	12	12	CHNM111
CHNM311	CHNM311	<i>Community Nursing Science</i>	<i>Community Nursing Science</i>	12	12	CHNM211 CHNM222
CHNM322	CHNM322	<i>Community Nursing Science & Practicals</i>	<i>Community Nursing Science & Practicals</i>	12	12	
DRKS111	DRKS111	<i>Invertebrates</i> Invertebrata	<i>Invertebrates</i> Invertebrate	12	12	
ECON111	ECON112	<i>Introduction to microeconomics</i> Inleiding tot mikro-ekonomie	<i>Basic micro-economics</i> Basiese mikro-ekonomie	12	12	
ECON121	ECON122	<i>Introduction to macroeconomics</i> Inleiding tot makro-ekonomie	<i>Basic macro-economics</i> Basiese makro-ekonomie	12	12	
ECON211	ECON211	<i>Macro-economics</i> Makro-ekonomie	<i>Macro-economics</i> Makro-ekonomie	16	16	ECON121 & MTHS111/112/1 23 OR/OF STTN111 & STTN122
ECON221	ECON221	<i>Micro-economics</i> Mikro-ekonomie	<i>Micro-economics</i> Mikro-ekonomie	16	16	ECON112 & MTHS111/112/1 23 OR/OF STTN111 & STTN122

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EPPM111	EPPM111	<i>Ethos and professional practice</i>	<i>Ethos and professional practice</i>	6	6	
EPPM221	EPPM221	<i>Ethos and professional practice</i>	<i>Ethos and professional practice</i>	6	6	
FBCG211	FBCG211	<i>Pharmaceutical Biochemistry</i> Farmaseutiese Biochemie	<i>Pharmaceutical Biochemistry</i> Farmaseutiese Biochemie	8	8	
FCAG122	FCAG122	<i>Pharmaceutical Calculations</i> Farmaseutiese Berekeninge	<i>Pharmaceutical Calculations</i> Farmaseutiese Berekeninge	12	12	
FCHG222	FCHG222	<i>Pharmaceutical Chemistry IB</i> Farmaseutiese Chemie IB	<i>Pharmaceutical Chemistry IB</i> Farmaseutiese Chemie IB	12	12	
FCHG312	FCHG312	<i>Pharmaceutical Chemistry IIA</i> Farmaseutiese Chemie IIA	<i>Pharmaceutical Chemistry IIA</i> Farmaseutiese Chemie IIA	12	12	
FCHG322	FCHG322	<i>Pharmaceutical Chemistry IIB</i> Farmaseutiese Chemie IIB	<i>Pharmaceutical Chemistry IIB</i> Farmaseutiese Chemie IIB	12	12	
FCHG412	FCHG412	<i>Pharmaceutical Chemistry IIIA</i> Farmaseutiese Chemie IIIA	<i>Pharmaceutical Chemistry IIIA</i> Farmaseutiese Chemie IIIA	12	12	FBCG211
FFSG421	FFSG421	<i>Integrated Pharmaceutical Care</i> Geïntegreerde Farmaseutiese Sorg	<i>Integrated Pharmaceutical Care</i> Geïntegreerde Farmaseutiese Sorg	24	24	
FKLG212	FKLG212	<i>Pharmacology IA</i> Farmakologie IA	<i>Pharmacology IA</i> Farmakologie IA	16	16	FLPX113 FLPX123
FKLG222	FKLG222	<i>Pharmacology IB</i> Farmakologie IB	<i>Pharmacology IB</i> Farmakologie IB	16	16	FKLG212
FKLG312	FKLG312	<i>Pharmacology IIA</i> Farmakologie IIA	<i>Pharmacology IIA</i> Farmakologie IIA	16	16	
FKLG322	FKLG322	<i>Pharmacology IIB</i> Farmakologie IIB	<i>Pharmacology IIB</i> Farmakologie IIB	16	16	FKLG312
FKLG412	FKLG412	<i>Pharmacology IIIA</i> Farmakologie IIIA	<i>Pharmacology IIIA</i> Farmakologie IIIA	16	16	
FLGX113	FLGX113	<i>Introduction to Physiology</i> Inleidende Fisiologie	<i>Introduction to Physiology</i> Inleidende Fisiologie	12	12	
FLGX123	FLGX123	<i>Membrane and Muscle Physiology</i> Membraan- en Spierfisiologie	<i>Membrane and Muscle Physiology</i> Membraan- en Spierfisiologie	12	12	FLGX113
FLGX114	FLGX114	<i>Introduction Physiology for BA and BSc Consumer Sciences</i> Inleidende Fisiologie vir BA en BSc Verbruikerswetenskappe	<i>Introduction Physiology for BA and BSc Consumer Sciences</i> Inleidende Fisiologie vir BA en BSc Verbruikerswetenskappe	12	12	
FLGX124	FLGX124	<i>Muscle Physiology for BA</i> Spierfisiologie vir BA	<i>Muscle Physiology for BA</i> Spierfisiologie vir BA	12	12	<i>Pipeline students only</i> Slegs pyplynstudente
FLGX213	FLGX213	<i>Endocrine system and digestion</i> Endokriene stelsel en spysvertering	<i>Endocrine system and digestion</i> Endokriene stelsel en spysvertering	16	16	FLGX113
FLGX223	FLGX223	<i>Physiological defence mechanisms</i> Fisiologiese verdedigingsmeganismes	<i>Physiological defence mechanisms</i> Fisiologiese verdedigingsmeganismes	8	8	FLGX113

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FLGX224	FLGX224	<i>Metabolism</i> Metabolisme	<i>Metabolism</i> Metabolisme	8	8	FLGX213
FLGX312	FLGX312	<i>Excretion</i> Uitskeiding	<i>Excretion</i> Uitskeiding	8	8	
FLGX313	FLGX313	<i>Respiration</i> Respirasie	<i>Respiration</i> Respirasie	8	8	
FLGX314	FLGX317	<i>Cardiovascular physiology</i> Kardiovaskulêre fisiologie	<i>Cardiovascular Physiology</i> Kardiovaskulêre Fisiologie	16	8	
FLGX315	FLGX328	<i>Reproductive physiology</i> Voortplantingsfisiologie	<i>Reproductive physiology</i> Voortplantingsfisiologie	8	8	
FLGX325	FLGX325	<i>Neurophysiology</i> Neurofisiologie	<i>Neurophysiology</i> Neurofisiologie	16	16	
FLGX326	FLGX328	<i>Reproductive and environmental physiology</i> Voortplanting en omgewingsfisiologie	<i>Reproductive Physiology</i> Voortplantingsfisiologie	16	8	
FLGX327	FLGX327	<i>Renal and dermal physiology</i> Nier –en velfisiologie	<i>Dermal physiology</i> Velfisiologie	16	8	
	FLGX329		<i>Cardiovascular physiology applications</i> Kardiovaskulêre fisiologie toepassings		8	
FLPV213	FLPV213	<i>Physiology for Nursing I</i> Fisiologie vir Verpleegkunde I	<i>Physiology for Nursing I</i> Fisiologie vir Verpleegkunde I	16	16	
FLPV222	FLPV222	<i>Physiology for Nursing II</i> Fisiologie vir Verpleegkunde II	<i>Physiology for Nursing II</i> Fisiologie vir Verpleegkunde II	8	8	FLPV213
FLPX113	FLPX113	<i>Physiology for Pharmacy IA</i> Fisiologie vir Farmasie IA	<i>Physiology for Pharmacy IA</i> Fisiologie vir Farmasie IA	12	12	
FLPX123	FLPX123	<i>Physiology for Pharmacy IB</i> Fisiologie vir Farmasie IB	<i>Physiology for Pharmacy IB</i> Fisiologie vir Farmasie IB	12	12	FLPX113
FMSG212	FMSG212	<i>Pharmaceutics IA</i> Farmaseutika IA	<i>Pharmaceutics IA</i> Farmaseutika IA	16	16	FCAG122
FMSG223	FMSG223	<i>Pharmaceutics IB</i> Farmaseutika IB	<i>Pharmaceutics IB</i> Farmaseutika IB	16	16	FMSG212
FMSG312	FMSG312	<i>Pharmaceutics IIA</i> Farmaseutika IIA	<i>Pharmaceutics IIA</i> Farmaseutika IIA	16	16	
FMSG322	FMSG322	<i>Pharmaceutics IIB</i> Farmaseutika IIB	<i>Pharmaceutics IIB</i> Farmaseutika IIB	16	16	FMSG312
FMSG412	FMSG412	<i>Pharmaceutics IIIA</i> Farmaseutika IIIA	<i>Pharmaceutics IIIA</i> Farmaseutika IIIA	16	16	
FNPG421	FNPG421	<i>Pharmaceutical research project</i> Farmaseutiese navorsingsprojek	<i>Pharmaceutical research project</i> Farmaseutiese navorsingsprojek	32	32	
FNSM111	FNSM111	<i>Fundamental Nursing Science and practicals</i>	<i>Fundamental Nursing Science and practicals</i>	18	18	
FNSM122	FNSM122	<i>Fundamentals of Nursing Science and practicals</i>	<i>Fundamentals of Nursing Science and practicals</i>	18	18	
FPFG121	FPFG121	<i>Clinical Pharmacy IB</i> Kliniese Farmasie IB	<i>Clinical Pharmacy IB</i> Kliniese Farmasie IB	12	12	
FPFG211	FPFG211	<i>Clinical Pharmacy IIA</i> Kliniese Farmasie IIA	<i>Clinical Pharmacy IIA</i> Kliniese Farmasie IIA	16	16	
FPFG221	FPFG221	<i>Clinical Pharmacy IIB</i> Kliniese Farmasie IIB	<i>Clinical Pharmacy IIB</i> Kliniese Farmasie IIB	8	8	FPFG211
FPFG312	FPFG312	<i>Clinical Pharmacy IIIA</i> Kliniese Farmasie IIIA	<i>Clinical Pharmacy IIIA</i> Kliniese Farmasie IIIA	16	16	

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FPFG322	FPFG322	<i>Clinical Pharmacy IIIB</i> Kliniese Farnasie IIIB	<i>Clinical Pharmacy IIIB</i> Kliniese Farnasie IIIB	16	16	FPFG312
FPFG412	FPFG412	<i>Clinical Pharmacy IVB</i> Kliniese Farnasie IVB	<i>Clinical Pharmacy IVB</i> Kliniese Farnasie IVB	16	16	
FPKG112	FPKG112	<i>Pharmacy practice IA</i> Farnasiepraktyk IA	<i>Pharmacy practice IA</i> Farnasiepraktyk IA	12	12	
FPKG113	FPKG113	<i>Pharmacy practice IB</i> Farnasiepraktyk IB	<i>Pharmacy practice IB</i> Farnasiepraktyk IB	12	12	
FPKG211	FPKG211	<i>Pharmacy practice IIA</i> Farnasiepraktyk IIA	<i>Pharmacy practice IIA</i> Farnasiepraktyk IIA	16	16	
FPKG221	FPKG221	<i>Pharmacy practice IIB</i> Farnasiepraktyk IIB	<i>Pharmacy practice IIB</i> Farnasiepraktyk IIB	8	8	FPKG211
FPKG313	FPKG313	<i>Pharmacy practice IIIA</i> Farnasiepraktyk IIIA	<i>Pharmacy practice IIIA</i> Farnasiepraktyk IIIA	16	16	
FPKG324	FPKG324	<i>Pharmacy practice IIIB</i> Farnasiepraktyk IIIB	<i>Pharmacy practice IIIB</i> Farnasiepraktyk IIIB	8	8	FPKG313
FPKG414	FPKG414	<i>Pharmacy practice IVA</i> Farnasiepraktyk IVA	<i>Pharmacy practice IVA</i> Farnasiepraktyk IVA	16	16	
FREB111	FREB111	<i>Business French for beginners 1</i> Sakefrans vir beginners 1	<i>Business French for beginners 1</i> Sakefrans vir beginners 1	12	12	
FREB121	FREB121	<i>Business French for beginners 2</i> Sakefrans vir beginners 2	<i>Business French for beginners 2</i> Sakefrans vir beginners 2	12	12	FREB111
FREN111	FREN111	<i>French for beginners 1</i> Frans vir beginners 1	<i>French for beginners 1</i> Frans vir beginners 1	12	12	
FREN121	FREN121	<i>French for beginners 2</i> Frans vir beginners 2	<i>French for beginners 2</i> Frans vir beginners 2	12	12	FREN111/ FREB111
FSKS113	FSKS113	<i>Physics for Biology I</i> Fisika vir Biologie I	<i>Physics for Biology I</i> Fisika vir Biologie I	12	12	
FSKS123	FSKS123	<i>Physics for Biology II</i> Fisika vir Biologie II	<i>Physics for Biology II</i> Fisika vir Biologie II	12	12	FSKS113/ NPHY111 (FSKS111)
GGFS112	GEOG111	<i>Introduction to Physical Geography</i> Inleiding tot Fisiese Geografie	<i>Introduction to Physical Geography</i> Inleiding tot Fisiese Geografie	12	12	
GGFS121	GEOG121	<i>Introduction to Human Geography</i> Inleiding tot Menslike Geografie	<i>Introduction to Human Geography</i> Inleiding tot Menslike Geografie	12	12	
GGFS212	GGFS212	<i>Physical Geography</i> Fisiese Geografie	<i>Physical Geography</i> Fisiese Geografie	16	16	GGFS111/ GEOG111 (GGFS112) & GEOG121 (GGFS121)
GGFS222	GGFS222	<i>Human Geography</i> Menslike Geografie	<i>Human Geography</i> Menslike Geografie	16	16	GGFS111/ GEOG111 (GGFS112) & GEOG121 (GGFS121)
GGFS312	GGFS312	<i>GIS and remote sensing</i> GIS en Afstandwaarneming	<i>GIS and remote sensing</i> GIS en Afstandwaarneming	32	32	GGFS211/212 & GGFS221/222
GGFS322	GGFS322	<i>Applied Geography</i> Toegepaste Geografie	<i>Applied Geography</i> Toegepaste Geografie	32	32	GGFS211/212 & GGFS221/222 &

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						GGFS311/312
GNSM111	GNSM111	<i>General Nursing Science I and practicals</i>	<i>General Nursing Science I and practicals</i>	24	24	
GNSM122	GNSM122	<i>General Nursing Science I and practicals</i>	<i>General Nursing Science I and practicals</i>	18	18	
GNSM211	GNSM211	<i>General Nursing Science II and practicals</i>	<i>General Nursing Science II and practicals</i>	12	12	
GNSM222	GNSM222	<i>General Nursing Science II and practicals</i>	<i>General Nursing Science II and practicals</i>	12	12	
GNSM311	GNSM311	<i>General Nursing Science III and practicals</i>	<i>General Nursing Science III and practicals</i>	12	12	
GNSM321	GNSM321	<i>General Nursing Science III and practicals</i>	<i>General Nursing Science III and practicals</i>	18	18	
	HMDC111		Supplementation and energy systems Supplementasie en enegiesisteme		12	
	HMDC112		Long term athlete development Langtermyn atleetontwikkeling		12	
	HMDC211		Introduction to sport injuries Inleiding tot sportbeserings		8	
	HMDC212		Sport specific perceptual skills Sportspesifieke perseptuele vaardighede		16	
	HMPA121		Game skills application in athletics Spelvaardigheidstoepassing in atletiek		12	Only Potch Slegs Potch
	HMPA221		Coaching science practice in athletics 2 Afrigtingskundepraktyk in atletiek 2			Only Potch Slegs Potch
	HMPR111		Game skills development in rugby Spelvaardigheidontwikkeling in rugby		12	Only Potch Slegs Potch
	HMPR121		Game skills application in rugby Spelvaardigheidstoepassing in rugby		12	Only Potch Slegs Potch
	HMPR221		Coaching science practice in rugby 2 Afrigtingskundepraktyk in rugby 2		16	Only Potch Slegs Potch
	HMPS111		Game skills development in soccer Spelvaardigheidontwikkeling in sokker		12	Only Mafikeng Slegs Mafikeng
	HMPS121		Game skills application in soccer Spelvaardigheidstoepassing in sokker		12	Only Mafikeng Slegs Mafikeng
	HMPS221		Coaching science practice in soccer 2 Afrigtingskundepraktyk in sokker 2		16	Only Mafikeng Slegs Mafikeng
	HMSB321		Applied biokinetics Toegepaste biokinetika		24	HMSO311 HMSC321

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	HMSB471		<i>Applied biokinetic practice</i> Toegepaste biokinetikapraktyk		32	<i>All modules passed in year 1,2 and 3</i> Alle modules geslaag in jaar 1, 2 en 3
	HMSB472		<i>Biokinetic practice and community service</i> Biokinetikapraktyk en gemeenskapsdiens		32	<i>All modules passed in year 1,2 and 3</i> Alle modules geslaag in jaar 1, 2 en 3
	HMSB473		<i>Applied laboratory and professional development</i> Toegepaste laboratorium en professionele ontwikkeling		16	<i>All modules passed in year 1,2 and 3</i> Alle modules geslaag in jaar 1, 2 en 3
	HMSC111		<i>Health promotion and wellness</i> Gesondheidsbevordering en welstand		12	
	HMSC113		<i>Physical activity epidemiology</i> Fisieke aktiwiteit epidemiologie		12	
	HMSC114		<i>Sports vision, development and TID</i> Sportvisie, ontwikkeling en talentidentifisering		12	
	HMSC122		<i>Sport Psychology</i> Sport Psigologie		12	
	HMSC212		<i>Sports management and organization</i> Sportbestuur en organisasie		16	
	HMSC221		<i>Biomechanics</i> Biomeganika		8	HMSA111 (MBWA112)
	HMSC312		<i>Sport development, commercialization and sport law</i> Sportontwikkeling, kommersialisering en sportreg		16	
	HMSC321		<i>Clinical exercise physiology</i> Kliniese oefenfsiologie		16	<i>All previous HMSE modules</i> Alle voorafgaande HMSE modules
	HMSC322		<i>Therapeutic recreation</i> Terapeutiese rekreasie		16	
	HMSC323		<i>Applied biomechanics</i> Toegepaste biomeganika		8	HMSC221
	HMSC325		<i>Management in school sport</i> Bestuur in skolesport		16	
	HMSC326		<i>Sport mechanics</i> Sportmeganika		8	
	HMSC471		<i>Professional internship</i> Professionele internskap		32	<i>All modules passed in year 1,2 and 3</i> Alle modules geslaag in jaar 1, 2 en 3

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	HMSC472		Research methods and script Navorsingsmetodologie en - werkstuk		24	All modules passed in year 1,2 and 3 Alle modules geslaag in jaar 1, 2 en 3
	HMSE121		Exercise physiology 1 Oefen fisiologie 1		12	
	HMSE211		Exercise physiology 2 Oefen fisiologie 2		16	HMSE121
	HMSE221		Exercise physiology 3 Oefen fisiologie 3		16	HMSE121
	HMSE311		Exercise physiology 4 Oefen fisiologie 4		16	HMSE121 HMSE211 HMSE221
	HMSK311		Applied pediatric exercise science Toegepaste pediatriese oefenkunde		24	
	HMSK312		Pediatric exercise science 1 Pediatriese oefenkunde 1		8	HMSC112
	HMSK321		Pediatric exercise science 2 Pediatriese oefenkunde 2		16	HMSK312
	HMSO221		Orthopedics 1 Ortopedies 1		16	HMSC211
	HMSO311		Orthopedics 2 Ortopedies 2		16	HMSO221
	HMSP121		Sport and exercise psychology 1 Sport en oefenpsigologie 1		12	
	HMSP211		Sport and exercise psychology 1 Sport en oefenpsigologie 1		16	HMSP121
	HMSS311		Applied exercise science practice Toegepaste oefenkunde praktyk		24	HMSC222
	HMSS312		Laboratory practice 1 Laboratoriumpraktyk 1		8	HMSC213 HMSE211 HMSC222
	HMSS321		Laboratory practice 2 Laboratoriumpraktyk 2		16	HMSS312
	HMXS221		Coaching science in soccer Afrigtingskunde in sokker		8	Only Mafikeng Slegs Mafikeng
IOPS121	IOPS121	Occupational Health and Ergonomics Beroepsgesondheid en Ergonomika	Occupational Health and Ergonomics Beroepsgesondheid en Ergonomika	12	12	
IOPS211	IOPS211	Personnel Psychology Personeelpsigologie	Personnel Psychology Personeelpsigologie	16	16	
ITRW112	CMPG112	Introduction to computers and programming Inleiding tot rekenaars en programmering	Introduction to end user computing Inleiding tot rekenaareindgebruik	12	12	Pipeline students only Slegs pyplynstudente
ITRW123	CMPG122	Graphic interface programming I Grafiese koppelvlakprogram-mering I	User interface programming I Gebruiker koppelvlakprogram- mering I	12	12	Pipeline students only Slegs pyplynstudente CMPG112 (ITRW112) /

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						CMPG115 (ITRW115)
ITRW124	CMPG121	<i>Programming I</i> Programmering I	<i>Structured programming I</i> Gestruktureerde programmering I	12	12	<i>Pipeline students only</i> Slegs pyplynstudente CMPG112 (ITRW112) / CMPG115 (ITRW115)
ITRW212	ITRW212	<i>Programming II</i> Programmering II	<i>Programming II</i> Programmering II	16	16	CMPG121 (ITRW124)
ITRW213	ITRW213	<i>Systems Analysis I</i> Stelselontleding I	<i>Systems Analysis I</i> Stelselontleding I	16	16	CMPG122 (ITRW123) or CMPG121 (ITRW124)
ITRW222	ITRW222	<i>Data structures and algorithms</i> Datastrukture en algoritmes	<i>Data structures and algorithms</i> Datastrukture en algoritmes	16	16	ITRW212
ITRW225	ITRW225	<i>System analysis and design II</i> Stelselontleding- en ontwerp II	<i>System analysis and design II</i> Stelselontleding- en ontwerp II	16	16	ITRW213
ITRW311	ITRW311	<i>Databases I</i> Databasisse I	<i>Databases I</i> Databasisse I	16	16	ITRW222 or/for ITRW225
ITRW316	ITRW316	<i>Operating systems</i> Bedryfstelsels	<i>Operating systems</i> Bedryfstelsels	16	16	ITRW222
ITRW321	ITRW321	<i>Databases II</i> Databasisse II	<i>Databases II</i> Databasisse II	16	16	ITRW311
ITRW322	ITRW322	<i>Computer networks</i> Rekenaarnetwerke	<i>Computer networks</i> Rekenaarnetwerke	16	16	ITRW316
KCOM112	KCOM112	<i>Introduction to communication contexts</i> Inleiding tot kommunikasiekontekste	<i>Introduction to communication contexts</i> Inleiding tot kommunikasiekontekste	12	12	
KCOM122	KCOM122	<i>Introduction to corporate communication</i> Inleiding tot korporatiewe kommunikasie	<i>Introduction to corporate communication</i> Inleiding tot korporatiewe kommunikasie	12	12	
LARM111	LARM111	<i>Introduction to workplace relations</i> Inleiding tot werksplekverhoudinge	<i>Introduction to labour relations</i> Inleiding tot arbeidsverhoudinge	12	12	
LARM211	LARM212	<i>Occupational management</i> Beroepsbestuur	<i>Diversity management</i> Diversiteitsbestuur	16	16	
LARM221	LARM221	<i>Work group dynamics</i> Werksgroepdinamika	<i>Work group dynamics</i> Werksgroepdinamika	16	16	
LARM311	LARM311	<i>Theory and practice of labour relations</i> Teorie en praktyk van arbeidsverhoudinge	<i>Theory and practice of labour relations</i> Teorie en praktyk van arbeidsverhoudinge	16	16	
LARM321	LARM321	<i>Management of labour relations</i> Bestuur van arbeidsverhoudinge	<i>Management of labour relations</i> Bestuur van arbeidsverhoudinge	16	16	
LARM322	LARM322	<i>Conflict resolution</i> Konflikbestuur	<i>Conflict resolution</i> Konflikbestuur	16	16	
LLAW221	LLAW221	<i>Introductory labour law</i> Inleidende arbeidsreg	<i>Introductory labour law</i> Inleidende arbeidsreg	12	12	

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MBWA112	HMSA111	<i>Functional anatomy</i> Funksionele anatomie	<i>Functional anatomy</i> Funksionele anatomie	12	12	
MBWA122	HMSA121	<i>Applied anatomy</i> Toegepaste anatomie	<i>Applied anatomy</i> Toegepaste anatomie	12	12	HMSA111 (MBWA112)
MBWK112	HMSC112	<i>Motor learning</i> Motoriese leer	<i>Motor learning and control</i> Motoriese leer en beheer	12	12	
MBWK216	MBWK216 (2018) HMSC221 (2019)	<i>Biomechanics</i> Biomeganika	<i>Biomechanics</i> Biomeganika	16	16 (2018) 8 (2019)	
MBWK217	HMSC211	<i>Sport injuries</i> Sportbeserings	<i>Sport injuries</i> Sportbeserings	8	16	HMSA111 (MBWA112)/ HMDC121 (MBXR114)
MBWK218	HMDC211	<i>Introduction to sport injuries</i> Inleiding tot sportbeserings	<i>Introduction to sport injuries</i> Inleiding tot sportbeserings	8	8	
MBWK223	MBWK223 (2018) HMSC213 (2019)	<i>Kinanthropometry</i> Kinantropometrie	<i>Kinanthropometry</i> Kinantropometrie	8	8	HMSA111 (MBWA112) Or/of HMDC121 (MBXR114)
MBWK225	MBWK225	<i>Sport and exercise physiology</i> Sport- en oefen fisiologie	<i>Sport and exercise physiology</i> Sport- en oefen fisiologie	8	8	
MBWK226	HMSC122	<i>Sport and exercise psychology</i> Sport- en oefenpsigologie	<i>Sport psychology</i> Sportpsigologie	8	8	
MBWK315	MBWK315 (phase out in 2019) HMSS311	<i>Applied exercise physiology</i> Toegepaste oefen fisiologie	<i>Applied exercise physiology</i> Toegepaste oefen fisiologie	16	16	MBWK225 (2018) HMSE211 (2019)
MBWK316	MBWK316 (phase out in 2019) HMSC311	<i>Biokinetics</i> Biokinetika	<i>Biokinetics</i> Biokinetika	16	16	
MBWK324	HMSC324	<i>Research methodology</i> Navorsingsmetodologie	<i>Research methodology</i> Navorsingsmetodologie	16	16	
MBWK325	MBWK325 (phase out in 2019) HMSC222	<i>Applied exercise science practice</i> Toegepaste oefenkundepraktik	<i>Sport and exercise science practice</i> Sport- en oefenkunde praktik	16	16	MBWK315 (2018) HMSS311 (2019)
MBXA124	HMPA111	<i>Game skills development in athletics</i> Spelvaardigheidsontwikkeling in atletiek	<i>Game skills development in athletics</i> Spelvaardigheidsontwikkeling in atletiek	12	12	Only Potch Slegs Potch
MBXA211	HMXA211	<i>Coaching science in athletics</i> Afrigtingskunde in atletiek	<i>Coaching science in athletics</i> Afrigtingskunde in atletiek	8	8	Only Potch Slegs Potch
MBXA225	MBXA225 (2018) HMPA211 (2019)	<i>Coaching science in athletics</i> Spelvaardigheidstoepassing in atletiek	<i>Coaching science practice in athletics 1</i> Afrigtingskundepraktik in atletiek 1	16	16	Only Potch Slegs Potch
MBXA324	MBXA324	<i>Practical coaching in athletics</i> Afrigtingskundepraktik in atletiek	<i>Practical coaching in athletics</i> Afrigtingskundepraktik in atletiek	32	32	Only Potch Slegs Potch
MBXG114	HMPG211	<i>Coaching science in golf</i> Afrigtingskunde in gholf	<i>Coaching science in golf</i> Afrigtingskunde in gholf	8	8	
MBXG221	HMXG221	<i>Coaching science in gymnastics</i>	<i>Coaching science in gymnastics</i>	8	8	Only Potch Slegs Potch

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		Afrigtingskunde in gimnastiek	Afrigtingskunde in gimnastiek			
MBXH221	HMXH221	<i>Coaching science in hockey</i> Afrigtingskunde in hokkie	<i>Coaching science in hockey</i> Afrigtingskunde in hokkie	8	8	
MBXK124	HMSC121	<i>Generic sport coaching science</i> Generiese sportafrigtingskunde	<i>Generic coaching science</i> Generiese afrigtingskunde	12	12	
MBXK221	HMXK221	<i>Coaching science in cricket</i> Afrigtingskunde in krieket	<i>Coaching science in cricket</i> Afrigtingskunde in krieket	8	8	Only Potch Slegs Potch
MBXN211	HMXN211	<i>Coaching science in netball</i> Afrigtingskunde in netbal	<i>Coaching science in netball</i> Afrigtingskunde in netbal	8	8	
MBXR114	HMDC121	<i>Basic anatomy and energy systems</i> Basiese anatomie en energiesisteme	<i>Basic anatomy and sport physiology</i> Basiese anatomie en sportfisiologie	12	12	
MBXR214	MBXR214	<i>Sport physiology in practice</i> Sportfisiologie in praktyk	<i>Sport physiology in practice</i> Sportfisiologie in praktyk	8	8	
MBXR216	MBXR216 (2018) HMDC221 (2019)	<i>Game notational analyses and preparation</i> Spelanalises en -voorbereiding	<i>Game notational analyses and preparation</i> Spelanalises en -voorbereiding	16	16	
MBXR217	MBXR217	<i>Sport management</i> Sportbestuur	<i>Sport management</i> Sportbestuur	8	8	
MBXR219	MBXR219	<i>Sport organization and administration</i> Sportorganisasie en -administrasie	<i>Sport organization and administration</i> Sportorganisasie en -administrasie	8	8	
MBXR221	HMXR221	<i>Coaching science in rugby</i> Afrigtingskunde in rugby	<i>Coaching science in rugby</i> Afrigtingskunde in rugby	8	8	
MBXR225	MBXR225 (2018) HMPR211 (2019)	<i>Coaching science in rugby</i> Spelvaardigheidstoepassing in rugby	<i>Coaching science practice in rugby 1</i> Afrigtingskundepraktyk in rugby 1	16	16	Only Potch Slegs Potch
MBXR324	MBXR324	<i>Practical coaching in rugby</i> Afrigtingskundepraktyk in rugby	<i>Practical coaching in rugby</i> Afrigtingskundepraktyk in rugby	32	32	Only Potch Slegs Potch
MBXS211	HMXS211	<i>Coaching science in swimming</i> Spelvaardigheidstoepassing in swem	<i>Coaching science practice in swimming 1</i> Afrigtingskundepraktyk in swem 1			Only Potch Slegs Potch
MBXS225	MBXS225 (2018) HMPS211 (2019)	<i>Coaching science in soccer</i> Spelvaardigheidstoepassing in sokker	<i>Coaching science practice in soccer 1</i> Afrigtingskundepraktyk in sokker 1	16	16	Only Mafikeng Slegs Mafikeng
MBXS324	MBXS324	<i>Practical coaching in soccer</i> Afrigtingskundepraktyk in sokker	<i>Practical coaching in soccer</i> Afrigtingskundepraktyk in sokker	32	32	Only Mafikeng Slegs Mafikeng
MBXT211	HMXT211	<i>Coaching science in tennis</i> Spelvaardigheidstoepassing in tennis	<i>Coaching science in tennis</i> Spelvaardigheidstoepassing in tennis	8	8	
	MCBN111		<i>Molecular and Cell Biology I</i> Molekulêre en Selbiologie I		12	
	MCBN121		<i>Molecular and Cell Biology II</i> Molekulêre en Selbiologie II		12	
MIYM311	MIYM311	<i>Midwifery I & practicals</i>	<i>Midwifery I & practicals</i>	24	24	
MIYM322	MIYM322	<i>Midwifery I & practicals</i>	<i>Midwifery I & practicals</i>	24	24	
MIYM411	MIYM411	<i>Midwifery II & practicals</i>	<i>Midwifery II & practicals</i>	18	18	
MIYM422	MIYM422	<i>Midwifery II & practicals</i>	<i>Midwifery II & practicals</i>	18	18	

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MKBN121	MKBN121	<i>Microbiology for Nursing Science</i> Mikrobiologie vir Verpleegkunde	<i>Microbiology for Nursing Science</i> Mikrobiologie vir Verpleegkunde	12	12	
MKBX213	MKBX213	<i>Microbiology for food and nutrition</i> Mikrobiologie vir voedsel en voeding	<i>Microbiology for food and nutrition</i> Mikrobiologie vir voedsel en voeding	8	8	
MKPN111	MKPN111	<i>Microbiology for pharmacy 1A</i> Mikrobiologie vir farmasie 1A	<i>Microbiology for pharmacy 1A</i> Mikrobiologie vir farmasie 1A	12	12	
NADM111	NADM111	<i>Nursing management 1</i>	<i>Nursing management 1</i>	12	12	
NADM112	NADM112	<i>Ethos and professional practice</i>	<i>Ethos and professional practice</i>	12	12	
NADM121	NADM121	<i>Nursing management 1</i>	<i>Nursing management 1</i>	12	12	
NADM211	NADM211	<i>Nursing management 2 and practicals</i>	<i>Nursing management 2 and practicals</i>	24	24	NADM112
NADM222	NADM222	<i>Nursing management 2 and practicals</i>	<i>Nursing management 2 and practicals</i>	24	24	NADM111
NADM311	NADM311	<i>Nursing management 3 and practicals</i>	<i>Nursing management 3 and practicals</i>	18	18	NADM211
NADM311	NADM311	<i>Nursing management 3 and practicals</i>	<i>Nursing management 3 and practicals</i>	18	18	
NCHM111	NCHM111	<i>Community Nursing Science I</i>	<i>Community Nursing Science I</i>	24	24	
NCHM122	NCHM122	<i>Community Health Nursing I</i>	<i>Community Health Nursing I</i>	12	12	
NCHM211	NCHM211	<i>Community Nursing Science II & practicals</i>	<i>Community Nursing Science II & practicals</i>	12	12	
NCHM222	NCHM222	<i>Community Health & practicals</i>	<i>Community Health & practicals</i>	24	24	
NCHM311	NCHM311	<i>Community Health Nursing Science III and practicals</i>	<i>Community Health Nursing Science III and practicals</i>	6	6	
NCHM322	NCHM322	<i>Community Health Nursing Science III and practicals</i>	<i>Community Health Nursing Science III and practicals</i>	6	6	
NEDM111	NEDM111	<i>Nursing education 1</i>	<i>Nursing education 1</i>	12	12	
NEDM122	NEDM122	<i>Nursing education 1</i>	<i>Nursing education 1</i>	12	12	
NRMM411	NRMM411	<i>Research methodology</i>	<i>Research methodology</i>	12	12	
NRPM322	NRPM322	<i>Nursing research project</i>	<i>Nursing research project</i>	12	12	
NRPM422	NRPM422	<i>Research project</i>	<i>Research project</i>	12	12	
NUTB111	NUTB111	<i>Introduction to the professions</i> Inleiding tot die professies	<i>Introduction to the professions</i> Inleiding tot die professies	12	12	
NUTB112	NUTB112	<i>Introduction to nutrition</i> Inleiding tot voeding	<i>Introduction to nutrition</i> Inleiding tot voeding	12	12	
NUTB121	NUTB121	<i>Nutrients</i> Nutriënte	<i>Nutrients</i> Nutriënte	12	12	NUTB112
NUTB211	NUTB211	<i>Nutrition through the life cycle</i> Voeding tydens die lewensiklus	<i>Nutrition through the life cycle</i> Voeding tydens die lewensiklus	16	16	NUTB112 NUTB121
NUTC221	NUTC222	<i>Introduction to community nutrition</i> Inleiding tot gemeenskapsvoeding	<i>Introduction to community nutrition</i> Inleiding tot gemeenskapsvoeding	8	16	NUTB112 NUTB121 NUTB211

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NUTC321	NUTC322	<i>Community nutrition Gemeenskapsvoeding</i>	<i>Community nutrition Gemeenskapsvoeding</i>	8	12	NUTB112 NUTB121 NUTB211 NUTC221
NUTC471	NUTC471	<i>Community nutrition practice Gemeenskapsvoeding- praktyk</i>	<i>Community nutrition practice Gemeenskapsvoeding-praktyk</i>	32	32	<i>All previous modules Alle vorige modules</i>
NUTF221	NUTF222	<i>Food service management aspects Aspekte van voedsel- Dienbestuur</i>	<i>Management and leadership in food and nutrition Bestuur en leierskap in voedsel en voeding</i>	12	12	
NUTF321	NUTF321	<i>Food service management: Systems and large scale production Voedseldienbestuur: Sisteme en grootskaalse produksie</i>	<i>Food service management: Systems and large scale production Voedseldienbestuur: Sisteme en grootskaalse produksie</i>	16	16	NUTF221
NUTF471	NUTF471	<i>Food service management practice Voedseldienbestuur- praktyk</i>	<i>Food service management practice Voedseldienbestuur-praktyk</i>	32	32	<i>All previous modules Alle vorige modules</i>
NUTP271	NUTP271	<i>Nutrition practice II Voedingpraktyk II</i>	<i>Nutrition practice II Voedingpraktyk II</i>	12	12	NUTB111 NUTB112 NUTB121
NUTP371	NUTP371	<i>Nutrition practice III Voedingpraktyk III</i>	<i>Nutrition practice III Voedingpraktyk III</i>	16	16	NUTB211 NUTC221 NUTF221 NUTP271
NUTR321	NUTR321	<i>Nutrition research methodology Voedingnavorsing- metodologie</i>	<i>Nutrition research methodology Voedingnavorsing- metodologie</i>	16	16	
NUTR471	NUTR471	<i>Nutrition research Voedingnavorsing</i>	<i>Nutrition research Voedingnavorsing</i>	32	32	<i>All previous modules Alle vorige modules</i>
NUTT311	NUTT312	<i>Life style health disorders for dietetics Lewenstylsiektoe-stande vir dieetkunde</i>	<i>Medical nutrition therapy Mediese voedings terapie</i>	24	16	FLGX113 FLGX213 NUTB121 BCHF215 or/of BCHN213 or/of FLGX224
NUTT321	NUTT323	<i>Therapeutic nutrition Terapeutiese voeding</i>	<i>Medical nutrition therapy Mediese voedings terapie</i>	24	24	NUTB121 NUTB221 NUTT311 FLGX113 FLGX123 FLGX213 BCHF215 or/of BCHN213
NUTT322	NUTT324	<i>Paediatric therapeutic nutrition Pediatriese terapeutiese voeding</i>	<i>Paediatric medical nutrition therapy Pediatriese mediese voedings terapie</i>	8	12	NUTB121 NUTB221 NUTT311 FLGX113 FLGX123 FLGX213 BCHF215 or/of BCHN213

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NUTT471	NUTT472	<i>Applied therapeutic nutrition Toegepaste terapeutiese voeding</i>	<i>Applied therapeutic nutrition Toegepaste terapeutiese voeding</i>	40	32	<i>All previous modules Alle vorige modules</i>
PHMM112	PHMM112	<i>Pharmacology</i>	<i>Pharmacology</i>	12	12	
PNSM311	PNSM311	<i>Psychiatric Nursing Science I and practicals</i>	<i>Psychiatric Nursing Science I and practicals</i>	18	18	
PNSM322	PNSM322	<i>Psychiatric Nursing Science I and practicals</i>	<i>Psychiatric Nursing Science I and practicals</i>	18	18	
PNSM411	PNSM411	<i>Psychiatric Nursing Science II and practicals</i>	<i>Psychiatric Nursing Science II and practicals</i>	18	18	
PNSM422	PNSM422	<i>Psychiatric Nursing Science II and practicals</i>	<i>Psychiatric Nursing Science II and practicals</i>	18	18	
PSYC111	PSYC111	<i>Introduction to Psychology Inleiding tot Psigologie</i>	<i>Introduction to Psychology Inleiding tot Psigologie</i>	12	12	
PSYC121	PSYC121	<i>Social and community Psychology Sosiale en gemeenskap Psigologie</i>	<i>Social and community Psychology Sosiale en gemeenskap Psigologie</i>	12	12	
PSYC211	PSYC211	<i>Developmental Psychology Ontwikkelingspsigo- logie</i>	<i>Developmental Psychology Ontwikkelingspsigologie</i>	16	16	
PSYC212	PSYC212	<i>Personality Psychology Persoonlikheidspsigo-logie</i>	<i>Personality Psychology Persoonlikheidspsigologie</i>	16	16	
PSYC221	PSYC221	<i>Positive Psychology Positiewe Psigologie</i>	<i>Positive Psychology Positiewe Psigologie</i>	16	16	
PSYC311	PSYC311	<i>Psychopathology Psigopatologie</i>	<i>Psychopathology Psigopatologie</i>	16	16	
PSYC312	PSYC312	<i>Research and psychometry Navorsing en psigometrie</i>	<i>Research and psychometry Navorsing en psigometrie</i>	16	16	
PSYC321	PSYC321	<i>Basic counseling and ethical conduct Basiese hulpverlening en etiese gedrag</i>	<i>Basic counseling and ethical conduct Basiese hulpverlening en etiese gedrag</i>	16	16	
PSYC322	PSYC322	<i>Applied Psychology Toegepaste Psigologie</i>	<i>Applied Psychology Toegepaste Psigologie</i>	16	16	
RKKX114	RKKX114	<i>Introduction to recreation as a profession Inleiding tot rekreasië as 'n professie</i>	<i>Introduction to recreation as a profession Inleiding tot rekreasië as 'n professie</i>	12	12	
RKKX115	RKKX115	<i>Introduction to leisure behaviour Inleiding tot vryetydsgedrag</i>	<i>Introduction to leisure behaviour Inleiding tot vryetydsgedrag</i>	12	12	
RKKX124	RKKX124	<i>Group dynamics in recreation Groep dinamika binne rekreasië</i>	<i>Group dynamics in recreation Groep dinamika binne rekreasië</i>	12	12	
RKKX126	RKKX126	<i>Recreation activity leadership Rekreasië aktiwiteitsleierskap</i>	<i>Recreation activity leadership Rekreasië aktiwiteitsleierskap</i>	12	12	
RKKX215	RKKX215	<i>Leisure behaviour Vryetydsgedrag</i>	<i>Leisure behaviour Vryetydsgedrag</i>	16	16	RKKX115
RKKX216	RKKX216	<i>Inclusive recreation Inklusiewe rekreasië</i>	<i>Inclusive recreation Inklusiewe rekreasië</i>	16	16	
RKKX225	RKKX225	<i>Recreation programming Rekreasië programmering</i>	<i>Recreation programming Rekreasië programmering</i>	16	16	
RKKX226	RKKX226	<i>Facilities management</i>	<i>Facilities management</i>	16	16	

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		Fasiliteitsbestuur	Fasiliteitsbestuur			
RKKX315	RKKX317	<i>Leisure time facilitating</i> Vrytydsfasilitering	<i>Recreation management and administration</i> Rekreasiebestuur en - administrasie	16	16	
	RKKX316		<i>Leisure education</i> Vrytydsopvoeding		16	
RKKX324	HMSC322	<i>Leisure time programming</i> Vrytydsprogram-mering	<i>Therapeutic recreation</i> Terapeutiese rekreasie	16	16	
	RKKX328		<i>Recreation service delivery</i> Rekreasie dienslewering		8	
SOCL111	SOCY111	<i>Introduction to Sociology: Basic concepts and themes</i> Inleiding tot Sosiologie: Basiese konsepte en temas	<i>Introduction to Sociology: Concepts, themes and methods</i> Inleiding tot Sosiologie: Konsepte, temas en metodes	12	12	
SOCL121	SOCY121	<i>Introduction to Sociology: Institutions and the South African context</i> Inleiding tot Sosiologie: Instellings en die Suid- Afrikaanse konteks	<i>Introduction to Sociology: Social institutions</i> Inleiding tot Sosiologie: Sosiale instellings	12	12	
SOCL211	SOCY211	<i>Sociology of development and social problems</i> Sosiologie van ontwikkeling en sosiale probleme	<i>Sociology of development, environment and social problems</i> Sosiologie van ontwikkeling, omgewing en sosiale probleme	16	16	
SOCL221	SOCY221	<i>Sociology of the family and group dynamics</i> Gesinsosiologie en groepepsdinamika	<i>Social dynamics of work, family and gender</i> Sosiale dinamika van werk, gesin en gender	16	16	
SOCL222	SOCL222	<i>Medical sociology</i> Mediese sosiologie	<i>Medical sociology</i> Mediese sosiologie	16	16	<i>Only presented in 2018</i> Slegs aangebied in 2018
SOCL311 SOCL312	SOCY311 SOCY312	<i>Social theory</i> Sosiale teorieë <i>Social research and methodology</i> Sosiale navorsing en metodologie	<i>Social theory and social research methodology</i> Sosiale teorieë en sosiale navorsingsmetodologie <i>Social research and methodology</i> Sosiale navorsing en metodologie	16 16	32	<i>Phasing in</i> Faseer in <i>Classes of</i> SOCL311 and SOCL312 are <i>presented with</i> SOCY311 but <i>assessment is</i> separately SOCL311 en SOCL312 se klasse word saam met SOCY311 aangebied maar word afsonderlik geassesseer
SOCL322	SOCY322	<i>Social policy</i>	<i>Social policy</i>	16	16	<i>Only Mafikeng</i> Slegs Mafikeng
SOCL324	SOCY321	<i>Clinical sociology</i> Kliniese sosiologie	<i>Clinical and applied sociology: Social change and dynamics</i>	16	32	<i>Phasing in</i> Faseer in

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			Kliniese en toegepaste sosiologie: Sosiale verandering en dinamika			<i>Pipeline students of Vaal and Potch register for SOCL324</i> Pyplynstudeute van Vaal en Potch registreer vir SOCL324
SOCL325	SOCL325	<i>Group dynamics</i> Groepsdinamika	<i>Group dynamics</i> Groepsdinamika	16	16	<i>Only Vaal Slegs Vaal</i>
SOCL326	SOCL326	<i>Sociology of crime and deviance</i>	<i>Sociology of crime and deviance</i>	16	16	<i>Only Mafikeng Slegs Mafikeng</i>
SOCL328	SOCL328	<i>Gender and sexuality</i> Gender en seksualiteit	<i>Gender and sexuality</i> Gender en seksualiteit	16	16	<i>Phasing out Faseer uit</i>
STTN111	STTN111	<i>Descriptive statistics</i> Beskrywende statistiek	<i>Descriptive statistics</i> Beskrywende statistiek	12	12	
STTN121	STTN121	<i>Introductory statistical inference I</i> Inleidende statistiese inferensie I	<i>Introductory statistical inference I</i> Inleidende statistiese inferensie I	12	12	STTN111 or/of STTN115
STTN124	STTN124	<i>Practical statistics</i> Praktiese statistiek	<i>Practical statistics</i> Praktiese statistiek	12	12	STTN111 of/or STTN115 or/of STTN122
TGWN223	TGWN223	<i>Numerical analysis</i> Numeriese analise	<i>Numerical analysis</i> Numeriese analise	8	8	MTHS121
TMBP111	TMBP111	<i>Introduction to tourism management</i> Inleiding tot toerismebestuur	<i>Introduction to tourism management</i> Inleiding tot toerismebestuur	12	12	
TMBP121	TMBP122	<i>Introduction to hospitality management</i> Inleiding tot gasvryheidbestuur	<i>Lodging management</i> Akkommodasiebestuur	12	12	
TMBP211	TMBP211	<i>Applied tourism management</i> Toegepaste toerismebestuur	<i>Applied tourism management</i> Toegepaste toerismebestuur	16	16	BMAN121
TMBP221	TMBP221	<i>Tourism marketing</i> Toerismebeemarking	<i>Tourism marketing</i> Toerismebeemarking	16	16	
TMBP311	TMBP311	<i>Sustainable ecotourism</i> Volhoubare ekotoerismebestuur	<i>Sustainable ecotourism</i> Volhoubare ekotoerismebestuur	16	16	
TMBP312	TMBP312	<i>Introduction to event management</i> Inleiding tot gebeurtenisbestuur	<i>Introduction to event management</i> Inleiding tot gebeurtenisbestuur	16	16	
TMBP321	TMBP321	<i>Game farm management</i> Wildplaasbestuur	<i>Game farm management</i> Wildplaasbestuur	16	16	TMBP311
TMBP322	TMBP322	<i>Applied event management</i> Toegepaste gebeurtenisbestuur	<i>Applied event management</i> Toegepaste gebeurtenisbestuur	16	16	TMBP312
VGHB122	VGHB122	<i>Design study</i> Ontwerpstudie	<i>Design study</i> Ontwerpstudie	12	12	
VGHB221	VGHB221	<i>Consumer purchasing practices and resource management</i> Verbruikersaankooppraktieke en hulpbronbestuur	<i>Consumer purchasing practices and resource management</i> Verbruikersaankooppraktieke en hulpbronbestuur	16	16	VGHB122
VGHB311	VGHB311	<i>Interior design and housing</i>	<i>Interior design and housing</i>	24	24	VGHB221

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		Binneontwerp en behuising	Binneontwerp en behuising			
VKLE114	VKLE114	<i>Fashion history</i> Modegeskiedenis	<i>Fashion history</i> Modegeskiedenis	12	12	
VKLE214	VKLE214	<i>Introduction to the fashion industry</i> Inleiding tot die modebedryf	<i>Introduction to the fashion industry</i> Inleiding tot die modebedryf	16	16	VKLE114
VKLE312	VKLE312	<i>Textile studies</i> Tekstielkunde	<i>Textile studies</i> Tekstielkunde	16	16	VKLE214 VGHB122
VKLE321	VKLE321	<i>Fashion industry and psycho-social clothing behaviour</i> Modebedryf en psigososiale kleding-gedrag	<i>Fashion industry and psycho-social clothing behaviour</i> Modebedryf en psigososiale kleding-gedrag	16	16	VKLE312
VPBB421	VPBB421	<i>Health service management skills</i> Gesondheidsdiens- bestuursvaardighede	<i>Health service management skills</i> Gesondheidsdiens- bestuursvaardighede	8	8	
VPBP471	VPBP471	<i>Health service management practice</i> Gesondheidsdiens- bestuurpraktyk	<i>Health service management practice</i> Gesondheidsdiens- bestuurpraktyk	8*	8*	
VPEK311	VPEK311	<i>Introductory and Clinical Psychiatric Nursing Science</i> Inleidende en Kliniese Psigiatrisie Verpleegkunde	<i>Introductory and Clinical Psychiatric Nursing Science</i> Inleidende en Kliniese Psigiatrisie Verpleegkunde	16	16	
VPEP471	VPEP471	<i>Psychiatric Nursing Science Practice</i> Psigiatrisie Verpleegkunde praktyk	<i>Psychiatric Nursing Science Practice</i> Psigiatrisie Verpleegkunde praktyk	28*	28*	
VPER421	VPER421	<i>Psychiatric Nursing Science Practice</i> Psigiatrisie Verpleegpraktyk-voering	<i>Psychiatric Nursing Science Practice</i> Psigiatrisie Verpleegpraktyk- voering	16	16	
VPEV321	VPEV321	<i>Psychiatric Skills and Methods</i> Psigiatrisie vaardighede en metodes	<i>Psychiatric Skills and Methods</i> Psigiatrisie vaardighede en metodes	16	16	
VPFB121	VPFB121	<i>Basic Needs and Professional skills</i> Basiese behoeftes en professionele vaardighede	<i>Basic Needs and Professional skills</i> Basiese behoeftes en professionele vaardighede	16	16	
VPFI111	VPFI111	<i>Introduction to Fundamental Nursing Science</i> Inleiding tot Fundamentele Verpleegkunde	<i>Introduction to Fundamental Nursing Science</i> Inleiding tot Fundamentele Verpleegkunde	16	16	
VPFP171	VPFP171	<i>Fundamental Nursing Science Practice</i> Fundamentele Verpleegpraktyk	<i>Fundamental Nursing Science Practice</i> Fundamentele Verpleegpraktyk	12*	12*	
VPGI111	VPGI111	<i>Introduction to Community Nursing Science</i>	<i>Introduction to Community Nursing Science</i>	8	8	

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		Inleiding tot Gemeenskaps-verpleegkunde	Inleiding tot Gemeenskaps-verpleegkunde			
VPGO221	VPGO221	<i>Extensive Primary Health care</i> Omvattende Primêre Gesondheidsorg	<i>Extensive Primary Health care</i> Omvattende Primêre Gesondheidsorg	8	8	
VPGP171	VPGP171	<i>Community Nursing Science Practice</i> Gemeenskapsverpleegkunde praktyk	<i>Community Nursing Science Practice</i> Gemeenskapsverpleegkunde praktyk	8*	8*	
VPGP271	VPGP271	<i>Community Nursing Science Practice</i> Gemeenskapsverpleegkunde praktyk	<i>Community Nursing Science Practice</i> Gemeenskapsverpleegkunde praktyk	12*	12*	
VPGP372	VPGP372	<i>Community and Psychiatric Nursing Science Practice</i> Gemeenskaps- en Psigiatrisie Verpleegkunde praktyk	<i>Community and Psychiatric Nursing Science Practice</i> Gemeenskaps- en Psigiatrisie Verpleegkunde praktyk	8*	8*	
VPGR122	VPGR122	Community Nursing Science processes Gemeenskapsverpleegkunde prosesse	Community Nursing Science processes Gemeenskapsverpleegkunde prosesse	8	8	
VPGR211	VPGR211	<i>Introduction to Primary Health care</i> Inleiding tot Primêre Gesondheidsorg	<i>Introduction to Primary Health care</i> Inleiding tot Primêre Gesondheidsorg	8	8	
VPGS311	VPGS311	<i>Rural and Urban Community Health</i> Plattelandse en stedelike gemeenskapsge-sondheid	<i>Rural and Urban Community Health</i> Plattelandse en stedelike gemeenskapsgesondheid	8	8	
VPGW211	VPGW211	<i>Health Promotion for Nursing Science</i> Gesondheidsbevor-dering vir Verpleegkunde	<i>Health Promotion for Nursing Science</i> Gesondheidsbevoordring vir Verpleegkunde	8	8	
VPLS371	VPLS371	<i>Lifestyle Enrichment</i> Lewensstylverryking	<i>Lifestyle Enrichment</i> Lewensstylverryking	8	8	
VPLS471	VPLS471	<i>Psychiatric and Nursing Science Skills and methods</i> Psigiatrisie- en verpleegvaardighede en –metodes	<i>Psychiatric and Nursing Science Skills and methods</i> Psigiatrisie- en verpleegvaardighede en –metodes	8	8	
VPNN323	VPNN323	<i>Introduction to Nursing Research</i> Inleiding tot Verpleegnavorsing	<i>Introduction to Nursing Research</i> Inleiding tot Verpleegnavorsing	8	8	

<i>Old Module code / Ou Modulekode (Voor belyning)</i>	<i>New Module code / Nuwe Modulekode (Na belyning)</i>	<i>Old Descriptive name / Ou Modulenaam (Voor belyning)</i>	<i>New Descriptive name / Nuwe Modulenaam (Na belyning)</i>	<i>Old credits / Ou Krediete (Voor belyning)</i>	<i>New credits / Nuwe - Krediete (Na belyning)</i>	<i>Prerequisites / Voorvereistes/</i>
VPNN411	VPNN411	<i>Methodology of Nursing Research</i> Metodologie van Verpleegnavorsing	<i>Methodology of Nursing Research</i> Metodologie van Verpleegnavorsing	8	8	
VPNP471	VPNP471	<i>Nursing Research project</i> Verpleegnavorsing projek	<i>Nursing Research project</i> Verpleegnavorsing projek	8	8	
VPPF411	VPPF411	<i>Legislation and Professional Practice</i> Wetgewing en professionele praktykvoering	<i>Legislation and Professional Practice</i> Wetgewing en professionele praktykvoering	8	8	
VPVA412	VPVA412	<i>Complicated Midwifery</i> Gekompliseerde Verloskunde	<i>Complicated Midwifery</i> Gekompliseerde Verloskunde	16	16	
VPVB321	VPVB321	<i>Normal childbirth and complicated pregnancy</i> Normale baring en gekompliseerde swangerskap	<i>Normal childbirth and complicated pregnancy</i> Normale baring en gekompliseerde swangerskap	16	16	
VPVI222	VPVI222	<i>Introductory Midwifery and normal pregnancy</i> Inleidende Verloskunde en normale swangerskap	<i>Introductory Midwifery and normal pregnancy</i> Inleidende Verloskunde en normale swangerskap	8	8	
VPVN311	VPVN311	<i>Normal neonate, puerperium and parenthood</i> Normale neonat, puerperium en ouerskap	<i>Normal neonate, puerperium and parenthood</i> Normale neonat, puerperium en ouerskap	8	8	
VPVP372	VPVP372	<i>Midwifery Practice I</i> Verloskundepraktyk I	<i>Midwifery Practice I</i> Verloskundepraktyk I	18*	18*	
VPVP472	VPVP472	<i>Midwifery Practice II</i> Verloskunde praktyk II	<i>Midwifery Practice II</i> Verloskunde praktyk II	32*	32*	
VPWB211	VPWB211	<i>Impaired Health Status and Minor disorders</i> Belemmerde gesondheidstatus en geringe ongesteldhede	<i>Impaired Health Status and Minor disorders</i> Belemmerde gesondheidstatus en geringe ongesteldhede	16	16	
VPWG221	VPWG221	<i>Minor disorders</i> Geringe ongesteldhede	<i>Minor disorders</i> Geringe ongesteldhede	16	16	
VPWP271	VPWP271	<i>Minor disorders in practice</i> Geringe ongesteldhede in praktyk	<i>Minor disorders in practice</i> Geringe ongesteldhede in praktyk	16*	16*	
VPXP371	VPXP371	<i>Specialization Nursing Science Practice</i> Spesialisasie Verpleegkunde praktyk	<i>Specialization Nursing Science Practice</i> Spesialisasie Verpleegkunde praktyk	16*	16*	

Old Module code / Ou Modulekode (Voor belyning)	New Module code / Nuwe Modulekode (Na belyning)	Old Descriptive name / Ou Modulenaam (Voor belyning)	New Descriptive name / Nuwe Modulenaam (Na belyning)	Old credits / Ou Krediete (Voor belyning)	New credits / Nuwe - Krediete (Na belyning)	Prerequisites / Voorvereistes/
VPXS311	VPXS311	<i>Specialization Nursing Science I</i> Spesialisasie Verpleegkunde I	<i>Specialization Nursing Science I</i> Spesialisasie Verpleegkunde I	16	16	
VPXS321	VPXS321	<i>Specialization Nursing Science II</i> Spesialisasie Verpleegkunde II	<i>Specialization Nursing Science II</i> Spesialisasie Verpleegkunde II	16	16	
VVBG211	VVBG211	<i>Introduction to consumer behaviour</i> Inleiding tot Verbruikersgedrag	<i>Introduction to consumer behaviour</i> Inleiding tot Verbruikersgedrag	12	12	
VVBG311	VVBG311	<i>Consumer decision-making</i> Verbruikersbesluit-neming	<i>Consumer decision-making</i> Verbruikersbesluitneming	16	16	VVBG211
VVBG321	VVBG321	<i>The South African Consumer</i> Die Suid-Afrikaanse Verbruiker	<i>The South African Consumer</i> Die Suid-Afrikaanse Verbruiker	16	16	VVBG311
VVDB313	VVDB313	<i>Food Service Management: Systems and large scale production</i> Voedseldiensbestuur: Siste en grootskaalse produksie	<i>Food Service Management: Systems and large scale production</i> Voedseldiensbestuur: Siste en grootskaalse produksie	16	16	
VVDB324	VVDB324	<i>Food Service Management: Management aspects</i> Voedseldiensbestuur: Aspekte van bestuur	<i>Food Service Management: Management aspects</i> Voedseldiensbestuur: Aspekte van bestuur	12	12	
VVDL112	VVDL112	<i>Food</i> Voedsel	<i>Food</i> Voedsel	12	12	
VVDL123	VVDL123	<i>Botanical food groups and – systems</i> Plantaardige voedselgroepe en -sisteme	<i>Botanical food groups and – systems</i> Plantaardige voedselgroepe en -sisteme	12	12	VVDL112
VVDL213	VVDL213	<i>Animal food groups and systems</i> Dierlike voedselgroepe en -sisteme	<i>Animal food groups and systems</i> Dierlike voedselgroepe en -sisteme	16	16	VVDL123
VVDL324	VVDL324	<i>New food product development processes</i> Nuwe voedselproduk-ontwikkelingspro-sesse	<i>New food product development processes</i> Nuwe voedselproduk-ontwikkelingsprosesse	16	16	VVDL213 VVDB313
WISN111	MTHS111	<i>Introductory algebra and analysis I</i> Inleidende algebra en analise I	<i>Introductory algebra and analysis I</i> Inleidende algebra en analise I	12	12	
WISN121	MTHS121	<i>Introductory algebra and analysis II</i> Inleidende algebra en analise II	<i>Introductory algebra and analysis II</i> Inleidende algebra en analise II	12	12	MTHS111
WISN211	WISN211	<i>Analysis III</i>	<i>Analysis III</i>	8	8	MTHS121

Old Module code / Ou Modulekode (Voor belyning)	New Module code / Nuwe Modulekode (Na belyning)	Old Descriptive name / Ou Modulenaam (Voor belyning)	New Descriptive name / Nuwe Modulenaam (Na belyning)	Old credits / Ou Krediete (Voor belyning)	New credits / Nuwe - Krediete (Na belyning)	Prerequisites / Voorvereistes/
		Analise III	Analise III			
WISN212	WISN212	<i>Linear algebra I</i> Lineêre algebra I	<i>Linear algebra I</i> Lineêre algebra I	8	8	MTHS121
WISN224	WISN224	<i>Analysis IV</i> Analise IV	<i>Analysis IV</i> Analise IV	8	8	WISN211
WISN226	MTHS212	<i>Linear algebra II</i> Lineêre algebra II	<i>Linear algebra II</i> Lineêre algebra II	8	8	WISN212
WISN312	MTHS312	<i>Combinatorics</i> Kombinatorika	<i>Combinatorics</i> Kombinatorika	16	16	MTHS121
WISN313	MTHS321	<i>Complex analysis</i> Komplekse analise	<i>Complex analysis</i> Komplekse analise	16	16	WISN224(221)
WISN322	MTHS322	<i>Algebraic structures</i> Algebraïese strukture	<i>Algebraic structures</i> Algebraïese strukture	16	16	WISN226(222)
WISN323	MTHS311	<i>Real analysis</i> Reële analise	<i>Real analysis</i> Reële analise	16	16	WISN224(221)
WVES311	WVES311	<i>Applied ethics: business ethics, biomedical ethics, ethics of sports and recreation</i> Toegepaste etiek: sake etiek, biomediese etiek, etiek van sport en rekreasie	<i>Business ethics</i> Bedryfsetiek	12	12	
WVGW221	WVGW221	<i>Know and understand the world of health</i> Ken en verstaan die gesondheidswêreld	<i>Know and understand the world of health</i> Ken en verstaan die gesondheidswêreld	12	12	
WVLS314	WVLS314	<i>Man and society: critical perspectives on continuity and change/transformation</i> Mens en samelewing: Kritiese perspektiewe op kontinuïteit en verandering/transformasie	<i>Man and society: critical perspectives on continuity and change/transformation</i> Mens en samelewing: Kritiese perspektiewe op kontinuïteit en verandering/transformasie	12	12	
WVNS211	WVNS211	<i>Understand the natural world</i> Verstaan die natuurlike wêreld	<i>Understand the natural world</i> Verstaan die natuurlike wêreld	12	12	
WVNS221	WVNS221	<i>Science and society</i> Wetenskap, tegnologie en samelewing	<i>Science and society</i> Wetenskap, tegnologie en samelewing	12	12	
WVPS311	WVPS311	<i>Professional ethics for the pharmacist</i> Beroepsetiek vir die apteker	<i>Professional ethics for the pharmacist</i> Beroepsetiek vir die apteker	12	12	
WVPS321	WVPS321	<i>Professional ethics for the pharmacist</i> Beroepsetiek vir die apteker	<i>Professional ethics for the pharmacist</i> Beroepsetiek vir die apteker	12	12	

HSC.22 MODULE OUTCOMES / MODULE-UITKOMSTE

Module code: ALDE111 Modulekode: ALDA111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Academic Literacy Development / Titel: Ontwikkeling van Akademiese Geletterdheid		
Module outcomes: On completion of this module students should be able to: - bridge the divide between secondary school and university education; - access academic information effectively in order to understand academic texts; - process academic information successfully; and - produce academic information responsibly and appropriately. Module-uitkomste: By afhandeling van hierdie uitkomste behoort die student in staat te wees om: - die gaping tussen hoërskool en universiteit te oorbrug; - op effektiewe wyse toegang tot akademiese inligting te verkry met die doel om akademiese tekste te verstaan; - akademiese inligting suksesvol te prosesseer; en - akademiese inligting gepas en verantwoordelik te produseer.		
Assessment criteria: The student will prove that he/she has attained the outcomes of the module when he/she can: - demonstrate an adequate understanding of the differences between the university and secondary school education in terms of what academic literacy abilities are required in a university context; - plan and manage time effectively; - verbalise the focus of academic literacy in English; - gain insight into different learning styles; - make use of pre-listening (questioning, predicting an outline) and active listening strategies (identifying and connecting important ideas) in order to facilitate effective note-taking; - apply different reading strategies (scanning, skimming, comprehensive reading and critical reading) in order to effectively access academic information; - understand academic vocabulary in context; - show an awareness of ethical practices when accessing and using sources; - process academic information by identifying main ideas in a text; - read and interpret graphic and visual information; - evaluate academic information by distinguishing between facts, opinions, informed opinions and mistakes that appear in texts; - compile a sequential list of main ideas from a text; and summarise the main ideas in the form of a mindmap/table/diagram, also showing the logical/hierarchical connection between such ideas; - demonstrate the ability to critically engage with academic information; - show an awareness of important criteria for appropriate academic writing (structure, formality, language and style); - make effective use of the correct and applicable method of referencing in order to acknowledge sources and avoid plagiarism; - use academic information from source(s) in an academic text; - successfully apply academic writing conventions in the production of an academic text (structure, formality, language and style); and - continuously develop their ability to peer-/self-revise and edit an academic text. Assesseringskriteria: Die student het die uitkomste vir die module bereik indien hy/sy: - begrip kan demonstreer vir die verskil tussen hoërskool en universiteit in terme van die akademiesegeletterdheidsvaardighede wat binne 'n universiteitskonteks benodig word; - tyd effektief kan beplan en bestuur; - die fokus van akademiese geletterdheid in Afrikaans kan verbaliseer; - insig in verskillende leerstyle sal kan toon; - vooruisterstrategieë (bevraagtekening, voorspelling van 'n raamwerk) én aktiewe luisterstrategieë (identifisering en skakeling van belangrike idees) kan gebruik met die doel om die effektiewe neem van notas te fasiliteer; - verskillende leesstrategieë (soeklees, vluglees, begripslees en kritiese lees) kan toepas met die doel om op effektiewe wyse toegang tot akademiese inligting te verkry; - akademiese woordeskat binne konteks verstaan; 'n bewustheid van etiese praktyke kan demonstreer wanneer toegang tot bronne verkry en gebruik word;		

- akademiese inligting kan verwerk deur kernidees of hoofgedagtes binne 'n teks te identifiseer;
- grafiese en visuele inligting kan lees en interpreteer;
- akademiese inligting kan evalueer deur onderskeid te tref tussen feite, menings, ingeligte menings en foute wat in tekste voorkom;
- 'n lys van kernidees wat mekaar opvolg in 'n teks kan saamstel en die kernidees in die vorm van 'n breinkaart / tabel / diagram kan opsom sodat logiese / hiërgargiese verbande tussen idees duidelik sigbaar is;
- die vaardigheid kan demonstree om krities met akademiese inligting om te gaan .
- 'n bewustheid kan toon vir die kriteria wat akademiese skryfwerk onderlê (struktuur, formaliteit, taal en styl);
- toepaslike en korrekte metodes van verwysing kan gebruik met die doel om erkenning aan bronne te gee en plagiaat te vermy;
- inligting uit verskillende akademiese bronne in 'n nuwe akademiese teks kan gebruik;
- akademiese skryfkonvensies in terme van struktuur, formaliteit, taal en styl kan toepas wanneer nuwe akademiese tekste geproduseer word; en
- die vermoë ontwikkel het om eweknie-/selfevaluering te gebruik om 'n akademiese teks suksesvol te redigeer.

Method of delivery: Full-time and part-time / **Metode van aflewering:** Voltyds en deelytds

Module code: ALDE112/122

Modulekode: ALDA112/122

Semester 1/2

NQF level / NKR vlak: 5

Credits / Krediete: 12

Title: Academic Literacy Development / **Titel:** Ontwikkeling van Akademiese Geletterdheid

Module outcomes:

On completion of this module students should be able to:

- become part of the academic community / participate in the academic community;
- access information in a responsible and ethical way in order to write an academic text;
- processing information strategically in order to write an academic text;
- produce an academic text;
- read at an acceptable reading speed and level of understanding; and
- demonstrate a fundamental level of computer and information literacy.

Module-uitkomst:

By afhandeling van hierdie uitkomst behoort die student in staat te wees om:

- suksesvol in die skakel by die akademiese leeromgewing;
- op eties-verantwoordelike wyse te soek vir inligting wat nodig is vir die skryf van 'n akademiese teks;
- inligting op 'n strategiese manier te verwerk met die doel om 'n akademiese teks te kan skryf; en
- 'n akademiese teks te produseer.

Assessment criteria:

The student will prove that he/she has attained the outcomes of the module when he/she can:

- recognise what it entails to be academically literate;
- understand principles of the wider academic discourse;
- demonstrate a basic understanding of the characteristics of academic conventions and implement these conventions in written tasks (language use, structure and style, appropriate text type);
- realise that effective writing is a process;
- analyse a topic for an assignment;
- analyse the instructions and requirements for the assignment;
- participate in an academic group discussion: express oneself verbally and in writing, share information, ask clarifying questions; defend and/or change your opinion;
- engage in pre-writing activities;
- understand the importance of using sound sources in academic writing;
- understand what plagiarism is and avoid plagiarism;
- know how and where to locate information as well as how to evaluate the credibility of available information;
- acknowledge different kinds of information available in the academic environment and establish the credibility of different sources;
- find credible and relevant sources of information in an effective and responsible way;
- distinguish between different text;
- apply different reading strategies to understand texts completely;
- identify main ideas and supporting ideas;
- summarise information from texts by paraphrasing main ideas;
- distinguish between essential and non-essential information;
- evaluate the reliability and relevance of statements (distinguishing between facts, opinions, informed opinions and mistakes);
- analyse the structure of academic texts;
- understand and explain the nature of academic arguments;

- be aware of and apply academic writing conventions (structure, language and style, register, text types; referencing);
- plan a written assignment according to the common structural requirements of introduction, body and conclusion;
- integrate information from different sources;
- cite sources correctly according to the prescribed referencing method: including in-text references as well as the list of references;
- evaluate the effectiveness of introductions and write an appropriate introduction;
- write an effective and appropriate body;
- write an appropriate conclusion;
- ensure coherence and cohesion in the body of a written academic text;
- understand and make use of the most important technical aspects of text production;
- produce an academic text that complies with the academic writing conventions;
- interpret graphic and visual information and use it appropriately in own writing;
- revise and edit own writing;
- reach the prescribed level of reading speed and comprehension; and
- successfully complete the computer and information skills component.

Assesseringskriteria:

Die student het die uitkomst vir die module bereik indien hy/sy:

- kan verbaliser wat dit behels om akademies geletterd te wees;
- die breër beginsels van akademiese diskoers verstaan;
- bewys kan lewer van 'n basiese begrip van die aard van akademiese skryfkonvensies (taalgebruik, strukturering, styl, tekstipe) deur hierdie konvensies te kan implementeer in geskrewe take;
- kan verduidelik waarom skryf 'n proses is wat gevolg moet word ten einde effektiewe akademiese tekste te kan produseer;
- die onderwerp vir 'n taak kan analiseer;
- instruksies en vereistes wat vir take gestel word, kan analiseer;
- aan akademiese groepsbespreking kan deelneem deur: uitdrukking te gee aan eie sienings beide in gesproke en geskrewe vorm, inligting te deel, verhelderende vrae te vra, eie standpunte te verdedig en/of aan te pas;
- voorbereidende skryftake kan uitvoer;
- begrip vertoon vir die noodsaaklikheid van die gebruik van betroubare bronne vir akademiese skryfwerk;
- plagiaat kan vermy deur onder andere te weet wat plagiaat is;
- bewys kan lewer van kennis van die verskillende tipes inligting wat binne die akademiese leeromgewing van belang is;
- weet hoe en waar om inligting op te spoor en hoe om die betroubaarheid en relevansie van beskikbare inligting te bepaal;
- kan onderskei tussen verskillende tipes akademiese tekste;
- verskillende leesstrategieë effektief kan gebruik om tekste behoorlik te verstaan;
- hoofgedagtes en ondersteunende gedagtes in tekste kan identifiseer;
- inligting uit tekste kan opsom deur parafrasering van hoofgedagtes;
- onderskei tussen essensiële en nie-essensiële inligting;
- die betroubaarheid en relevansie van stellings kan evalueer (deur te onderskei tussen feite, menings, ingeligte menings en foute);
- die struktuur van akademiese tekste kan ontleed;
- in staat is om die aard van akademiese argumente te begryp en te verduidelik;
- kennis dra van akademiese skryfkonvensies (struktuur, taalgebruik en styl, register, tekstipes, verwysing) en hierdie kennis kan toepas vir die produseer van tekste;
- 'n geskrewe opdrag kan beplan volgens die algemeen-geldende strukturele vereistes vir 'n inleiding, bespreking (liggaam) en samevatting (slot/gevolgtrekking);
- inligting uit verskillende bronne kan integreer;
- verwysing korrek kan hanteer volgens die voorgeskrewe verwysingsmetode (binne die teks sowel as in die bronnelys);
- inleidings effektief kan evalueer en 'n gepaste inleiding kan skryf;
- 'n gepaste liggaam vir 'n teks kan skryf;
- 'n gepaste samevatting/slot/gevolgtrekking vir 'n teks kan skryf;
- kohesie en koherensie kan inbou in die bespreking van 'n geskrewe akademiese teks;
- verstaan wat die vernaamste tegniese vereistes is waaraan akademiese tekste moet voldoen en weet hoe om tekste te skep wat aan hierdie vereistes voldoen;

- akademiese tekste kan skep wat voldoen aan akademiese skryfkonvensies;
- grafiese en visuele inligting korrek kan interpreteer en kan gebruik in die skep van tekste;
- eie tekste kan hersien en redaksioneel kan versorg;
- die vereiste leesspoed en begripvlak bereik; en
- die rekenaar- en inligtingsvaardighede-komponent suksesvol voltooi het.

Method of delivery: Full-time and part-time / **Metode van aflewering:** Voltyds en deelyds

Module code / Modulekode:
ANAV111

Semester 1

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Anatomy I / **Titel:** Anatomie I

Module outcomes:

After completion of the module, the student should be able to:

- knowledge and informed understanding of key terms, concepts, facts, principles and rules relevant to structural anatomy (cells, tissues, skin; musculoskeletal-, endocrine-, and lymphatic systems) and biophysics related to human body systems;
- the ability to distinguish between normal anatomy and deviations from normal anatomy and biophysical functioning of the human body, the implications for wellbeing and possible solutions/interventions to support the healing process within the practice of health care delivery;
- act in accordance with acceptable ethical- legal and professional criteria related to human anatomy;
- act as independent individual and interdependent member of a group (study-, health team); make appropriate contributions, including technological media and relevant scientific evidence, accepting co-responsibility to achieve the set goals and accountability for the outcome of the task.

Module-uitkomst:

Na voltooiing van die module sal die student in staat wees om:

- kennis en ingeligte begrip van kern terme, konsepte, feite, beginsels en reëls van toepassing op strukturele anatomie (selle, weefsels, vel; muskuloskeletale-, endokriene- en limfatiese stelsels) en biofisika verwant aan menslike liggaamstelsels;
- die vermoë om te onderskei tussen normale anatomie en afwykings van die normale anatomie en biofisiese funksionering van die menslike liggaam, die implikasies vir welstand en moontlike oplossings/intervensies om die herstel proses binne die gesondheidslewing sisteem te ondersteun;
- op te tree volgens aanvaarbare etiese-wetlike en professionele kriteria verwant aan menslike anatomie;
- op te tree as 'n onafhanklike individu en interafhanklike lid van 'n groep (studie-, of gesondheidspan) en toepaslike bydraes te lewer om individuele en groeputkomste te bemeester, effektief gebruik te maak van alle beskikbare hulpbronne en verantwoordelikheid te aanvaar vir bereiking van alle module-uitkomste.

Assessment methods: 1 x 3 hour 1 : 1 / **Assesseringsmetodes:** 1 x 3 uur 1 : 1

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
ANAV121

Semester 2

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Anatomy II / **Titel:** Anatomie II

Module outcomes:

After completion of the module, the student should be able to demonstrate:

- knowledge and informed understanding of key terms, concepts, facts, principles and rules relevant to the structural anatomy of the cardio-vascular-, respiratory-, digestive-, urinary-, reproductive and central nervous systems and special senses
- the ability to distinguish between normal anatomy and deviations, the implications for wellbeing and possible solutions/interventions to support the healing process within the practice of health care delivery;
- act as independent individual and interdependent member of a group (study-, health team), make appropriate contributions, (including technologies, media and relevant scientific evidence), accepting co-responsibility to achieve the set goals and the accountability for the outcome of the task; and
- monitor own learning process, implement relevant learning strategies to improve learning, manage resources effectively to achieve set outcomes.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- kennis en ingeligte insig van sleutel terme, konsepte, feite, beginsels en reëls van toepassing op die strukturele anatomie van die kardiovaskulêre-, respiratoriese-, verterings-, urinêre, voorplanting en sentrale senuweesisteme, asook sinne;
- die vermoë om te onderskei tussen die normale anatomie en afwykings daarvan, die implikasies vir welstand en moontlike oplossing/intervensies om die helingsproses te ondersteun binne die gesondheidsorg praktyk
- op te tree as 'n onafhanklike individu en 'n interafhanklike lid van 'n groep (studie-, gesondheidspan), maak gepaste bydraes, (insluitende tegnologiese, media en relevante wetenskaplike bewyse), aanvaar

medeverantwoordelikheid om die gestelde doelwitte te bereik en om verantwoordbaar te wees vir die uitkoms van die taak.

- monitor eie leerproses, implementeer die gepaste leerstrategieë om leer te verbeter, bestuur bronne effektief om die gestelde uitkoms te bereik.

Assessment criteria:

The student will prove mastery of the outcomes when he/she can:

- identify and describe all types of tissues, organs and systems with reference to their purpose, structure, function, and topographical location in the body.
- use scientific terminology and concepts accurately in the description of tissues, organs, and organs systems. Terms are used in accordance with nursing practice and accepted medical usage.
- identify anatomical changes in relation to different stages in the human lifespan. Explanations of the changes, and examples provided, are consistent with accepted understanding in the field.
- the systems and their working are discussed in relation to the disease process, and the health-illness continuum. The discussion shows a clear understanding of normal functioning and how they are impacted by illness.
- describe different options for restoring normal functioning and/or equilibrium with reference to the impact of the disease process on the normal functioning of anatomical systems.
- external anatomical landmarks are correctly identified and their significance explained with reference to treatment application, measurement of vital signs and placement of sensors.
- treatment decisions are consistent with anatomical and biophysical evidence and treatment is applied in ways that reflect a sound knowledge of anatomy. Evidence is gathered by approved methods at appropriate topographical points.
- record keeping with respect to patient health status is accurate in its anatomical and biophysical references to source and location of pain, lesions, and signs and symptoms of disease.
- complete tasks/activities in practical sessions as part of a group.
- work as part of a team to solve problems related to the application of anatomical and biophysical knowledge in the clinical practice.
- work with the multi-professional team to implement preventative, corrective and rehabilitative measures in the general well-being of the patient, family and community.
- use different technological media and evidence to complete the task/activities during group sessions.
- practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of SA Nursing and Health Care legislation.

Assessment methods - Formal formative:

Class tests x3-4

Practical assignments weekly

Assessment methods - Summative:

Examination x2 papers

Assessment plan:

Class test 1 = 20%, Class test 2 = 20%, Class test 3 = 20%, Class test 4 = 20%, Weekly practical assignments combined mark = 20%

Above gives the participation mark

Exam mark = 50% , Participation mark = 50%

Above combined give Final module mark

Assesseringskriteria:

Die student sal die uitkoms bemeester wanneer hy/sy:

- alle soorte weefsels, organe en stelsels kan identifiseer en beskryf met verwysing na hul doel, struktuur, funksie en topografiese ligging in die liggaam.
- wetenskaplike terminologieë en begrippe akkuraat kan gebruik in die beskrywing van weefsels, organe en organestelsels. Terme word gebruik in ooreenstemming met verpleegpraktyk en aanvaarde mediese gebruik daarvan.
- anatomiese veranderinge in verhouding tot verskillende stadiums in die menslike leeftyd kan identifiseer. Verduidelikings van die veranderinge, en voorbeelde wat verskaf word, ooreen kan stem met aanvaarde begrip in die veld.
- die stelsels en hul werk kan bespreek in verband met die siekteproses en die gesondheidsiekte kontinuum. Die bespreking moet 'n duidelike begrip van normale funksionering toon asook hoe dit deur siekte beïnvloed word.
- verskillende opsies vir die herstel van normale funksionering en/of ewewig kan beskryf met verwysing na die impak van die siekteproses op die normale funksionering van anatomiese stelsels.
- eksterne anatomiese landmerke korrek kan identifiseer en hul betekenis verduidelik met verwysing na die behandelingsaansoek, meting van vitale tekens en plasing van sensors.

- behandelingsbesluite in ooreenstemming met anatomiese en biofisiese bewyse en behandeling kan toepas op maniere wat 'n goeie kennis van anatomie weerspieël. Bewyse word deur goedgekeurde metodes by toepaslike topografiese punte versamel.
- rekordhouding ten opsigte van pasiëntgesondheidstatus akkuraat kan doen in hy/sy se anatomiese en biofisiese verwysings na die bron en plek van pyn, letsels en tekens en simptome van siektes.
- take / aktiwiteite in praktiese sessies as deel van 'n groep kan voltooi.
- werk as deel van 'n span om probleme op te los wat verband hou met die toepassing van anatomiese en biofisiese kennis in die kliniese praktyk.
- werk met die multi-professionele span om voorkomende, korrektiewe en rehabilitatiewe maatreëls in die algemene welsyn van die pasiënt, familie en gemeenskap te implementeer.
- gebruik maak van verskillende tegnologiese media en bewyse om die taak / aktiwiteite tydens groepsessies te voltooi.
- toesien dat die praktyk konsekwent toegepas word op 'n wyse wat 'n duidelike begrip en interpretasie van die vereistes van SA Wet op Verpleging en Gesondheidsorg toon.

Assesseringsmetodes – Formeel formatief:

Klastoets x3-4

Praktiese weeklikse opdragte

Assesseringsmetodes – Summatief:

Eksamen x2 vraestelle

Assesseringsplan:

Klastoets 1 = 20% , Klastoets 2 = 20% , Klastoets 3 = 20% , Klastoets 4 = 20% , Weeklikse praktiese opdragte se gesamentlike punt = 20%

Bogenoemde gee dan die deelnamepunt

Eksamen punt = 50% , Deelname punt = 50%

Bogenoemde gee dan finale modulepunt

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: BCDT311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 12

Title: Nutritional biochemistry / **Titel:** Biochemie vir Voeding

Module outcomes:

After completion of the module, the student should:

- demonstrate detailed knowledge on the biochemistry, molecular biology and genetics of nutrition as well as diseases where nutrition plays a key role.
- be able to select and apply appropriate techniques to interpret biochemical results of clinical samples correctly.
- be able to solve selected biochemical analytical problems.
- evaluate, interpret and present data generated with selected biochemical analytical methods.
- demonstrate an understanding of the ethical and professional conduct required of a dietitian.

Module-uitkomst:

Na voltooiing van die module, behoort die student die volgende te kan demonstreer:

- detail kennis van die biochemie, molekuleêre biologie en genetica van voeding en siektetoestande waarin voeding 'n sleutelrol speel.
- die vermoë om gepaste prosedures te selekteer en toe te pas om biochemiese analises van kliniese monsters korrek te interpreteer.
- die vermoë om geselekteerde biochemiese analitiese probleme te kan oplos
- valueer, interpreteer en aanbied van data wat verkry is deur geselekteerde biochemiese analitiese tegnieke.
- insig van die etiese en professionele gedrag wat van 'n voedingkundige vereis word.

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- demonstrate their ability to apply concepts and principles on: (1) the biochemistry, molecular biology and genetics of nutrition as well as diseases where nutrition plays a key role, (2) hypothetical biochemical/clinical case studies.
- use and master selected biochemical analytical techniques to investigate biochemical/clinical problems relating to nutrition.
- gather analytical data using selected biochemical analytical techniques.
- analyse, evaluate and present analytical data generated with selected biochemical analytical techniques.
- demonstrate an awareness and understanding of the ethical and professional conduct required of a dietitian.

Assessment methods - Formal formative:

The student demonstrates his/her newly acquired knowledge and skills by submitting reports.

Assessment methods: Summative

Summative assessments are in the form of written class tests, a semester test and a final exam to be completed by each candidate.

Assessment plan:

The participation mark consists of the average of the class tests (50%) and the semester test (50%). The participation mark and exam will each contribute 50% to the module mark.

Assesseringsplan:

Die deelnamepunt bestaan uit die gemiddeld van die klastoetse (50%) en die semestertoets (50%). Die deelnamepunt en eksamen dra elk 50% by tot die modulepunt.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BCHF215	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Biochemistry for Health Sciences / **Titel:** Biochemie vir Gesondheidswetenskappe

Module outcomes:

After completion of the module, the student should:

- demonstrate detailed knowledge on the flow of genetic information in the biosphere, including the structure and synthesis of nucleic acids and proteins.
- be able to evaluate and discuss the biochemical basis for the presentation of certain medical conditions, keeping in mind the structure-function relationship of biomolecules.
- be able to evaluate and apply selected biochemical analytical techniques to investigate nucleic acids and proteins.
- be able to solve selected biochemical analytical problems.
- evaluate, interpret and present data generated with selected biochemical analytical methods.
- demonstrate an understanding of the ethical and professional conduct required of a biochemist.

Module-uitkomst:

Na voltooiing van die module, behoort die student die volgende te kan demonstreer:

- detail kennis van die vloeï van genetiese informasie in die biosfeer, insluitende die struktuur en sintese van nukleiënsure en proteïene.
- die vermoë om die biochemiese basis vir die aanbieding van sekere mediese toestande te kan evalueer en bespreek, met inagneming van die struktuur-funksieverhouding van biomolekules.
- die vermoë om geselekteerde biochemiese analitiese tegnieke te gebruik om nukleiënsure en proteïene mee te ondersoek.
- die vermoë om geselekteerde biochemiese analitiese probleme te kan oplos
- evalueer, interpreteer en aanbied van data wat verkry is deur geselekteerde biochemiese analitiese tegnieke.
- insig van die etiese en professionele gedrag wat van 'n biochemikus vereis word.

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- demonstrate their ability to apply concepts and principles on: (1) the flow of genetic information in the biosphere, (2) the structure of nucleic acids, (3) the processes of replication, transcription and translation, (4) structure of amino acids, (5) the primary, secondary, tertiary and quaternary levels of protein structure, (6) higher order functionality and diversity of proteins, (7) metabolism, (8) the immune system/response.
- evaluate and discuss the biochemical basis for the presentation of certain medical conditions, keeping in mind the structure-function relationship of biomolecules.
- use and master selected biochemical analytical techniques to investigate nucleic acids and proteins.
- gather analytical data using selected biochemical analytical techniques.
- analyse, evaluate and present analytical data generated with selected biochemical analytical techniques.
- demonstrate an awareness and understanding of the ethical and professional conduct required of a biochemist.

Assessment methods - Formal formative:

The student demonstrates his/her newly acquired knowledge and skills by submitting reports on their own analytical experiments.

Assessment methods – Summative:

Summative assessments are in the form of written class tests, a semester test, two practical exams and a final exam to be completed by each candidate.

Assessment plan:

Theory component (67%): The theory participation mark consists of the average of the class tests (50%) and the semester test (50%)

Practical component (33%): The practical participation mark consists of the average of the practical assignments (50%) and the average of the two practical exams (50%). A minimum practical participation mark of 40% is

required for examination participation. The theory (67%) and practical (33%) components contribute to the participation mark. A minimum participation mark of 40% is required for examination participation. The participation mark and exam will each contribute 50% to the module mark.

Assesseringsplan:

Teorie komponent (67%): Die teorie deelnamepunt bestaan uit die gemiddeld van die klastoetse (50%) en die semestertoets (50%).

Praktiese komponent (33%): Die praktiese komponent se punt bestaan uit die gemiddeld van die praktiese verslae (50%) en die gemiddeld van die twee praktiese eksamens (50%). 'n Minimum punt van 40% vir die praktiese komponent is nodig vir eksamentoelating. Die teorie (67%) en praktiese (33%) komponente dra beide by tot die deelnamepunt. 'n Minimum deelnamepunt van 40% is nodig vir eksamentoelating. Die deelnamepunt en eksamen dra elk 50% by tot die modulepunt.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: BCHG221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Clinical Biochemistry / Titel: Kliniese Biochemie

Module outcomes:

After completion of the module, the student should:

- be able to demonstrate basic knowledge and understanding of the use of biochemical investigations
- be able to demonstrate basic knowledge and understanding of key terms, concepts and principles underlying diagnostic accuracy
- be able to demonstrate basic knowledge and understanding of manipulation of laboratory tests to achieve a desired outcome
- be able to know and understand the following topics:
 1. The chemical and physiological mechanisms that underlie homeostasis and
 2. The etiology, pathogenesis, biochemical pathology, clinical features and basic treatment of relevant disease states relevant to clinical biochemistry.
 - a. Water sodium and potassium, b. Hydrogen ion homeostasis, c. The kidney, d. Calcium phosphate and magnesium, e. The bone, articular, muscle and nervous system, f. Common plasma proteins, enzymes and marker of inflammation, g. Iron homeostasis, h. The liver, i. The hypothalamus-pituitary-target organ axis, j. Carbohydrate metabolism, k. Lipid metabolism, l. Cardiovascular disease, m. Malignant disease and tumour markers, n. Hematology

Module-uitkomst:

Na voltooiing van die module, behoort die student die volgende te kan demonstreer:

- die vermoë om basiese kennis en begrip te hê van die gebruike van biochemiese ondersoeke
- die vermoë om basiese kennis en begrip te hê van sleutel terme, konsepte en beginsels wat onderliggend is aan diagnostiese akkuraatheid
- die vermoë om laboratorium toetse te manipuleer om 'n gewenste uitkomst te kry
- die vermoë om die volgende onderwerpe te begryp en te verstaan:
 1. Die chemiese en fisiologiese meganismes wat onderliggend is aan homeostase en
 2. Die etiologie, patogeniese, biochemiese patologie, kliniese kenmerke en basiese behandeling van verwante siektes wat verwant is aan die kliniese biochemie.
 - a. Water, natrium en kalium, b. Waterstofioon homeostase, c. Die nier, d. Kalsium fosfaat en magnesium, e. Die been, artikulêre spier en senuweestelsel, f. Algemene plasma proteïene, ensieme en merkers van inflammasie, g. Yster homeostase, h. Die lewer, i. Die hipotalamus-pituitêre-teiken orgaan as, j. Koolhidraat metabolisme, k. Lipied metabolisme, l. Kardiovaskulêre siektes, m. Kwaadaardige siektes en tumor merkers, n. Hematologie

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Correctly request and interpret the following laboratory tests I general scenarios in clinical practice:
 1. Urea, creatinine and electrolytes, 2. Measured and calculated osmolality and anion gap, 3. Urinary electrolytes and osmolality, 4. Creatinine clearance and the calculated glomerular filtration rate, 5. Blood gas, 6. Calcium, magnesium and phosphate, 7. Parathyroid hormone, 25-hidroxy vitamin D and calcitriol, 8. Serum and urine total protein and albumin, 9. Pre-albumin, 10. Carbohydrate deficient transferrin, 11. C-reactive protein and pro-calcitonin, 12. Immunoglobulins, 13. Iron, transferrin and ferritin, 14. Bilirubin, alanine and aspartate aminotransferase, alkaline phosphatase and gamma glutamyl transferase, 15. Urinary urobilinogen and bilirubin, 16. Pseudocholine esterase
 17. Amylase, 18. Common tumour markers, 19. Growth hormone and prolactin, 20. TSH and thyroid hormones, Adrenocorticotrophic hormone and cortisol, 21. Renin and Aldosterone, Follicle stimulation hormone and luteinizing hormone. 22. Estrogen, progesterone and testosterone. 23. Glucose, insulin, c-peptide and HbA1c, 24. Urinary glucose and ketones, 25. Lactate and pyruvate, 26. Lipogram, 27. Troponins, creatinine kinase and pro-B natriuretic peptide, 28. Full blood count and clotting profile

Note: Expected depth of understanding will differ based on the scope of practice. E.g., Students are expected to have in depth knowledge and understanding of glucose, but only a basic overview of tumour markers.

Assessment methods – Formal formative:

The students will perform informal class case studies, model questions that includes cases and answers, and class tests. As part of the practical assessments, they will have to participate in problem-based discussions.

Assessment methods – Summative:

The summative assessment consists of class tests, an assignment, a semester test and a final exam paper written at the end of the semester.

Assessment plan:

The participation mark consists of the average of the class tests (25%), one assignment (25%) and the semester test (50%). A minimum participation mark of 40% is required for examination participation.

The participation mark and exam will each contribute 50% to the module mark.

Assesseringsplan:

Die deelnamepunt bestaan uit die gemiddeld van die klastoetse (25%), een opdrag (25%) en die semestertoets (50%). 'n Deelname punt van minimum 40% word vereis vir eksamen toelating. Die deelnamepunt en eksamen dra elk 50% by tot die modulepunt.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BCHN222	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Metabolism / **Titel:** Metabolisme

Module outcomes:

After completion of the module, the student should demonstrate:

- integrated knowledge of the core reactions of metabolism to form the basis to accumulate specialized knowledge in any of the biological sciences like microbiology, zoology, botany and physiology;
- proficient knowledge to evaluate the contribution of food groups to energy productive metabolism under normal and abnormal conditions.
- proficient knowledge to be able to predict the effect of an inherited or a induced change in the activity of an enzyme and the effect it would have on a metabolic pathway and eventually the total metabolism and.;
- proficient skills to compile a testing regime to test the change in the metabolic profile using initial simple screening tests followed by more complex diagnostic tests.
- the ability to demarcate the results of an abnormal metabolic profile according to known diagnostic profiles of abnormalities and which and how confirmation analyses could be done in selected cases;
- to have the ability to write a report as if in an advisory position (e.g. doctor / pharmacists / biochemist dietitian) to explain abnormal results in layman's terms so that it can be understood, without having any background knowledge of the abnormality.
- and understanding of the safety, ethical and professional conduct required of a professional analytical biochemist.

Module-uitkomst:

Na voltooiing van die module, behoort die student:

- geïntegreerde kennis van die kern reaksies van metabolisme om die basis te vorm vir die versameling van gespesialiseerde kennis in enige van die biologiese wetenskappe soos mikrobiologie, dierkunde, plantkunde en fisiologie;
- voldoende kennis sal hê om die bydrae van voedsel groepe tot energie produksie te evalueer onder normale en abnormale omstandighede;
- die vermoë hê om te voorspel om te wat die effek van aangebore of geïnduseerde veranderinge van 'n ensiem aktiwiteit sal hê op die metaboliese weë en die totale metabolisme;
- voldoende vaardighede om 'n siftings program saam te stel om die verandering van 'n metaboliese profiel te evalueer gevolg deur meer komplekse diagnostiese toetse
- die vermoë sal hê om 'n abnormale metaboliese profiel te evalueer op grond van bekende diagnostiese profile en abnormale toetse en die kennis van watter en hoe bevestigende analyses uitgevoer kan word op geselekteerde gevalle.
- om die vermoë te hê om 'n verslag te skryf in 'n raadgevende hoedanigheid (bv. dokter, apteker, dieetkundige) om die abnormale resultate te verduidelik in eenvoudige terme.
- en die begrip van veiligheids-, etiese- en professionele gedrag verwag van 'n professionele analitiese biochemikus.

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- demonstrate integrated knowledge of the basic human metabolism including the electron transport chain, Krebs cycle, monosaccharide metabolism, lipid metabolism and amino acid metabolism.
- conduct experiments under supervision of demonstrators to investigate the abnormalities;

- the ability to demarcate and effectively solve problems associated with the theoretical and practical (experimental) aspects and to interpret abnormal results;
- demonstrate their understanding of the safety, ethical and professional conduct required of a professional analytical chemist.

Assessment methods – Formal formative:

For the theoretical component the formative assessments include class quizzes, class tests and a semester test, while the practical/experimental portion will be assessed during practical sessions during which experiments must be conducted and associated practical reports submitted.

Assessment methods – Summative:

The summative assessment consists of an exam paper that will be written at an appointed time by every student.

Assessment plan:

Theory component (71.66%): The theory participation mark consists a number of class quizzes (5%), two/three class tests (33.33%) and a semester test (33.33%).

Practical component (28.34 %): The practical participation mark will be made up equally from four pre-practical tests and four practical reports, with the option of an additional practical assignment and/or test.

The theory and practical components contribute 71.66 and 28.34%, respectively, to the participation mark. The participation mark and exam will each contribute 50% to the module mark.

Assesseringsplan:

Teoriekomponent (71.66 %): Die teorie deelnamepunt bestaan 'n aantal klas vasvrae (5%), twee/drie klastoetse (33,33%) en 'n semestertoets (33,33%).

Praktiese komponent (28.34 %): Die praktiese deelnamepunt word opgemaak uit die gelyke verdeling van die vier praktiese voor-af toetse en verslae, met die opsie van 'n addisionele praktiese opdrag en/of verslag. Die teoretiese en praktiese komponente dra onderskeidelik 71.66% en 28.34% by tot die deelnamepunt. Die deelnamepunt en eksamenpunt dra elk 50% tot die modulepunt by.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: BHIG211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Fundamentals of Occupational Hygiene / Titel: Grondbeginsels van Beroepshigiëne

Module outcomes:

After completion of the module, the student should demonstrate the following:

- detailed knowledge and understanding of the fundamental principles of Occupational Hygiene;
- an understanding of the overall Occupational Hygiene process and the ability to implement this knowledge in the design of a suitable and sufficient Occupational Hygiene survey and the interpretation of the generated data in a sound scientific way;
- the ability to evaluate and analyse existing Occupational Hygiene survey programs;
- an understanding of the ethical aspects and practices specifically relevant to Occupational Hygiene;
- the ability to accurately and coherently communicate his/her findings verbally and in writing with an understanding of copyright and rules of plagiarism.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- gedetailleerde kennis en begrip van die grondbeginsels van Beroepshigiëne;
- insig in die algehele Beroepshigiëne-proses en die vermoë om hierdie kennis in die ontwerp van 'n toepaslike en toereikende Beroepshigiëne-onderzoek te implementeer en om ingesamelde data op wetenskaplik gegronde wyse te interpreteer;
- die vermoë om bestaande Beroepshigiëne-onderzoekprogramme te evalueer en analiseer;
- begrip van die etiese aspekte en praktyke spesifiek tersaaklik vir Beroepshigiëne;
- die vermoë om sy/haar bevindinge op akkurate en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls.

Assessment methods / Assesseringsmetodes: 50:50

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: BHIG221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Risk management / Titel: Risikobestuur

Module outcomes:

After completion of the module, the student should demonstrate the following:

- detailed knowledge of the risk assessment process and the accompanying understanding and ability to apply key terms, concepts, principles, rules and theories of the field within the context of Occupational Hygiene;
- proficiency in your ability to demonstrate an understanding of the different forms of knowledge and schools of thought as applicable to Risk Assessment;

- the ability to select appropriate Risk Assessment procedures and to apply them in the context of Occupational Hygiene in order to contribute to the enhancement of data review and management practices with a view to improve the quality of Risk Assessments as envisioned in the context of Occupational Hygiene;
- your problem solving skills in respect of your ability to identify analyse and solve problems in various unfamiliar contexts by gathering evidence and applying solutions that are appropriate to the field of Risk Assessment;
- an understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas that may occur in the practice of Risk Assessment;
- proficiency in your ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies as appropriate to the field of Risk Assessment;
- an ability to work effectively in a team or group, and to take responsibility for your decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- gedetailleerde kennis van die risikoramingsproses en die gepaardgaande verstaan van en vermoë om sleutel terme, konsepte, beginsels, reëls en teorieë tersaaklik vir die beroep binne die konteks van Beroepshigiëne toe te pas;
- vaardigheid rondom en voldoende begrip van die verskillende vorme van kennis en denkskole van toepassing op Risikoramang;
- die vermoë om gepaste Risikoramingsprosedures te kies en toe te pas in die konteks van Beroepshigiëne ten einde by te dra tot die bevordering van data-hersiening en -bestuurspraktyke met die doel voor oë om die kwaliteit van Risikoramings in die Beroepshigiëne-praktyk te verbeter;
- vaardighede rakende die vermoë om probleme in verskeie onbekende omstandighede te identifiseer, te analiseer en op te los deur bewyse in te samel en gepaste oplossings toepaslik vir Risikoramang aan te wend;
- 'n deeglike begrip van die etiese implikasies van besluite en aksies, beide professioneel asook in die konteks van 'n organisasie, wat gewortel is in 'n bewustheid van die kompleksiteit van etiese dilemmas wat tydens die praktyk van Risikoramang na vore mag kom;
- die vermoë om ingewikkelde inligting op betroubare en koherente wyse aan te bied en te kommunikeer, deur gebruik te maak van gepaste akademiese en professionele of beroepskonvensies, -formate en -tegnologieë tersaaklik vir Risikoramang;
- die vermoë om effektief as deel van 'n groep of span te funksioneer, om binne kontekste wat duidelik uiteengesit is, verantwoordelikheid te neem vir eie besluite en dae asook dié van ander en vir die gebruik van hulpbronne waar van toepassing.

Assessment methods / Assesseringsmetodes: 50:50

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BHIG222	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Ergonomics for Occupational Hygiene / **Titel:** Ergonomie vir Beroepshigiëne

Module outcomes:

After completion of the module, the student should demonstrate the following:

- detailed knowledge and understanding of the field of ergonomics, and the influence of ergonomics on the body; and knowledge of how ergonomic problems in the workplace can cause strain and injury;
- the ability to effectively apply principles of ergonomics and evaluation methods to assess the ergonomic compliance or problems with ergonomics in a work area;
- the ability to use discipline-specific methods and techniques of information gathering on overuse syndrome and other ergonomic related health problems, analyse and synthesize the information and apply your research to a given context in the field of ergonomic related disorders;
- accurate and coherent written and verbal communication of the role of ergonomics in Occupational Hygiene with an understanding of and respect for copyright and rules of plagiarism.

Module-uitkomste

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- gedetailleerde kennis en begrip op die gebied van ergonomie, die invloed van ergonomie op die liggaam, asook oor hoe ergonomiese probleme in die werksomgewing tot ooreising en gevolglike beserings kan lei;
- die vermoë om ergonomiese beginsels en evalueringsmetodes effektief toe te pas ten einde die nakoming van ergonomiese vereistes, of moontlike probleme met ergonomie in 'n werksomgewing, te beraam;
- die vermoë om beroepspesifieke metodes en tegnieke van inligtingversameling rakende ooreising-sindroom

en ander gesondheidsprobleme wat met ergonomie verband hou, te gebruik, inligting te analiseer en te integreer en die navorsing dan op 'n gegewe area van ergonomie-verwante kwale toe te pas; • die vermoë om kennis oor die rol van ergonomie in Beroepshigiëne op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls.		
Assessment methods / Assesseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG223	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Toxicology I / Titel: Toksikologie I		
Module outcomes: After completion of the module, the student should demonstrate the following: • detailed knowledge and understanding of fundamental toxicological concepts; how toxicological knowledge relates to Occupational Hygiene; and the history and development of knowledge in toxicology and Occupational Hygiene; • the ability to analyse, evaluate and synthesise toxicological information obtained from multiple sources and to apply it in the field of Occupational Hygiene; • the ability to communicate complex toxicological information verbally and in writing reliably and coherently with understanding and respect of copyright and plagiarism rules; • the ability to work effectively in a group and to contribute toward the planning and completion of group tasks. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer: • gedetailleerde kennis en begrip van die grondbeginsels van toksikologie, hoe toksikologiese kennis met Beroepshigiëne verband hou asook die geskiedenis en ontwikkeling van kennis rakende toksikologie en Beroepshigiëne; • die vermoë om toksikologiese kennis vanuit 'n verskeidenheid bronne te analiseer, evalueer en integreer en dit dan op die praktyk van Beroepshigiëne toe te pas; • die vermoë om kennis oor ingewikkelde toksikologiese inligting op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls; • die vermoë om effektief in 'n groepsituasie te werk en 'n bydrae te lewer ten opsigte van die beplanning en uitvoer van groeptaak.		
Assessment methods / Assesseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG224	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Research Methodology / Titel: Navorsingsmetodologie		
Module outcomes: After completion of the module, the student should demonstrate the following : • detailed knowledge and understanding of fundamental research concepts, methods and processes, and how applicable knowledge of research methodologies relates to Occupational Hygiene; • an understanding of the ethical aspects and practices specifically relevant to Occupational Hygiene research; • the ability to select, evaluate and apply statistical analysis specific to Occupational Hygiene to solve fundamental problems in the field of Occupational Hygiene; • an ability to analyse, evaluate and synthesise information obtained from multiple sources to write a fundamental research proposal; • accurate and coherent written and verbal communication of a research proposal with an understanding of and respect for copyright and rules of plagiarism. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer: • gedetailleerde kennis en begrip van die grondbeginsels, metodes en prosesse van navorsing en hoe toepaslike kennis oor navorsingsmetodologie tersaaklik is vir Beroepshigiëne; • duidelike begrip van die etiese aspekte en praktyke wat spesifiek van toepassing is op Beroepshigiëne-navorsing; • die vermoë om statistiese analises te kies, evalueer en toe te pas wat spesifiek op Beroepshigiëne betrekking het ten einde probleme op te los wat in die praktyk waargeneem word; • die vermoë om inligting wat uit 'n verskeidenheid bronne versamel is, te analiseer, evalueer en integreer ten einde 'n basiese navorsingsvoorlegging saam te stel; • die vermoë om kennis oor navorsingsmetodologie op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls.		

Assessment methods / Asseseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 24
Title: Toxicology II / Titel: Toksikologie II		
Module outcomes: After completion of the module, the student will demonstrate the following: - integrated knowledge and understanding of the toxicology of a variety of toxicants and an understanding of how these toxicants relate to Occupational Hygiene; - the ability to identify, analyse, critically reflect on and address complex toxicological problems related to Occupational Hygiene and to provide solutions based on theoretical arguments; - the ability to systematically gather, independently validate, evaluate and manage information on a variety of toxicants; - accurate and coherent communication of relevant toxicological information verbally and in writing with understanding of and respect of copyright and plagiarism rules. - the ability to manage a group in solving contextual toxicological problems by applying appropriate resources, monitor progress of the team and taking responsibility of the outcomes.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer: - geïntegreerde kennis en insig van die toksikologie van verskeie toksiese stowwe en insig in hoe hierdie toksiese stowwe verband hou met Beroepshigiëne; - die identifisering, analisering en kritiese refleksie op en hantering van ingewikkelde toksikologiese probleme verbandhoudend met Beroepshigiëne en die verskaffing van oplossings gegrond op teoretiese argumente; - die sistematiese versameling, selfstandige validasie, evaluasie en bestuur van inligting oor 'n verskeidenheid van toksiese stowwe; - die vermoë om tersaaklike toksikologiese inligting op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls. - die bestuur van 'n groep tydens die oplossing van kontekstuele toksikologiese probleme deur gepaste hulpbronne toe te pas, die vordering van die groep te monitor en verantwoordelikheid te neem vir die uitkomst.		
Assessment methods / Asseseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 24
Title: Occupational Hygiene Legislation / Titel: Beroepshigiëne-wetgewing		
Module outcomes: After completion of the module, the student will demonstrate the following: - integrated knowledge of relevant legislation and regulations applicable to the practice of Occupational Hygiene in a South African context, and a keen understanding of the implementation of appropriate laws in different scenarios and the implications when such laws and regulations are not adhered to; - the ability to develop, implement and then evaluate the effectiveness of an Occupational Hygiene monitoring program, with strict adherence to relevant legislation and regulations; - the ability to critically analyse and evaluate Occupational Hygiene monitoring data, thereafter comparing it with relevant Occupational Hygiene legislation and formulate the necessary changes to the Occupational Hygiene monitoring program. - an ability to accurately and coherently communicate practice requirements and safety recommendations relevant to the field of Occupational Hygiene to a range of different audiences, providing sound evidence for convincing arguments while demonstrating effective use of available resources.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer: - geïntegreerde kennis oor die tersaaklike wetgewing en voorskrifte rakende die praktyk van Beroepshigiëne in 'n Suid-Afrikaanse konteks, asook deeglike insig in die toepassing van spesifieke wette in verskillende situasies en die implikasies indien hierdie wette verontagsaam word; - die ontwikkeling, implementering en evaluering van die effektiwiteit van 'n Beroepshigiëne moniteringsprogram, met streng navolging van tersaaklike wetgewing en voorskrifte; - kritiese analise en evaluering van Beroepshigiëne-moniteringsdata, gevolg deur vergelyking met tersaaklike Beroepshigiëne-wetgewing ten einde die nodige veranderinge aan die moniterings-program te formuleer; - die vermoë om praktykvereistes en veiligheidsaanbevelings rakende Beroepshigiëne op noukeurige en koherente wyse aan 'n verskeidenheid gehore oor te dra, waartydens grondige bewyse en oortuigende argumente gelewer word met behulp van die effektiewe gebruik van beskikbare hulpbronne.		

Assessment methods / Assesseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 24
Title: Chemical Stressors I / Titel: Chemiese Stressors I		
Module outcomes: After completion of the module, the student will demonstrate the following: - integrated knowledge and understanding of exposure to a variety of aerosols and hazardous biological agents (HBA) and an understanding of exposure assessment and control strategies relevant to these exposures; - ability to select, evaluate and apply a range of different and appropriate exposure assessment and control strategies to resolve Occupational Hygiene problems; - the ability to identify, analyse and critically reflect on the assessment of complex exposure problems in the workplace in order to prescribe the correct control strategies; - accurate and coherent communication of exposure assessment and control strategies information verbally and in writing with understanding of and respect of copyright and plagiarism rules. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstree: - geïntegreerde kennis en insig rakende blootstelling aan 'n verskeidenheid aërosols en gevaarlike biologiese agense (GBA) en insig in die bepaling van blootstelling en beheerstrategieë van toepassing op hierdie blootstellings; - die vermoë om 'n verskeidenheid toepaslike blootstellingsbepalings- en beheerstrategieë te kies, evalueer en toe te pas om Beroepshigiëne-probleme op te los; - identifisering, analiserings en kritiese refleksie oor die bepaling van ingewikkelde blootstellings-probleme in die werksomgewing ten einde die regte beheerstrategieë aan te beveel; - die vermoë om blootstellingsbepaling- en beheerstrategieë op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls.		
Assessment methods / Assesseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG322	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 24
Title: Physical Stressors I / Titel: Fisiese Stressors I		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: - an integrated knowledge and understanding of the basic scientific principals regarding electromagnetic radiation and the accompanying electrical and magnetic fields, it's influences on the body, the scientific fundamentals of measuring exposure and the physiological basis of occupational exposure limits as well as the control of exposure; - a keen understanding of the scientific basis of the units in which the exposures is measured; - the ability to gather and use knowledge in a critical way from available literature and to apply it in a creative manner in practice in order to protect workers against the dangers and negative health effects of electromagnetic radiation and poor illumination; - the ability to critically analyse complicated exposure problems in the workplace in order to prescribe the correct protection measures; - the ability to accurately and coherently communicate his/her findings verbally and in writing. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstree: - geïntegreerde kennis en insig in die basiese wetenskaplike beginsels rakende elektromagnetiese straling en gepaardgaande elektriese en magnetiese velde, die invloed daarvan op die liggaam, wetenskaplike grondbeginsels rakende die meet van blootstelling en die fisiologiese basis van beroepsblootstellingslimiete sowel as die beheer van blootstelling; - deeglike insig in die wetenskaplike basis van die eenhede waarin blootstelling gemeet word; - versameling en gebruik van kennis uit die literatuur op kritiese wyses en kreatiewe en praktiese toepassing daarvan ten einde werkers te beskerm teen die gevare en negatiewe gesondheidsgevolge van elektromagnetiese staling en swak verligting; - Kritiese analiserings van ingewikkelde blootstellingsprobleme in die werksomgewing ten einde toepaslike beskermingsmaatreëls aan te beveel; - Die vermoë om bevindinge op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls.		
Assessment methods / Assesseringsmetodes: 50:50		

Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG411	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Ventilation / Titel: Ventilاسie		
Module outcomes: After completion of the module, the student will demonstrate the following: - knowledge of and engagement with the theoretical underlying principles, theories, research methodologies and methods appropriate to the study of ventilation and the ability to apply the aforementioned in any context relevant to ventilation and Occupational Hygiene; - the ability to gather information from a variety of respectable sources, assessing the integrity of the information as well as the information generating process and using the information to enhance your understanding of ventilation; - the ability to select appropriate procedures, methods and techniques to analyse and creatively respond to modern-day issues and challenges in the field of ventilation, thereby contributing to the enhancement of data review and management practices with a view to improve Ventilation as a field in actual Occupational Hygiene practice; - the capacity to use a variety of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to the field of Ventilation; - the ability to produce and communicate academic, professional or occupational ideas and text effectively while offering creative insight, comprehensive interpretations and solutions to challenges as encountered within the field of Ventilation as envisioned in the practice of Occupational Hygiene; - ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstree: - kennis van en insig in die teoretiese grondbeginsels, teorieë, navorsingsmetodologieë en metodes tersaaklik vir die studie van ventilاسie asook die vermoë om hierdie kennis in enige konteks rakende ventilاسie en Beroepshigiëne toe te pas; - die insamel van inligting vanuit verskillende gerespekteerde bronne, die assessering van die integriteit van die inligting sowel as die proses van inligtingversameling en die gebruik van hierdie inligting om jou eie verstaan van ventilاسie te bevorder; - die kies van gepaste prosedures, metodes en tegnieke om hedendaagse probleme en uitdagings op die gebied van ventilاسie te analiseer en kreatief daarop te reageer, om sodoende by te dra tot die bevordering van data-hersiening en bestuurspraktyke ten einde ventilاسie as veld in Beroepshigiëne as praktyk te bevorder; - die vermoë om 'n verskeidenheid gespesialiseerde vaardighede te gebruik om komplekse of abstrakte probleme te identifiseer, analiseer en aan te spreek deur te put uit bestaande kennis en metodes toepaslik tot Ventilاسie as navorsingsarea; - die effektiewe voorbring en oordra van akademiese, professionele en/of beroepsgerigte idees in tekste wat kreatiewe insig, omvattende interpretasie en oplossings vir uitdagings rakende ventilاسie en Beroepshigiëne aanbied; - eienaarskap van eie werk, keuses gemaak en hulpbronne gebruik sowel as verantwoordelikheid vir die besluite en dade van jou eweknieë waar van toepassing.		
Assessment methods / Assesseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG412	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 24
Title: Chemical Stressors II / Titel: Chemiese Stressors II		
Module outcomes: After completion of the module, the student will demonstrate the following: - integrated knowledge of and engagement in gas and vapour exposure and critical understanding and application of exposure assessment and control strategies relevant to these exposures; - the ability to critically interrogate multiple publications pertaining to exposure assessment and control strategies within the field of Occupational Hygiene, and critically evaluate and review them and the manner in which they were produced; - the ability to select, evaluate and apply a range of different but appropriate exposure assessment and control strategies to reflect on and address complex Occupational Hygiene exposure scenario's;		

- accurate, coherent, appropriate and creative presentation and communication of Occupational Hygiene exposure assessment and control strategies with understanding of and respect for rules on copyright and plagiarism.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- geïntegreerde kennis van en insig in gas- en dampblootstelling en kritiese insig en toepassing van die bepaling van blootstelling en beheerstrategieë van toepassing op hierdie blootstellings;
- die vermoë om verskeie publikasies aangaande blootstellingsbepalings in Beroepshigiëne en die manier waarop dit saamgestel is, krities te evalueer en te hersien;
- die vermoë om verskillende toepaslike blootstellingsbepalings en beheerstrategieë te kies, te evalueer en toe te pas sodat ingewikkelde Beroepshigiëne blootstellingsituasies oordink en aangespreek kan word;
- die vermoë om op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer oor Beroepshigiëne blootstellingbepaling- en beheerstrategieë met inbegrip van kopiëreg en plagiaatreëls.

Assessment methods / Assesseringsmetodes: 50:50

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BHIG413	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 24

Title: Physical Stressors II / **Titel:** Fisiese Stressors II

Module outcomes:

After completion of the module, the student will demonstrate the following:

- comprehensive and integrated knowledge and understanding of the basic scientific principals regarding noise, vibration and temperature, its influences on the body, the scientific fundamentals of measuring and units, occupational exposure levels as well the various levels of protection of workers;
- the ability to develop, implement and evaluate an effective program for the monitoring and control of exposure to noise, vibration, heat and cold;
- the ability to critically analyse complicated exposure problems in the workplace in order to prescribe the correct protection measures;
- the ability to accurately and coherently communicate his/her findings verbally and in writing.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- uitgebreide en geïntegreerde kennis oor en insig in die basiese wetenskaplike beginsels aangaande geraas, vibrasie en temperatuur, die invloed wat dit op die liggaam het, die wetenskaplike grondbeginsels van meting en eenhede, beroepsblootstellingsvlakke sowel as die verskillende vlakke van beskerming wat werkers benodig;
- die ontwikkeling, implementering en evaluering van 'n effektiewe program vir die monitering en beheer van blootstelling aan geraas, vibrasie, hitte en koue;
- die kritiese analisering van ingewikkelde blootstellingsprobleme in die werksomgewing met die doel om die aangewese beskermingsmaatreëls aan te beveel;
- die vermoë om bevindinge op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiëreg en plagiaatreëls.

Assessment methods / Assesseringsmetodes: 50:50

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BHIG421	Semester 2	NQF level / NKR vlak: 8 Credits / Krediete: 24

Title: Chemical Stressors III / **Titel:** Chemiese Stressors III

Module outcomes:

After completion of the module, the student will demonstrate the following:

- integrated knowledge of and engagement in biological monitoring of exposure, dermal exposure and surface exposure and critical understanding and application of exposure assessment and control strategies relevant to these respiratory exposures;
- the ability to critically interrogate multiple publications pertaining to exposure assessment and control strategies within the field of Occupational Hygiene, and critically evaluate and review them and the manner in which they were produced;
- the ability to select, evaluate and apply a range of different but appropriate exposure assessment and control strategies to reflect on and address complex Occupational Hygiene exposure scenario's;
- accurate, coherent, appropriate and creative presentation and communication of Occupational Hygiene exposure assessment and control strategies with understanding of and respect for rules on copyright and plagiarism.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- geïntegreerde kennis van en insig in biologiese monitoring van respiratoriese blootstelling, dermale blootstelling en oppervlaktblootstelling en kritiese begrip en toepassing van blootstellingsbepalings- en beheerstrategieë van toepassing op hierdie blootstellings; - die vermoë om verskeie publikasies aangaande blootstellingsbepalings in Beroepshigiëne en die manier waarop dit saamgestel is, krities te evalueer en te hersien; - die vermoë om verskillende toepaslike blootstellingsbepalings- en beheerstrategieë te kies, te evalueer en toe te pas sodat ingewikkelde Beroepshigiëne blootstellingsituasies oordink en aangespreek kan word; - die vermoë om op noukeurige, koherente en kreatiewe wyse verbaal en skriftelik te kommunikeer oor Beroepshigiëne blootstellingsbepalings- en beheerstrategieë met inbegrip van kopiereg en plagiaatreëls.		
Assessment methods / Asseseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG422	Semester 2	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Employee Wellness and Epidemiology / Titel: Werknemerwelstand en Epidemiologie		
Module outcomes: After completion of the module, the student will demonstrate the following: - knowledge of and engagement with the theoretical underlying principles, theories, research methodologies and methods appropriate to the study of Employee Wellness and Epidemiology and the ability to apply the aforementioned in any context relevant to Employee Wellness and Epidemiology; - the ability to gather information from a variety of respectable sources, assessing the integrity of the information as well as the information generating process and using the information to enhance your understanding of Employee Wellness and Epidemiology; - the ability to select appropriate procedures, methods and techniques to analyse and creatively respond to modern-day issues and challenges in the field of Employee Wellness and Epidemiology, thereby contributing to the enhancement of data review and management practices with a view to improve employee wellness in actual Occupational Hygiene practice; - the ability to produce and communicate academic, professional or occupational ideas and text effectively while offering creative insight, comprehensive interpretations and solutions to challenges as encountered within the field of Employee Wellness and Epidemiology as envisioned in the practice of Occupational Hygiene; - the capacity to identify and address ethical issues, based on critical reflection of the suitability of different ethical value systems, pertinent to the field of Employee Wellness and Epidemiology; - ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer: - kennis oor en insig in die onderliggende teoretiese beginsels, teorieë en navorsingsmetodes van toepassing vir die bestudering van Werknemerwelstand en Epidemiologie en die vermoë om hierdie kennis in enige konteks rakende Werknemerwelstand en Epidemiologie te kan toepas - die insamel van inligting vanuit verskillende gerespekteerde bronne, die assessering van die integriteit van die inligting sowel as die proses van inligtingversameling en die gebruik van hierdie inligting om jou eie verstaan van Werknemerwelstand en Epidemiologie te bevorder; - die kies van gepaste prosedures, metodes en tegnieke om hedendaagse probleme en uitdagings op die gebied van Werknemerwelstand en Epidemiologie te analiseer en kreatief daarop te reageer, om sodoende by te dra tot die bevordering van data-hersiening en bestuurspraktyke ten einde Werknemerwelstand en Epidemiologie as veld in Beroepshigiëne as praktyk te bevorder; - die effektiewe voorbring en oordra van akademiese, professionele en/of beroepsgerigte idees in tekste wat kreatiewe insig, omvattende interpretasie en oplossings vir uitdagings rakende Werknemerwelstand, Epidemiologie en Beroepshigiëne aanbied; - die identifisering en aanspreek van etiese kwessies, gebaseer op kritiese refleksie oor die gepastheid van moontlike oplossings binne verskillende etiese waardesisteme, soos van toepassing op Werknemerwelstand en Epidemiologie; - eienaarskap van eie werk, keuses gemaak en hulpbronne gebruik sowel as verantwoordelikheid vir die besluite en dade van jou gelykes waar van toepassing.		
Assessment methods / Asseseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BHIG423	Semester 2	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Management, Occupational Safety and Environmental Health		
Titel: Bestuur, Beroepsveiligheid en Omgewingsgesondheid		

Module outcomes:

After completion of the module, the student will demonstrate the following:

- knowledge of and engagement with the theoretical underlying principles, theories, research methodologies and methods appropriate to the study of Management, Environmental Health and Safety and management systems of Occupational Hygiene and the ability to apply the aforementioned in any context relevant to Environmental Health and Safety and management of Occupational Hygiene;
- the ability to gather information from a variety of respectable sources, judging the integrity of the information as well as the information generating process and using the information to enhance your understanding of Environmental Health and Safety and Occupational Hygiene management;
- the ability to select appropriate procedures, methods and techniques to analyse and creatively respond to modern-day issues and challenges in the field of Occupational Hygiene, Environmental Health and Safety, thereby contributing to the enhancement of data review and management practices with a view to improve Environmental Health and Safety in actual Occupational Hygiene practice;
- the ability to use a variety of specialized skills to solve, analyze and address complex or abstract problems, by drawing on existing knowledge and methods applicable to Management, Occupational Safety and Environmental Health as a research area;
- the ability to produce and communicate academic, professional or occupational ideas and text effectively while offering creative insight, comprehensive interpretations and solutions to challenges as encountered within the field of Environmental Health and Safety as envisioned in the practice of Occupational Hygiene and management thereof;
- that you are able to operate effectively within a system or manage a system based on your understanding of the roles and relationships between elements within a particular system;
- ownership of your work, decisions made and resources used as well as accountability for the decisions and actions of your peers where appropriate.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstree:

- kennis van en insig in die teoretiese grondbeginsels, teorieë en navorsingsmetodologieë tersaaklik vir die studie van Bestuur, Beroepsveiligheid en Omgewingsgesondheid asook die vermoë om hierdie kennis in enige konteks rakende Bestuur, Beroepsveiligheid, Omgewingsgesondheid en Beroepshigiëne toe te pas;
- die insamel van inligting vanuit verskillende gerespekteerde bronne, die assessering van die integriteit van die inligting sowel as die proses van inligtingversameling en die gebruik van hierdie inligting om jou eie verstaan van Bestuur, Beroepsveiligheid en Omgewingsgesondheid te bevorder;
- die kies van gepaste prosedures, metodes en tegnieke om hedendaagse probleme en uitdagings op die gebied van Bestuur, Beroepsveiligheid en Omgewingsgesondheid te analiseer en kreatief daarop te reageer, om sodoende by te dra tot die bevordering van data-hersiening en bestuurspraktyke ten einde Bestuur, Beroepsveiligheid en Omgewingsgesondheid as veld in Beroepshigiëne as praktyk te bevorder;
- die vermoë om 'n verskeidenheid gespesialiseerde vaardighede te gebruik om komplekse of abstrakte probleme te identifiseer, analiseer en aanspreek deur te put uit bestaande kennis en metodes toepaslik tot Bestuur, Beroepsveiligheid en Omgewingsgesondheid as navorsingsarea;
- die effektiewe voortbring en oordra van akademiese, professionele on/of beroepsgerigte idees in tekste wat kreatiewe insig, omvattende interpretasie en oplossings vir uitdagings rakende Bestuur, Beroepsveiligheid, Omgewingsgesondheid en Beroepshigiëne aanbied;
- effektiewe deelname in of bestuur van 'n sisteem gebaseer op jou begrip van die rolle van en verhoudings tussen deelnemers in 'n spesifieke sisteem;
- eienaarskap van eie werk, keuses gemaak en hulpbronne gebruik sowel as verantwoordelikheid vir die besluite en dade van jou gelykes waar van toepassing.

Assessment methods / Asseseringsmetodes: 50:50

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: BHI6471	Semester 1&2	NQF level / NKR vlak: 8 Credits / Krediete: 32

Title: Research Project / **Titel:** Navorsingsprojek

Module outcomes:

After completion of the module, the student will demonstrate the following:

- integrated knowledge and critical understanding of the theories, research methodologies and methods used in Occupational Hygiene and how to apply the knowledge during a research project to solve an Occupational Hygiene problem;
- the ability to critically interrogate, evaluate and review multiple sources of knowledge available on his research topic and use the knowledge to plan, execute and evaluate his/her own project;
- the ability to select, evaluate and apply the appropriate Occupational Hygiene research methods, techniques and statistical analysis during his/her project;

- the ability to critically judge and address ethical issues encountered during his/her project in a suitable manner;
- the ability to accurately and coherently communicate his/her findings and recommendations by using appropriate and creative presentations to a range of different audiences, providing sound evidence for convincing arguments while demonstrating effective use of available resources.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstree:

- geïntegreerde kennis en begrip van teorieë en navorsingsmetodologieë wat in Beroepshigiëne gebruik word en hoe om hierdie kennis in 'n navorsingsprojek toe te pas ten einde 'n Beroepshigiëne-probleem op te los;
- die vermoë om 'n verskeidenheid inligtingsbronne wat oor die onderwerp beskikbaar is, krities te ondervra, evalueer en hersien sodat die kennis gebruik kan word om sy/haar eie projek te beplan, uit te voer en te evalueer;
- die vermoë om gepaste Beroepshigiëne-navorsingsmetodes, -tegnieke en statistiese analise gedurende die loop van sy/haar projek te kies, evalueer en toe te pas;
- kritiese beoordeling en gepaste hantering van etiese kwessies wat in die loop van sy/haar projek teëgekom is;
- die akkurate en koherente weergee van bevindinge en aanbevelings in die vorm van gepaste en kreatiewe voorleggings voor 'n verskeidenheid gehore, waartydens grondige bewyse en oortuigende argumente gelewer word met behulp van die effektiewe gebruik van beskikbare hulpbronne.

Assessment methods: No examination (Project work) / **Assesseringsmetodes:** Geen eksamen (Projekwerk)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code: BIYM111	Semester 1	NQF level: 5 Credits: 12

Title: Anatomy & Biophysics

Module outcomes:

- Describe and explain the structure of the tissues, organs, and sensory, respiratory, gastro intestinal, cardiovascular systems.
- Describe and explain the biophysics related to sensory, respiratory, gastro intestinal, cardiovascular system.
- Apply knowledge of human anatomy and related biophysics in clinical practice

Method of delivery: Full-time

Module code: BIYM112	Semester 1	NQF level: 5 Credits: 12

Title: Anatomy & Biophysics

Module outcomes:

- Describe and explain the structure of the tissues, organs, and organs of nervous, urinary, reproductive and endocrine systems.
- Describe and explain the biophysics related to nervous, urinary, reproductive and endocrine systems.
- Apply knowledge of human anatomy and related biophysics in clinical practice

Method of delivery: Full-time

Module code: BIYM121	Semester 2	NQF level: 5 Credits: 12

Title: Physiology & Biochemistry

Module outcomes:

- Describe the physiology of the tissues and organs of the respiratory, special senses, gastro –intestinal and cardio vascular systems accurately as related to nursing practice.
- Describe the biochemistry and biophysics related to the respiratory, special senses, gastro –intestinal and cardio vascular systems.
- Apply knowledge of relevant physiology and related biochemistry in clinical practice

Method of delivery: Full-time

Module code: BIYM122	Semester 2	NQF level: 5 Credits: 12

Title: Physiology & Biochemistry

Module outcomes:

- Describe the physiology of the tissues and organs of nervous, urinary, reproductive and endocrine systems accurately as related to nursing practice.
- Describe the biochemistry and biophysics related to the nervous, urinary, reproductive and endocrine systems.
- Apply knowledge of relevant physiology and related biochemistry in clinical practice

Method of delivery: Full-time

Module code / Modulekode: BSWG111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Introduction to Social Work as profession / Titel: Inleiding tot maatskaplike werk as 'n professie		
Module outcomes: On completion of the module, the student should be able to: • demonstrate an understanding of social work as a profession; distinguish between social work and social welfare; explain the relationship between social work, other social service practitioners and other related disciplines, and demonstrate knowledge of the social-work methods of intervention and social service systems; • demonstrate an ability to apply the social work methods and procedures in the working relationship with clients; • demonstrate an ability to understand and interpret, evaluate and engage in the problem-solving process of clients by means of the change process in social work; • demonstrate an ability to apply and take into account the ethical code of conduct as contained in the South African code of ethics; • demonstrate an ability to evaluate different sources of information and communicate information reliably and coherently; • demonstrate an ability to evaluate their learning performance and demonstrate an ability to identify their learning needs. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: • 'n begrip van maatskaplike werk as 'n beroep; die vermoë om tussen maatskaplike werk en maatskaplike welsyn te onderskei; die verwantskap tussen maatskaplike werk, ander maatskaplikedienstepraktisyns en ander verwante dissiplines te verduidelik, en kennis demonstreer van maatskaplikewerk-metodes van intervensie en maatskaplikedienste-sisteme; • 'n vermoë om die maatskaplikewerk-metodes en -prosedures in die werksverhouding met kliënte toe te pas; • 'n vermoë om probleme van kliënte deur middel van die in maatskaplike werk te verstaan en interpreteer, en te evalueer en op te los; • 'n vermoë om die etiese gedragskode, soos dit in die Suid-Afrikaanse etiekode vervat is, in ag te neem en toe te pas; • 'n vermoë om verskillende inligtingsbronne te evalueer en inligting betroubaar en samehangend te kommunikeer; • 'n vermoë om hulle leerprestasies te evalueer en die vermoë demonstreer om hulle leerbehoefes te identifiseer. Assessment criteria: Students have mastered the outcomes if they are able to: • understand and implement the fundamental principles of social work as a profession in terms of how social work is incorporated within the welfare system; • explain and analyse the relationship between social work, other social service practitioners and other related disciplines in terms of the values in the social work context; • give an overview of socialwork methods of intervention and social service systems; • apply and analyse the socialwork methods and procedures in service delivery to clients; • give an overview of the change process in social work and evaluate how this process can help in the problem-solving process with clients; • analyse and explain the ethical principles of social work; • give an overview of the socialwork values; • analyse and explain the different sources of information in a reliable and coherent manner. Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle die volgende kan doen: • die fundamentele beginsels van maatskaplike werk as beroep verstaan en implementeer ten opsigte van hoe maatskaplike werk binne die welsynstelsel geïnkorporeer word; • die verwantskap tussen maatskaplike werk, ander maatskaplikedienste-praktisyns en ander verwante dissiplines ten opsigte van die waardes in die konteks van maatskaplike werk verduidelik en ontleed; • 'n oorsig gee van maatskaplikewerk-intervensiemetodes en maatskaplikedienste-sisteme • die maatskaplikewerk-metodes en -prosedures in dienslewering aan kliënte toepas; • 'n oorsig gee oor die hulpverleningsproses in maatskaplike werk en evalueer hoe hierdie proses kan help om die probleme van kliënte op te los; • die etiese beginsels van maatskaplike werk ontleed en verduidelik; • 'n oorsig oor maatskaplikewerk-waardes gee; • die verskillende inligtingsbronne op 'n betroubare en samehangende manier ontleed en verduidelik.		

Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWG114	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: The scientific foundation of social-work practice / Titel: Die wetenskaplike grondslag van maatskaplikewerk-praktyk		
Module outcomes: After completion of the module, the students should be able to: - informed knowledge of the key theories and concepts that guide social-work practice; - an ability to solve familiar psychosocial problems from a social-work theoretical perspective; - an ability to take account of the implications of professional values and codes of conduct when applying theories of social work. Module uitkomst: Na voltooiing van die module sal die student die volgende toon: - ingeligte kennis van sleutelteorieë en konsepte wat maatskaplikewerk-praktyk rig; 'n vermoë om bekende psigososiale probleme vanuit 'n teoretiese perspektief oor maatskaplike werk op te los; 'n vermoë om die implikasies van professionele waardes en gedragskodes in ag te neem wanneer teorieë van maatskaplike werk toegepas word.		
Assessment criteria: The student will prove that they have attained the outcomes of the <i>The scientific foundation of social-work practice</i> (12 credits) module when they can: - explain how the knowledge base of social work has been compiled; - defend social work as a scientific discipline/the relationship between social work and science; - discuss critical thinking, scientific inquiry and career-long learning and their implications for social-work practice; - discuss key theories that guide social-work practice, including systems theory and ecological perspective, the strengths perspective, role theory and roles in social work; - use the key concepts of the theories of social work in describing case examples; - explain and give solutions to South African psychosocial problems from a social-work theoretical perspective; - use critical thinking skills to evaluate the credibility of a claim, conclusion or argument in a social-work text; - judge the theories of social-work on the basis of social-work professional values and code of conduct. Assesseringskriteria: Die student sal bewys lewer dat hulle die uitkomst van Die wetenskaplike grondslag van die maatskaplikewerk-praktyk (12 krediete) module, bereik het wanneer hulle die volgende kan doen: - verduidelik hoe die kennisbasis van maatskaplike werk saamgestel is; - maatskaplike werk as wetenskaplike dissipline/die verwantskap tussen maatskaplike werk en wetenskap verdedig; - kritiese denke, wetenskaplike ondersoek en loopbaan lange leer, en die implikasies daarvan vir die maatskaplikewerk-praktyk bespreek; - sleutelteorieë bespreek wat die maatskaplikewerk-praktyk rig, insluitende die sisteemteorie en ekologiese perspektief, die sterktesperspektief, rolteorie en rolle in maatskaplike werk; - die sleutelbegrippe van die teorieë van maatskaplike werk gebruik om voorbeelde van gevalle te bespreek; - Suid-Afrikaanse psigososiale probleme vanuit 'n teoretiese perspektief op maatskaplike werk verduidelik en oplossings daarvoor gee; - kritiese denkvvaardighede gebruik om die geloofwaardigheid van 'n bewering, gevolgtrekking of argument in 'n maatskaplikewerk-tekst te evalueer; - die teorieë van maatskaplike werk op grond van maatskaplike werk se professionele waardes en gedragskode beoordeel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWG214	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Introduction to childcare legislation / Titel: Inleiding tot kindersorgwetgewing		
Module outcomes: After completion of the module, the student should be able to: demonstrate understanding of the nature of childcare legislation, with specific reference to the rights of children;		

- demonstrate detailed knowledge on and understanding of child-centred services in South Africa and differentiate between services to children at all levels on the continuum of social-work service delivery, including prevention, early intervention, statutory services, reconstruction services and aftercare services;
- demonstrate understanding of how to identify services and operational strategies for children in the community, as well as analyse and describe the services and strategies that would be in the best interest of the child;
- demonstrate an ability to identify, evaluate and solve problems regarding the protection of children within specific legislative bounds;
- demonstrate an understanding of the ethical implications of child-centred services;
- demonstrate an understanding of how to plan service delivery that focuses specifically on the needs of children;
- demonstrate an ability to select, present and communicate in a reliable and coherent manner complex information that complies with childcare legislation.

Module uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- 'n begrip van die aard van kindersorgwetgewing, met spesifieke verwysing na die regte van kinders;
- gedetailleerde kennis en begrip van kindgesentreerde dienste in Suid-Afrika en die vermoë om te onderskei tussen dienste aan kinders op alle vlakke van die kontinuum van maatskaplikewerk-dienslewering, insluitende voorkoming, vroeë voorkoming, statutêre dienste, rekonstruksiedienste en nasorgdienste;
- 'n begrip oor hoe om dienste en bedryfstrategieë vir kinders in die gemeenskap te identifiseer, asook om die dienste en strategieë wat in die beste belang van die kind sal wees, te ontleed en beskryf;
- 'n vermoë om binne spesifieke wetlike beperkinge probleme ten opsigte van die beskerming van kinders te identifiseer, evalueer en op te los;
- 'n begrip van die etiese implikasies van kindgesentreerde dienste;
- 'n begrip oor hoe om dienslewering te beplan wat spesifiek op die behoeftes van kinders fokus;
- 'n vermoë om komplekse inligting wat aan kindersorgwetgewing voldoen op 'n betroubare en samehangende manier te selekteer, aan te bied en te kommunikeer.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- explain the rationale underlining childcare legislation and the role of the constitutional rights of children in it;
- differentiate between the levels of service delivery in child-centred services in South Africa;
- on a practical level, explain the processes that stem from childcare legislation;
- give an overview on the rights of children and the implications of these rights;
- describe how to identify services and operational strategies for children in the community and apply them in practice in the best interest of children;
- evaluate circumstances under which the state is compelled to protect children;
- analyse and explain the legal provisions for the protection of children;
- reflect on and analyse the ethical basis of reasoning and decision-making when working with children;
- give an overview on how social-work services could satisfy the needs of children;
- interpret the content and implications of childcare legislation in a reliable and coherent manner.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die rasionaal verduidelik wat kindersorgwetgewing onderlê, en die rol van die grondwetlike regte van kinders daarin;
- tussen die vlakke van dienslewering in kindgesentreerde dienste in Suid-Afrika onderskei;
- op 'n praktiese vlak die prosesse verduidelik wat uit kindersorgwetgewing voortspruit;
- 'n oorsig gee van die regte van kinders en die implikasies van hierdie regte;
- beskryf hoe om dienste en bedryfstrategieë vir kinders in die gemeenskap te identifiseer en dit in die praktyk in die beste belang van kinders toe te pas;
- omstandighede evalueer waarin die staat verplig word om kinders te beskerm;
- die wetlike bepalinge vir die beskerming van kinders ontleed en verduidelik;
- oor die etiese grondslag van redenasie en besluitneming van werk met kinders besin en dit ontleed;
- 'n oorsig gee van hoe maatskaplikewerk-dienste kinders se behoeftes kan bevredig;
- die inhoud en implikasies van kindersorgwetgewing op 'n betroubare en samehangende manier interpreteer.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWG223	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Basic principles of Social Work management / **Titel:** Basiese beginsels van maatskaplikewerk-bestuur

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate detailed knowledge on and understanding of the management processes and theories relevant to social-work management, as well as provide a comparative analysis of these theories;
- demonstrate the ability to select and apply appropriate management strategies within social-work practice;
- demonstrate the ability to act appropriately by applying management roles/functions in familiar and new contexts and reflect on their own leadership style.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- gedetailleerde kennis en 'n begrip van die bestuursprosesse en teorieë wat met maatskaplikewerk-bestuur verband hou, asook die vermoë om 'n vergelykende analise van hierdie teorieë te verskaf;
- die vermoë om toepaslike bestuurstrategieë binne die maatskaplikewerk-praktik te selekteer en toe te pas;
- die vermoë om toepaslik op te tree deur bestuursrolle/-funksies in bekende en nuwe kontekste toe te pas en oor hulle eie leierskapstyl te besin.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- classify the different management processes and theories;
- provide a comparative analysis of the management theories that are relevant to social work;
- motivate which management strategies are applicable to the South African social-work context;
- describe how appropriate management strategies would be applied the South African social-work context;
- argue how the management roles and functions apply to social-work practice;
- critically analyse and reflect on their own leadership style.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die verskillende bestuursprosesse en -teorieë klassifiseer;
- 'n vergelykende analise verskaf van die bestuursteorieë wat met maatskaplike werk verband hou;
- motiveer watter bestuurstrategieë op die Suid-Afrikaanse maatskaplikewerk-konteks van toepassing is;
- beskryf hoe toepaslike bestuurstrategieë op die Suid-Afrikaanse maatskaplikewerk-konteks toegepas kan word;
- argumenteer hoe die bestuursrolle en -funksies op die maatskaplikewerk-praktik van toepassing is;
- hulle eie leierskapstyl krities ontleed en daaroor besin.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWG226	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Developmental welfare policy A / **Titel:** Ontwikkelingsgerigte welsynsbeleid A

Module outcomes:

After completion of the module, the student should be able to:

- demonstrate detailed knowledge on and understanding of social-welfare policies and the purpose for which they are created, the purpose of the policy, and the role of social work with respect to policies;
- demonstrate detailed knowledge literacy on welfare policies and their influence on services rendered by social workers, and evaluate the interrelationship between social-welfare policies, legislation and social work, and an understanding of how the relevant government structures function;
- demonstrate an ability to relate and interpret policy and legislation with reference to practical settings in which social workers operate/ function;
- demonstrate an ability to use acquired knowledge in problem-solving and to evaluate and identify gaps and solve social issues through the implementation of social-welfare policy;
- demonstrate knowledge on and understanding of ethical aspects and the obligation of social workers with regard to their ethical duties;
- demonstrate an ability to evaluate existing social-welfare issues and analyse them on the basis of the current welfare system in South Africa;
- understand how the relevant government structures operate.

Module uitkomst:

Na voltooiing van hierdie module moet die student die volgende kan toon:

- gedetailleerde kennis en begrip van maatskaplikewelsyn-beleide en die doel waarvoor dit geskep is, asook die doel van die beleid, en 'n begrip van die rol van maatskaplike werk ten opsigte van beleide;
- gedetailleerde kennisgeletterdheid oor welsynsbeleide en die invloed daarvan op dienste wat deur maatskaplike werkers gelewer word; die vermoë om die interverwantskap van maatskaplike welsynsbeleide, wetgewing en maatskaplike werk te evalueer; en 'n begrip van hoe die betrokke regeringstrukture funksioneer;
- die vermoë om beleide en wetgewing in verband te bring en te interpreteer met verwysing na praktiese opsette waarin maatskaplike werkers werk/funksioneer;

- die vermoë om verworwe kennis in probleemoplossing te gebruik; en die vermoë om gapings te identifiseer en evalueer, en maatskaplike kwessies deur die implementering van die maatskaplikewelsyn-beleid op te los;
- kennis en begrip van etiese aspekte en van die verpligting van maatskaplike werkers ten opsigte van hulle etiese pligte;
- die vermoë om bestaande maatskaplikewerk-kwessies te evalueer en dit op grond van die huidige welsynstelsel in Suid-Afrika te ontleed;
- 'n begrip van hoe die toepaslike regeringstrukture werk.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- give an overview on the role of social-welfare policies and their effects on/implication for society's well-being, and elaborate on the role of a social worker;
- distinguish between core concepts that are pertinent to the interpretation of policy, legislation and social welfare policy;
- apply and analyse the relationship between social-work and social-welfare processes and its application in practice;
- discuss the role and function of different government structures and the application of the phases of influencing social-welfare policy;
- investigate social issues and apply appropriate methods, procedures or techniques in processes of influencing social-welfare policy on the basis of the social issue investigated;
- apply policy- and ethics-related knowledge in practice;
- describe the ethical responsibilities with regard to policy practice that a social worker has within an organisational and professional context;
- analyse pressing social-welfare issues and assess those in line with the existing welfare policies and make recommendations;
- describe the nature and roles of the different levels of government and the interrelationship between different government structures.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- 'n oorsig gee van die rol van maatskaplike welsynsbeleide en die uitwerking daarvan op/implikasie vir die samelewing se welstand, en oor die rol van die betrokke maatskaplike werker uitbrei;
- onderskei tussen kernkonsepte wat op die interpretasie van 'n beleid, wetgewing en maatskaplikewelsyn-beleid betrekking het;
- die verwantskap tussen maatskaplikewerk- en maatskaplikewelsyn-prosesse en die toepassing daarvan op die praktyk toepas en ontleed;
- die rol en funksie van verskillende regeringstrukture en die toepassing van die fases van beïnvloeding van die maatskaplikewelsyn-beleid bespreek;
- maatskaplike kwessies ondersoek en geskikte metodes, prosedures of tegnieke toepas in die prosesse om die maatskaplikewelsyn-beleid op grond van die ondersoekte maatskaplike kwessie te beïnvloed;
- kennis wat op beleid en etiek betrekking het, in die praktyk toepas;
- die etiese verantwoordelikhede met betrekking tot beleidspraktyk beskryf wat 'n maatskaplike werker binne 'n organisasie en professionele konteks het;
- dringende maatskaplikewelsyn-kwessies ontleed en dit ooreenkomstig die bestaande welsynsbeleide ontleed, en aanbevelings maak;
- die aard en rolle van die verskillende vlakke van die regering en die verwantskap tussen die verskillende regeringstrukture beskryf.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 8
BSWG311		

Title: Theories and approaches in social work / Titel: Teorieë en benaderings in maatskaplike werk

Module outcomes:

After completion of the module, the student should be able to:

- explain how the knowledge base of social work has been compiled.
- demonstrate a solid understanding of the knowledge base of the different approaches and models in social work
- distinguish between the different kinds of theories, models, approaches and frameworks.
- describe the theoretical foundations and nature of particular approaches and models.

Module uitkomst:

Na voltooiing van hierdie module moet die student die volgende kan toon:

- kennis en begrip van 'n verskeidenheid teorieë en benaderings in maatskaplikewerk-praktyk;

- 'n vermoë om teorieë en benaderings te selekteer en toe te pas om probleme te evalueer en op te los en veranderings in kliëntesisteme aan te bring;
- 'n vermoë om teorieë en benaderings volgens professionele etiese en wetenskaplike kriteria te evalueer;
- 'n vermoë om hulle idees en menings in goedgeformuleerde argumente te ontwikkel en kommunikeer deur toepaslike akademiese en maatskaplikewerk-diskoeers te gebruik;
- die vermoë om raak te sien dat probleemoplossing in maatskaplike werk konteksspesifiek is.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- differentiate and integrate a range of psychosocial theories and approaches in social-work practice;
- apply detailed knowledge of these theories and approaches in case studies in the field of social work;
- critically reflect on and assess complex psychosocial problems with the help of appropriate theories;
- apply evidence-based solutions and theory-driven arguments;
- design appropriate intervention strategies to introduce change in client systems;
- judge decisions and act ethically and professionally;
- justify those decisions and actions drawing on appropriate social-work ethical values and the code of conduct;
- critically assess, evaluate and reflect on their observation of the implementation of theories and approaches in case examples;
- compile and present a report on the integrated application of theories and approaches in social-work service-delivery contexts;
- distinguish the appropriate role and use of practice approaches for different social-work service-delivery contexts and types of client-system problems.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- 'n verskeidenheid psigososiale teorieë en -benaderings in maatskaplikewerk-praktik onderskei en integreer;
- gedetailleerde kennis van hierdie teorieë en benaderings in gevallestudies op die gebied van maatskaplike werk toepas;
- met behulp van toepaslike teorieë krities oor komplekse psigososiale probleme nadink en dit evalueer;
- bewysgebaseerde oplossings en teoriegedrewe argumente toepas;
- toepaslike intervensiestrategieë ontwerp om veranderinge in kliëntesisteme te bewerkstellig;
- besluite beoordeel en eties en professioneel optree;
- daardie besluite en optrede regverdig deur op toepaslike etiese waardes in maatskaplike werk en die gedragskode te steun;
- hulle waarneming van die implementering van teorieë en benaderings in gevallestudies krities assesser, evalueer en daaroor besin;
- 'n verslag oor die geïntegreerde toepassing van teorieë en benaderings in maatskaplikewerk-diensleweringkontekste opstel en aanbied;
- tussen die toepaslike rol en gebruik van praktikbenaderings vir verskillende maatskaplikewerk-diensleweringkontekste en die tipes probleme in kliëntesisteme onderskei.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
BSWG411 (G402P)

Semester 1

NQF level / NKR vlak: 8
Credits / Krediete: 16

Title: Crime and forensic social work (PC & VTC) / **Titel:** Misdaad en forensiese maatskaplike werk (PK & VDK)

Module outcomes:

After completion of the module, the student should be able to:

- understand and explain the social worker's place in the law and in the court;
- discuss the advantages of specialist training in social work;
- discuss the different courts in South Africa and explain the whole court system and court procedures;
- explain and describe the whole course of the criminal procedure.
- discuss and explain the law of evidence and the requirements of an expert in court;
- know and apply the sections in the Criminal Procedure Act, Act 51 of 1977 that are of importance to the social worker;
- explain the different theories of punishment and the different forms of sentencing;
- place divorce in South Africa in perspective, together with concomitant legislation; and
- write the different reports to court. (Pre-sentence, Custody)

Module uitkomst:

Na voltooiing van die module behoort die student:

- die maatskaplike werker se plek in die reg en in die hof te verstaan en te kan verduidelik;
- die voordele van spesialis opleiding in maatskaplike werk te kan bespreek;

• die verskillende howe in Suid-Afrika kan bespreek en die hele hofsistiem en -prosedures te kan verduidelik; • die hele verloop van die kriminele hof prosedure te kan verduidelik; • die beginsels van bewysreg asook die vereistes van 'n deskundige in die hof te kan bespreek en verduidelik; • die artikels van die Strafproseswet, Wet 51 van 1977 wat van toepassing is op die maatskaplike werker ken en te kan toepas; • die verskillende strafteorieë en die verskillende strafvorme te kan verduidelik; • egskieding in Suid-Afrika, in samehang met die nodige wetgewing, in perspektief te kan plaas; en • verskillende verslae (insluitende voorvonnisverslae; en ouerskapsplanne) aan die hof te kan voorsien.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWG412	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Social work in host settings / Titel: Maatskaplike werk in sekondêre opsette		
Module outcomes: On completion of the module, the student should be able to: • demonstrate integrated knowledge of the nature and extent of social work and an understanding of how to apply such knowledge within different host settings and to evaluate knowledge and processes of knowledge production; • demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques as part of a multi-professional team to unfamiliar problems pertaining to social work within host settings; • demonstrate an ability to use a range of strategies in social-work intervention to analyse and address complex or abstract problem areas, drawing systematically on the body of knowledge and methods appropriate to social work within host settings; • demonstrate the suitability of the different and sometimes conflicting ethical value systems of the social-work profession and the host setting within in which it operates; • demonstrate an ability to review information gathering, evaluation and management processes in the host setting in order to develop creative responses to social-work problems and issues and to ensure a mandate for social-work intervention; • demonstrate an ability to produce and enhance communication towards professional or occupational social-work ideas and texts to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to different host settings; • demonstrate an ability to demonstrate how to operate effectively within the host setting and to develop an understanding of the roles of and relationships between the elements within different host settings; • demonstrate an ability to identify and address professional and ongoing learning needs, and take full responsibility for their own decisions and actions towards the accomplishment of these needs.		
Module uitkomst: Na voltooiing van die module moet die student die volgende kan toon: • 'n geïntegreerde kennis van die aard en omvang van maatskaplike werk en 'n begrip van hoe om sulke kennis binne verskillende sekondêre opsette toe te pas en om kennis en prosesse van kennisproduksie te evalueer; • die vermoë om as deel van 'n multiprofessionele span 'n begrip te toon vir die kompleksiteit en onsekerhede om toepaslike standaardprosedures, -prosesse of -tegnieke op onbekende probleme ten opsigte van maatskaplike werk in sekondêre opsette te kies, toe te pas of oor te dra; • 'n vermoë om 'n verskeidenheid strategieë in maatskaplikewerk-intervensie te gebruik om komplekse of abstrakte probleemareas te ontleed en hanteer deur sistematies 'n korpus kennis en metodes te ontgin wat op maatskaplike werk in sekondêre opsette van toepassing is; • die geskiktheid van verskillende en soms teenstellende etiese waardestelsels van die maatskaplikewerk-beroep in die sekondêre opset waarbinne dit optree; • die vermoë om inligtingsinsamelings-, evaluerings- en bestuursprosesse in die sekondêre opset te hersien om kreatiewe response op maatskaplikewerk-probleme en -kwessies te ontwikkel om 'n mandaat vir maatskaplikewerk-intervensie te verseker; • 'n vermoë om kommunikasie van idees en tekste oor professionele of bedryfsmaatskaplikewerk aan 'n reeks gehore oor te dra, en kreatiewe insigte, streng interpretasies en oplossings aan te bied vir probleme en kwessies wat op verskillende sekondêre opsette van toepassing is; • 'n vermoë om te demonstreer hoe om doeltreffend binne die sekondêre opset op te tree en om 'n begrip van die rolle en verwantskappe tussen die elemente binne verskillende sekondêre opsette te ontwikkel; • 'n vermoë om professionele en deurlopende leerbehoefes te identifiseer en te hanteer en volle verantwoordelikheid vir hulle eie besluite en optrede teenoor die bereiking van hierdie behoeftes te neem.		
Assessment criteria: Students have mastered the outcomes if they are able to:		

- verify and argue social-work theories, methods, techniques and policies applicable to social work within different host settings;
- validate, choose and apply appropriate social-work procedures, processes or techniques, policies and resources as part of a multi-professional team to unfamiliar problems within different host settings;
- initiate and use a range of strategies in social-work intervention to analyse and address complex or abstract problems, drawing systematically on the body of knowledge and methods appropriate to social work in host settings;
- challenge the suitability of different and sometimes conflicting ethical value systems of the social-work profession and the host setting within which it operates;
- critically evaluate information-gathering, evaluation and management processes in the host setting in order to develop creative responses to social-work problems and issues to ensure a mandate for social-work intervention;
- establish, formulate, and stimulate effective communication of professional or occupational social-work ideas and texts to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to different host settings;
- distinguish how to operate effectively within the host setting and to develop an understanding of the nature and extent of social work and the roles and relationships within the host setting;
- develop, optimise and take responsibility for professional and ongoing learning needs and own decisions and actions towards the accomplishment of specific qualifications needed to apply for a position within different host settings.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- maatskaplikewerk-teorieë, -metodes, -tegnieke en beleide van toepassing op maatskaplike werk in verskillende sekondêre opsette bevestig en beredeneer;
- toepaslike maatskaplikewerk-prosedures, -prosesse of -tegnieke, -beleide en -hulpbronne as deel van 'n multiprofessionele span valideer en kies en in verskillende sekondêre opsette op onbekende probleme toepas;
- 'n verskeidenheid strategieë in maatskaplikewerk-intervensie inisieer en gebruik om komplekse of abstrakte probleme te ontleed en hanteer deur sistematies 'n korpus kennis en metodes te ontgin wat op maatskaplike werk in sekondêre opsette van toepassing is;
- die geskiktheid uitdaag van verskillende en soms teenstellende etiese waardestelsels van die maatskaplikewerk-beroep in die sekondêre opset waarbinne dit optree;
- inligtingsinsamelings-, evaluerings- en bestuursprosesse in die sekondêre opset krities evalueer om kreatiewe response op maatskaplikewerk-probleme en -kwessies te ontwikkel om 'n mandaat vir maatskaplikewerk-intervensie te verseker;
- doeltreffende kommunikasie van idees en tekste oor professionele of bedryfs- maatskaplike werk aan 'n reeks gehore te vestig, formuleer en simuleer, en kreatiewe insigte, streng interpretasies en oplossings aan te bied vir probleme en kwessies wat op verskillende sekondêre opsette van toepassing is;
- onderskei hoe om doeltreffend in die sekondêre opset te werk en begrip van die aard en omvang van maatskaplike werk en die rolle en verhoudings in die sekondêre opset ontwikkel;
- professionele en deurlopende leerbehoefes en eie besluite en optrede te ontwikkel, optimaliseer en daarvoor verantwoordelikheid te neem ten einde spesifieke kwalifikasies te verseker wat nodig is om vir 'n pos in verskillende sekondêre opsette aansoek te doen.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWG413 (G402P)	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8

Title: Social Work in host settings (PC & VTC) / **Titel:** Maatskaplike werk in sekondêre opsette (PK & VDK)

Module outcomes:

After completion of the module, the student should be able to:

- discuss the psychosocial aspects of health, illness and disability;
- explain emotional reactions to a disabling condition or disorder;
- understand the attitudes, values and ethics for health care professionals;
- discuss the psychosocial issues in selected health conditions, illnesses and disabilities; and
- discuss the different psychosocial interventions.

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die psigososiale aspekte van gesondheid, siekte en gestremdheid te kan bespreek.
- die emosionele reaksies van 'n gestremdheid te kan bespreek.
- die houding, waardes en etiek van gesondheidswerkers verstaan.
- psigososiale probleme in geselekteerde gesondheidstoestande, siektes en gestremdhede te kan bespreek;

en • die verskillende psigososiale intervensies te kan bespreek.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWG414	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8
Title: Social work services re specific client systems / Titel: Maatskaplikewerkdienste aan spesifieke kliëntsisteme		
Module outcomes: On completion of the module, the student should be able to: • demonstrate applied knowledge of and engagement in specific client systems, characteristics and problems, theories, social policy and legislation and available resources in the field of gerontology, HIV and AIDS and disabilities; • understand methods and procedures to map new knowledge on gerontology, HIV and AIDS and disabilities to deal with the complexities, concrete and abstract problems and issues in gerontology, HIV and AIDS and disabilities; • demonstrate an ability to use a range of social-work skills to identify and analyse complex or abstract problems in the field of the aged, HIV and AIDS and disabilities; • demonstrate an ability to identify and address ethics and professionalism through critical reflection on the suitability of different ethical value systems towards the older person and people affected by HIV and AIDS and persons with disabilities; • access, process and manage information in the specialised contexts of the older person and people affected by HIV and AIDS and disabilities in order to develop creative responses to problems and issues; • produce and scientifically communicate knowledge, professional or occupational ideas offering creative insights, interpretations and solutions to problems and issues appropriate to the specific client systems, the aged, people affected by HIV and AIDS and disabilities; • demonstrate accountability to take responsibility for work, decision-making and the use of resources, and take full accountability for the decisions and actions of others where appropriate. Module uitkomst: Na voltooiing van die module moet die student die volgende kan toon: • toegepaste kennis van en betrokkenheid by spesifieke kliëntsisteme, eienskappe en probleme, teorieë, maatskaplike beleid en wetgewing en beskikbare hulpbronne op die gebied van gerontologie, MIV en VIGS en gestremdhede; • begrip van metodes en prosedures om nuwe kennis van gerontologie, MIV en VIGS en gestremdhede uiteen te sit om die kompleksiteit, konkrete en abstrakte probleme en kwessies ten opsigte van gerontologie, MIV en VIGS en gestremdhede te hanteer; • 'n vermoë om 'n verskeidenheid maatskaplikewerk-vaardighede te identifiseer en komplekse of abstrakte probleme op die gebied van bejaardes, MIV en VIGS en gestremdhede te ontleed; • 'n vermoë om etiek en professionalisme te identifiseer en hanteer deur kritiese besinning oor die geskiktheid van verskillende etiese waardestelsels vir die ouer persoon en persone wat deur MIV en VIGS geraak word en persone met gestremdhede; • toegang verkry tot en inligting verwerk en bestuur in die gespesialiseerde kontekste van die ouer persoon en mense wat deur MIV en VIGS en gestremdhede geraak word ten einde kreatiewe reaksies op probleme en kwessies te ontwikkel; • kennis, professionele of bedryfsidees produseer en wetenskaplik kommunikeer wat kreatiewe insigte, interpretasies en oplossings bied vir probleme en kwessies wat op die spesifieke kliëntsisteme, bejaardes, mense wat deur MIV en VIGS en gestremdhede geraak word van toepassing is; • aanspreeklikheid demonstreer om verantwoordelikheid te neem vir werk, besluitneming en die gebruik van hulpbronne en volle aanspreeklikheid aanvaar vir die besluite en optrede van ander, waar toepaslik.		
Assessment criteria: Students have mastered the outcomes if they are able to: • analyse the characteristics, strengths and needs/ problems relevant to gerontology, HIV and AIDS and disabilities; • analyse the knowledge on social policy and legislation regarding the older person and people affected by HIV and AIDS and disabilities; • evaluate appropriate use of the different theories, methods, strategies and techniques with respect to the different client systems, the aged, HIV and AIDS and the persons with disabilities; • specify multiple resources, facilities, services, programmes and projects regarding the aged, HIV/AIDS and disabilities; • evaluate the appropriate use of methods and procedures, strategies and techniques based on a comprehensive assessment of the problems and issues of the specific client system's aged, persons with		

HIV and AIDS and disabilities, and use evidence-based solutions and theory-driven arguments in class discussions and assignments;

- analyse the social-work skills to identify and analyse complex or abstract problems and systematically draw on the body of knowledge and methods appropriate to the field of the aged, persons with HIV and AIDS and disabilities to suggest/develop solutions to problems in a critical and creative way;
- apply ethics and professionalism in the peer group discussions, class discussions and class presentations regarding the field of the older person; people affected by HIV and AIDS and persons with disabilities;
- assess the information gathered and manage the processes in the field of the aged, persons with HIV/AIDS and disabilities in order to design resources, facilities, services, programmes and projects regarding problems and issues;
- produce and communicate knowledge, ideas and solutions to problems regarding the aged, people affected by HIV and AIDS and disabilities;
- create responsibility for work, decision-making and the use of resources, and take full accountability for the decisions and actions of others where appropriate.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die eienskappe, sterk punte en behoeftes/probleme van toepassing op gerontologie, MIV en VIGS en gestremdhede ontleed;
- die kennis oor maatskaplike beleid en wetgewing ten opsigte van die ouer persoon en mense wat deur MIV en VIGS en gestremdhede geraak word, ontleed;
- toepaslike gebruik van die verskillende teorieë, metodes, strategieë en tegnieke ten opsigte van die verskillende kliëntsisteme, bejaardes, MIV en VIGS en die persone met gestremdhede evalueer;
- veelvuldige hulpbronne, geriewe, dienste, programme en projekte met betrekking tot bejaardes, MIV/VIGS en gestremdhede spesifiseer;
- die toepaslike gebruik van metodes en prosedures, strategieë en tegnieke evalueer wat op 'n omvattende evaluering van die probleme en kwessies van die betrokke kliëntsisteem se bejaardes, persone met MIV en VIGS en gestremdhede gegrond is, en bewysgebaseerde oplossings en teoriegedrewe argumente in klasbesprekings en opdragte gebruik;
- die maatskaplikewerk-vaardighede ontleed om komplekse of abstrakte probleme te identifiseer en ontleed en die korpus kennis en metodes sistematies benut wat op die gebied van bejaardes, persone met MIV en VIGS en gestremdhede van toepassing is ten einde oplossings vir probleme op 'n kritiese en kreatiewe manier voor te stel/te ontwikkel;
- etiek en professionalisme toepas in die eweknie-groepbesprekings, klasbesprekings en klasaanbiedings met betrekking tot die gebied van die ouer persoon; persone wat deur MIV en VIGS geraak word en persone met gestremdhede;
- die inligting evalueer wat ingesamel is en die prosesse op die gebied van bejaardes, persone met MIV/VIGS en gestremdhede bestuur ten einde hulpbronne, geriewe, dienste, programme en projekte met betrekking tot probleme en kwessies te ontwerp;
- kennis, idees en oplossings produseer en kommunikeer vir probleme ten opsigte van bejaardes, mense wat deur MIV en VIGS en gestremdhede geraak word;
- verantwoordelikheid skep vir werk, besluitneming en die gebruik van hulpbronne en volle aanspreeklikheid aanvaar vir die besluite en optrede van ander, waar toepaslik.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

BSWG415 (G402P)

Semester 1

NQF level / NKR vlak: 8

Credits / Krediete: 12

Title: Family and child therapy / **Titel:** Gesins- en kinderterapie

Module outcomes:

After completion of the module, the student should be able to:

- understand the concept 'family' and from his/her own personal and professional values and ethical standards;
- discuss the complexity of family functioning;
- explore who the family is and assess a family within the entire family system;
- analysing the family system's functioning and identifying the family's strengths and areas in which change must take place;
- plan and select evidence-based family intervention possibilities;
- link assessment and intervention;
- evaluate the theoretical perspectives of dealing with children and explain their applicability;
- explain the basis of play therapy as put forward by the Gestalt and Rational Emotive Therapies (RET);
- indicate how a therapeutic relationship with a child can be created, based on certain objectives;
- explain the various techniques/aids of each play form and evaluate each technique regarding its usefulness;

- explain the development and the purpose of fantasy in children;
- describe how the social worker can improve communication with children;
- explain how loss and trauma can affect children's behaviour, and suggest solutions;
- describe and apply play techniques in assessing the sexual abuse of children;
- explain and facilitate the reasons why children do not disclose that they are being or had been abused;
- describe and overcome the problems a social worker might encounter when working with children.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die konsep 'gesin' verstaan en sy/haar persoonlike en professionele waardes en etiese standaarde daaromtrent te kan vorm.
- die kompleksiteit waarbinne gesinne funksioneer te kan bespreek.
- die gesin binne die totale familiesisteem te kan eksploreer en assesseer.
- die gesinssisteem se funksionering kan analiseer en die gesin se sterktes en areas waar daar groei moet plaasvind, te kan identifiseer
- praktyk bewese ('evidence-based') gesinsintervensie te kan selekteer en beplan
- assessering en intervensie met mekaar in verband te kan stel
- die teoretiese perspektiewe waarbinne kinders hanteer word, te kan evalueer en die toepaslikheid daarvan te kan verduidelik.
- die basis van spel terapie volgens die Gestalt en Rationele Emotiewe Terapie (RET) uiteen te kan sit en te kan verduidelik;
- te kan aandui hoe 'n terapeutiese verhouding met die kind, wat op bepaalde beginsels gebaseer is, geskep kan word;
- die verskillende tegnieke/hulpmiddels van elke spelvorm te kan verduidelik en elk in terme van die bruikbaarheid daarvan te kan evalueer;
- die ontwikkeling van fantasie by kinders en die doel daarvan te kan verduidelik;
- te kan beskryf hoe die maatskaplike werker kommunikasie met die kind kan verbeter;
- te kan verduidelik hoe verlies en trauma die kind se gedrag kan affekteer, en oplossings daarvoor aan die hand te doen;
- die speltegnieke in assessering van seksueel misbruikte kinders te kan verduidelik en aanwend;
- die redes waarom kinders nie die seksuele misbruik aanmeld nie, te kan verduidelik en te fasiliteer; en
- die probleme waarmee maatskaplike werkers wat met kinders werk te doen kry, te kan beskryf en oorbrug.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8
BSWG416		

Title: Social-work interventions with regard to substance abuse and dependency

Titel: Maatskaplikewerk-intervensies rakende middelmisbruik en afhanklikheid

Module outcomes:

On completion of the module, the student should be able to:

- understand substance abuse problems globally, in the context of Africa and finally in the South African situation;
- analyse various programmes and strategies being implemented by both private and public entities in an attempt to address the problem of substance abuse and dependency;
- demonstrate applied knowledge of different victims of substance abuse, such as persons addicted to other dependency-forming substances, as well as juvenile and adult victims such as women, teenagers and aged dependants, in the proposed service delivery;
- demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques, policies and resources to unfamiliar problems in the field of substance abuse;
- demonstrate an ability to use a variety of professional services to prevent dependency; implement earlier interventions and other forms of treatment regarding the victims of substance abuse and their next of kin;
- demonstrate an ability to act correctly during service delivery according to the values and principles of the profession and the ethical code for social workers;
- demonstrate an ability to critically review psychosocial risk factors of substance dependency within the developmental stages of the individual in order to develop creative responses to problems and issues.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- begrip van middelmisbruikprobleme wêreldwyd, in die konteks van Afrika en, uiteindelik, in die Suid-Afrikaanse situasie;
- die vermoë om verskillende programme en strategieë te ontleed wat deur privaat en openbare entiteite geïmplementeer word in 'n poging om die probleem van middelmisbruik en -afhanklikheid te hanteer;

- toegepaste kennis van verskillende slagoffers van middelmisbruik, soos persone wat aan ander afhanklikheidsvormende stowwe verslaaf is, asook jeugdige en volwasse slagoffers soos vroue, tieners en bejaarde afhanklikes, in die beoogde dienslewering;
- begrip van die kompleksiteit en onsekerhede betrokke by die keuse, toepassing of oordrag van toepaslike standaardprosedures, -prosesse of -tegnieke, -beleide en -hulpbronne aan onbekende probleme op die gebied van middelmisbruik;
- 'n vermoë om 'n verseidenheid professionele dienste te gebruik om afhanklikheid te voorkom; vroeër intervensies en ander vorms van behandeling ten opsigte van die slagoffers van middelmisbruik en hulle naasbestaandes te implementeer;
- 'n vermoë om korrek op te tree tydens dienslewering in ooreenstemming met die waardes en beginsels van die beroep en die etiese kode vir maatskaplike werkers;
- 'n vermoë om psigososiale risikofaktore van middelafhanklikheid in die ontwikkelingsstadiums van die individu krities te hersien ten einde kreatiewe reaksies op probleme en kwessies te ontwikkel.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- critically examine substance abuse as a social problem globally, regionally and locally;
- argue how each setting does impact on the other setting in terms of illegal drug trafficking, consumption pattern and substance abuse and dependency;
- differentiate between a range of substance dependencies throughout the different historical contexts; then compare the intervention strategies adopted in these contexts and come up with a conclusion regarding the applicability of these strategies within the social-practice context;
- categorise the phases of dependency and the different drugs in terms of depressants, stimulants and hallucinogenic substances and report the effects of these on the biological make-up of the abuser and compile and incorporate an effective intervention strategy;
- evaluate and apply appropriate standard procedures, policies, legislation and resources in the field of substance abuse;
- critically evaluate the bio-psychosocial theory in order to understand the situation and the strength-based intervention approach as an intervention mode;
- apply and evaluate interpersonal skills and techniques that are required in practice within a multi-disciplinary team for the provision of services to substance-abuse dependants;
- assess an individual with a substance-dependency problem and apply the values and principles of the profession within the framework of the ethical code for social workers;
- evaluate the psychosocial risk factors of substance dependency within the developmental stages of the individual and compile an age and gender-specific intervention programme.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- middelmisbruik as 'n maatskaplike probleem wêreldwyd, op streeksvlak en plaaslik krities ondersoek;
- redeneer hoe elke opset 'n impak op die ander opset het ten opsigte van onwettige dwelmhandel, verbruikspatroon en middelmisbruik en -afhanklikheid;
- onderskei tussen 'n verseidenheid middelafhanklikhede regdeur die verskillende historiese kontekste; dan die intervensiestrategieë vergelyk wat in hierdie kontekste aanvaar word, en 'n gevolgtrekking maak oor die toepaslikheid van hierdie strategieë in die maatskaplikepraktyk-konteks;
- die fases van afhanklikheid en die verskillende dwelms ten opsigte van depressante, stimulant en hallusinogeniese stowwe kategoriseer en die uitwerking hiervan op die biologiese samestelling van die misbruiker rapporteer en 'n doeltreffende intervensiestrategie saamstel en inkorporeer;
- toepaslike standaardprosedures, -beleide, -wetgewing en -hulpbronne op die gebied van middelmisbruik evalueer en toepas;
- die biopsigososiale teorie krities evalueer ten einde die situasie en die sterkpunt-gebaseerde intervensie benadering as 'n intervensiemodus te verstaan;
- interpersoonlike vaardighede en tegnieke toepas en evalueer wat in die praktyk vereis word in 'n multidissiplinêre span ten einde dienste aan afhanklikes van dwelmmisbruikers te verskaf;
- 'n individu met 'n middelafhanklikheidsprobleem evalueer en die waardes en beginsels van die beroep binne die raamwerk van die etiese kode vir maatskaplike werkers toepas;
- die psigososiale risikofaktore van middelafhanklikheid binne die ontwikkelingsstadiums van die individu evalueer en 'n ouderdom- en geslagspesifieke intervensieprogram saamstel.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWG417 (G402P)	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8

Title: Diversity in Social Work / **Titel:** Diversiteit in maatskaplike werk

Module outcomes:

After completion of the module, the student should be able to:

- explain and motivate the theoretical framework from which multi-cultural social work is undertaken;
- explain and provide motivation for constructs in regard to culture and cultural competence;
- act with sensitivity and empathy towards different clients and handle each with self-knowledge and openness;
- identify personal preferences and prevent the enforcement of own values and norms;
- fight against critical factors such as discrimination and apply ethical principles in practice;
- apply theoretical concepts regarding diversity in the social work practice;
- utilise culturally defined behaviour patterns in a community in order to provide successful services;
- question critical social issues and the preservation thereof and point out possible negative effects and probable solutions;
- propose and apply strategies to discontinue unfair practices;
- effectively implement the elements of knowledge and skill of a social worker in a multi-cultural environment;
- set realistic aims regarding a diverse client system and supply the best possible service within diverse communities; and
- act with dignity for and towards all prospective clients

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die teoretiese raamwerk waarbinne multikulturele maatskaplike werk onderneem word, te kan verduidelik;
- die konstrakte wat met kultuur en kulturele bekwaamheid verband hou, te kan verduidelike en motiveer;
- met sensitiviteit en empatie teenoor verskillende kliënte op te kan tree en elk vanuit selfbegrip en openheid te kan hanteer;
- persoonlike voorkeure identifiseer en voorkom dat eie waardes en norme op kliënte afgefoerseer word;
- teenoor faktore soos diskriminasie te kan veg en etiese beginsels in die praktyk te kan toepas;
- teoretiese konsepte rakende diversiteit in die maatskaplikewerkpraktyk te kan toepas;
- van kultureel gedefinieerde gedragspatrone gebruik te kan maak ten einde 'n suksesvolle diens in die gemeenskap te lewer;
- kritieke maatskaplike kwessies en die instandhouding daarvan bevraagteken, die moontlike negatiewe effek daarvan uit te wys en oplossings daarvoor voorstel;
- strategieë om onbillike praktyke te beëindig te kan voorstel en aanwend
- kennis en vaardighede in die multikulturele maatskaplike-werkpraktyk te kan aanwend;
- realistiese doelwitte rakende 'n diverse kliëntsisteem kan daarstel en die bes moontlike diens binne diverse gemeenskappe te kan voorsien; en
- met waardigheid teenoor en vir alle moontlike kliënte op te tree.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 8
BSWG418		Credits / Krediete: 8

Title: Practice management in social work / **Titel:** Praktykbestuur in maatskaplike werk

Module outcomes:

On completion of the module, the student should be able to:

- interpret and implement the knowledge of and engagement relating to practice and case management;
- select, apply and transfer appropriate standard procedures in developing and managing human resources within the social-work context;
- analyse and address the finances of a programme or project;
- identify and address issues based on the ethical code prescribed by the SACSSP;
- demonstrate the ability to apply in a self-critical manner the key functions of supervision in social work.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die vermoë om die kennis van en betrokkenheid ten opsigte van praktyk- en gevallewerk-bestuur te interpreteer en implementeer;
- die vermoë om toepaslike standaardprosedures te kies, toe te pas en oor te dra ten einde mensehulpbronne in die maatskaplikewerk-konteks te ontwikkel en bestuur;
- die vermoë om die finansies van 'n program of projek te ontleed en hanteer;
- die vermoë om kwessies aan die hand van die etiese kode wat deur die SARMDP voorgeskryf word, te identifiseer en hanteer;
- die vermoë om die sleutelfunksies van supervisie in maatskaplike werk op 'n selfkritiese manier toe te pas.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- interpret the theories and legislation and apply them to case management;
- analyse the organisational context;
- compare different perspectives in social-work management and suggest the most relevant perspective to the South African welfare sector;
- value diversity issues and relevant legislation in the management of a welfare organisation;
- motivate the rationale for management-information systems in a welfare organisation;
- specify the kind of information decision-makers in an organisation will need to plan, implement, monitor and improve programmes;
- develop a quality-assurance programme for a welfare organisation;
- argue the rationale for staff training;
- assess training and development needs of social-work staff;
- design, implement and evaluate a training programme;
- discuss performance appraisal and the appropriate appraisal mechanisms;
- debate volunteer involvement;
- develop and implement a personal strategy to prevent professional burnout;
- implement the stages of the financial-management process;
- draw up a budget;
- compile, discuss and evaluate business plans;
- interpret the nature of case management;
- describe and apply the roles of the case manager;
- describe the principle of confidentiality to clients;
- demonstrate the duty to warn in the organisation;
- apply professional guidelines for code of conduct and applicable ethical codes as prescribed by the South African Council for Social Service Professions in practice;
- describe social-work supervision;
- utilise and implement the supervision process;

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die teorieë en wetgewing interpreter en dit op gevallewerk-bestuur toepas;
- die organisasiekonteks ontleed;
- verskillende perspektiewe in maatskaplikewerk-bestuur vergelyk en die tersaaklikste perspektief vir die Suid-Afrikaanse welsynsektor voorstel;
- diversiteitskwessies en tersaaklike wetgewing in die bestuur van 'n welsynsorganisasie evalueer;
- die rasionaal vir bestuursinligtingstelsels in 'n welsynsorganisasie motiveer;
- die soort inligting spesifiseer wat besluitnemers in 'n organisasie nodig het om programme te beplan, implementeer, monitor en verbeter;
- 'n kwaliteitversekeringsprogram vir 'n welsynsorganisasie ontwikkel;
- die rasionaal vir personeelopleiding beredeneer;
- opleidings- en ontwikkelingsbehoefes van maatskaplikewerk-personeel evalueer;
- 'n opleidingsprogram ontwerp, implementeer en evalueer;
- prestasiebeoordeling en die toepaslike beoordelingsmeganismes bespreek;
- vrywillige betrokkenheid debatteer;
- 'n persoonlike strategie ontwikkel en implementeer om professionele uitbranding te voorkom;
- die stadiums van die finansiëlebestuursproses implementeer;
- 'n begroting opstel;
- besigheidsplanne saamstel, bespreek en evalueer;
- die aard van gevalbestuur interpreter;
- die rolle van die gevalbestuurder beskryf en toepas;
- die beginsel van vertroulikheid teenoor kliënte beskryf;
- die plig demonstreer om in die organisasie te waarsku;
- professionele riglyne vir gedragkode en toepaslike etiese kodes soos deur die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe voorgeskryf word, in die praktyk toepas;
- maatskaplikewerk-supervisie beskryf;
- die supervisie-proses benut en implementeer;

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWG419	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8

Title: Social work and the law / **Titel:** Maatskaplike werk en die reg

Module outcomes:

On completion of the module, the student should be able to:

- compare the various roles social workers can play in the South African courts; analyse the knowledge and skills required within each role;
- enhance interpersonal skills that are required for the provision of services within a multi-disciplinary group;
- generate and write specialised social-work court reports;
- differentiate between South African courts, their various procedures and applicable legislation.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die vermoë om die verskillende rolle te vergelyk wat maatskaplike werkers in die Suid-Afrikaanse hof te speel; die kennis en vaardighede te ontleed wat in elke rol vereis word;
- die vermoë om interpersoonlike vaardighede te verbeter wat vir die verskaffing van dienste in 'n multidissiplinêre groep vereis word;
- die vermoë om gespesialiseerde maatskaplikewerk-hofverslae te genereer en skryf;
- die vermoë om tussen Suid-Afrikaanse hof, hulle onderskeie prosedures en toepaslike wetgewing te onderskei.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- identify and compare the various roles and requirements that are set for probation officers, child protection social workers, forensic social workers, intermediaries;
- demonstrate the necessary interpersonal skills such as critical thinking, objectivity and communication skills in order to interact in the legal field;
- identify the minimum requirements for court reports for social workers set by South Africa courts and relevant legislation for probation officers, forensic social workers and child-protection social workers;
- demonstrate the ability to write evaluation and discussion sections in court reports such as children's court reports, probation reports and forensic social-work reports;
- differentiate between the high court, regional court, the lower court, children's court, divorce court; the procedures followed in each as well as applicable legislation such as the Criminal Procedure Act, the Child Justice Act, Children's Act; Sexual Offences Act;
- appraise integrity, reliability and accountability, decision-making skills as core qualities when working in the courts.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die verskillende rolle en vereistes identifiseer en vergelyk wat vir proefbeamptes, kinderbeskerming maatskaplike werkers, forensiese maatskaplike werkers, tussengangers gestel word;
- die nodige interpersoonlike vaardighede soos kritiese denke, objektiwiteit en kommunikasievaardighede toon ten einde op regsgebied te werk;
- die minimum vereistes vir hofverslae identifiseer wat deur Suid-Afrikaanse hof en tersaaklike wetgewing vir proefbeamptes, forensiese maatskaplike werkers en kinderbeskerming maatskaplike werkers gestel word;
- die vermoë demonstreer om evaluerings- en besprekingsgedeeltes in hofverslae te skryf, byvoorbeeld kinderhofverslae, proefverslae en forensiese maatskaplikewerk-verslae;
- onderskei tussen die hoë hof, streekshof, die laer hof, kindershof, egskeidingshof; die prosedures wat in elkeen gevolg word, asook toepaslike wetgewing soos die Strafproseswet, die Child Justice Act, Kinderwet, Wet op Seksuele Misdring;
- integriteit, betroubaarheid en aanspreeklikheid, besluitnemingsvaardighede beoordeel as kerneienskappe daar in die hof gewerk word.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1 & 2	NQF level / NKR vlak: 8
BSWG471 (G402P)		Credits / Krediete: 48

Title: Internship (advanced practice intervention) (PC & VTC) / **Titel:** Internskap (PK & VDK)

Module outcomes:

After completion of the module, the student should be able to:

- understand and comply with the practical training requirements of the university and practical training organisations;
- understand and make use of the practical training organisation where he/she will be doing the mini-internship, as well as the community context within which it functions;
- demonstrate professional-ethical judgement;
- deliver to individuals the social work services that they need;
- deliver the social work group-work services that are required;

- deliver the community service and community development services that are required;
- apply the required practical management skills;
- compile a research proposal;
- demonstrate communication skills;
- demonstrate insight into the resources with regard to social security; and
- demonstrate insight into statutory policy and tasks as well as applicable forms that need to be completed.
- meet the requirements of the SACSSP;
- display professional-ethical judgement;
- establish networks and cooperate in team context;
- understand the vision, mission and business of a professional society, as well as the role of trade unions and professional insurance;
- handle applications for vacancies (including the writing of a curriculum vitae) and the employment process;
- identify his/her own needs with regard to being integrated into a new community and job milieu;
- utilise supervision meaningfully;
- function in a new job milieu with the necessary professionalism;
- demonstrate a coherent and critical understanding of social problems and different fields of practice;
- deal with concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments;
- demonstrate a rounded knowledge of contemporary social issues and selected fields of practice;
- present and communicate information on own ideas and opinions in well-structured arguments, showing an awareness of audience and using academic and professional discourse appropriately; and
- prove the quality of his/her professional equipment during an oral exam.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die praktykvereistes wat deur die universiteit en praktykorganisasies gestel word, te verstaan en te kan nakom;
- die praktykorganisasie waar die mini-internskap gedoen word asook die gemeenskaps-verband waarbinne dit funksioneer, te ken, te verstaan en te kan benut;
- professionele-etiese oordeel aan die dag te kan lê;
- die nodige maatskaplikewerk-dienste aan die individu te kan lewer;
- die nodige maatskaplike groepwerkdienste te kan lewer;
- die nodige gemeenskapswerk en gemeenskapsontwikkelingsdienste te kan lewer;
- die nodige praktykbestuursvaardighede te kan toepas;
- 'n navorsingvoorstel te kan saamstel;
- kommunikasievaardighede te kan demonstreer;
- insig te kan toon in die hulpbronne ten opsigte van bestaansbeveiliging;
- insig te kan toon in statutêre beleid en take asook die toepaslike vorms wat voltooi moet word;
- aan die vereistes van die SARMD te kan voldoen;
- professioneel-etiese oordeel aan die dag te kan lê;
- netwerke te kan opbou en binne 'n span te kan saamwerk;
- die visie, missie en werksaamhede van 'n beroepsvereniging, asook die rol van vakbonde en professionele versekering te begryp;
- die aansoek om 'n betrekking (insluitende die samestelling van 'n curriculum vitae) en die indiensnemingsprosedures te kan hanteer;
- persoonlike behoeftes vir inskakeling in 'n nuwe gemeenskap en werksmilieu te kan identifiseer;
- toesighouding (supervisie) sinvol te kan benut;
- met die nodige professionaliteit binne 'n nuwe werksmilieu te kan funksioneer;
- 'n koherente en kritiese begrip van maatskaplike probleme en die verskillende diensvelde van maatskaplike werk te kan demonstreer;
- konkrete en abstrakte probleme en strydvrage met behulp van praktyk bewese oplossings en teorie gedrewe argumente te kan hanteer;
- 'n omvattende kennis van hedendaagse maatskaplike vraagstukke en dienslewering-velde te kan demonstreer;
- sy/haar eie idees en menings op 'n gestruktureerde en professionele; wyse aan 'n gehoor te kan aanbied; en
- die kwaliteit van sy/haar professionele mondering tydens 'n mondeling eksamen te kan bewys.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSW1111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Life skills: theory and practice / Titel: Lewensvaardighede: teorie en praktyk		
Module outcomes: On completion of the module, the student should be able to: • demonstrate informed knowledge on and understanding of the asset-based approach, which is a theory that guides life-skills education in social work; • demonstrate an understanding of life-skills education as a primary, secondary and tertiary measure to help improve personal effectiveness and interaction skills; • design and implement a life-skills programme and demonstrate the ability to solve problems during an in-class training simulation session; • demonstrate the ability to communicate information reliably, accurately and coherently while designing and implementing a life-skills programme; • demonstrate the ability to work effectively with and respect others as a member of a team while designing and implementing the life-skills programme. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: • ingeligte kennis en begrip van die bategebaseerde benadering, wat 'n teorie is wat lewensvaardighede-opvoeding in maatskaplike werk rig; • 'n begrip van lewensvaardighede-opvoeding as 'n primêre, sekondêre en tersiêre maatreël om te help om persoonlike doeltreffendheid en interaksievaardighede te verbeter; • die vermoë om 'n lewensvaardighede-program te ontwerp en implementeer, en probleme tydens 'n opleidingsimulasie-sessie in die klas op te los; • die vermoë om inligting betroubaar, akkuraat en samehangend te kommunikeer terwyl 'n lewensvaardighede-program ontwerp en geïmplementeer word; • die vermoë om doeltreffend met ander te werk en hulle as lede van 'n span te respekteer terwyl die lewensvaardighede-program geïmplementeer word.		
Assessment criteria: Students have mastered the outcomes if they are able to: • distinguish between the needs-based and asset-based approaches; • explain the three levels of assets and capacities; • clarify constructs relating to the asset-based approach and identify applicable constructs in life-skills facilitation; • list and explain the relevant concepts communicated in the life-skills lesson; • present a life-skills programme in groups during an in-class training simulation session; • use techniques and guidelines relevant in solving problems from concepts communicated in the life-skills lesson during the presentation; • select one concept communicated in a life-skills session and present it in a group during an in-class training simulation session; • work effectively with others as a member of a team; • organise and manage themselves and their activities responsibly and effectively. Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle die volgende kan doen: • tussen die behoeftegebaseerde en bategebaseerde benaderings onderskei; • die drie vlakke van bates en kapasiteite verduidelik; • konstrueer verduidelik wat met die bategebaseerde benadering verband hou en toepaslike konstrue in lewensvaardighede-fasilitering identifiseer; • die relevante konsepte wat in die lewensvaardighede-les gekommunikeer word, lys en verduidelik; • 'n lewensvaardighede-program tydens 'n klasopleidingsimulasiesessie in groepe aanbied; • tegnieke en riglyne gebruik wat relevant is vir die oplos van probleme uit konsepte wat tydens die aanbieding in die lewensvaardighede-les gekommunikeer word; • een konsep kies wat in 'n lewensvaardighede-sessie gekommunikeer word en dit tydens 'n klasopleidingsimulasiesessie aanbied; • doeltreffend saam met ander as deel van 'n span werk; • hulleself en hulle aktiwiteite verantwoordelik en doeltreffend organiseer en bestuur.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: BSW121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Professional behaviour: theory and practice Titel: Professionele gedrag: teorie en praktyk		
Module outcomes: On completion of the module, the student should be able to: - demonstrate their knowledge on and understanding of the essential facilitative qualities and characteristics of the social worker; - demonstrate the ability to apply the basic interpersonal skills in communication with the client; - evaluate own strengths and weaknesses as a student social worker according to gathered information; - demonstrate knowledge on the role of a volunteer in a section in the welfare field and insight into the role of a volunteer in welfare practice; - demonstrate the ability to take responsibility for own learning as a student social worker; - demonstrate the ability to work effectively with group members in researching communication techniques with clients. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: - kennis en ingeligte begrip van die noodsaaklike fasiliterende kwaliteite en eienskappe van die maatskaplike werker; - die vermoë om die basiese interpersoonlike vaardighede in kommunikasie met die kliënt toe te pas; - die vermoë om eie sterk punte en swakhede as maatskaplikewerkstudent volgens ingesamelde inligting te evalueer; - kennis oor die rol van die vrywilliger in 'n afdeling van die welsyngebied, en insig in die rol van 'n vrywilliger in die welsynpraktyk; - die vermoë om verantwoordelikheid vir eie leer as maatskaplikewerkstudent te neem; - die vermoë om doeltreffend met groeplede saam te werk om kommunikasietegnieke met kliënte na te vors.		
Assessment criteria: Students have mastered the outcomes if they are able to: - describe the essential facilitative qualities and characteristics of the social worker such as critical thinking, scientific writing, working in a diverse community, in a portfolio; - apply the interpersonal communication skills with clients in a portfolio, for instance motivation, interpersonal relationships, knowledge and insight as well as dedication by means of academic work input and output; - submit a portfolio of practical exercises that applies communication skills with clients; - by means of a scenario and role-play, communicate basic interpersonal skills when working with clients; - evaluate personal professional readiness with respect to the requirements of a social worker; - portray evaluation in a report; - complete a brief report on service delivered in the welfare field and evaluate the meaning of the input and the experience during the service delivery; - identify the needs regarding the application of the communication techniques; - assess personal strengths and weaknesses at the end of the module and write a report; - demonstrate the basic interpersonal skills in communication with the client; - provide group members with prepared themes. Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle die volgende kan doen: - die noodsaaklike fasiliterende kwaliteite en eienskappe van die maatskaplike werker, soos kritiese denke, wetenskaplike skryfwerk, werk in 'n uiteenlopende gemeenskap, in 'n portefeulje beskryf; - die interpersoonlike kommunikasievaardighede met kliënte, soos motivering, menseverhoudings, kennis en insig, asook toewyding deur middel van akademiese werksinsette en -uitsette, in 'n portefeulje toepas; 'n portefeulje inhandig van praktiese oefeninge wat kommunikasievaardighede met kliënte toepas; - deur middel van 'n scenario en rolspel basiese interpersoonlike vaardighede kommunikeer wanneer met kliënte gewerk word; - persoonlike professionele gereedheid met betrekking tot die vereistes vir 'n maatskaplike werker evalueer; - evaluering in 'n verslag toon; 'n bondige verslag voltooi oor diens wat op die welsyngebied gelewer is en die betekenis van die insette en ervaring tydens die dienslewering evalueer; - die behoeftes ten opsigte van die toepassing van die kommunikasietegnieke identifiseer; - aan die einde van die module persoonlike sterk punte en swakhede evalueer en 'n verslag skryf; - die basiese interpersoonlike vaardighede in kommunikasie met die kliënt voorberei; - voorbereide temas aan groeplede verskaf.		

Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSW122	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: The development approach to social work and welfare / Titel: Die ontwikkelingsbenadering tot maatskaplike werk en welsyn		
Module outcomes: On completion of the module, the student should be able to: - demonstrate informed knowledge on and understanding of the key terms and concepts of social development as an approach to social work; knowledge on how social development emerges in social work and welfare; and explain the relevance of social development in social work; - demonstrate the ability to evaluate the value of the developmental approach as opposed to other macro approaches to welfare; and formulate a finding on the issue and be able to defend their findings; - demonstrate the ability to operate in a range of familiar and new contexts and show an understanding of the nature of developmental social services in South Africa. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: - ingeligte kennis en 'n begrip van die sleuteltermen en -konsepte van maatskaplike ontwikkeling as benadering tot maatskaplike werk; kennis oor hoe maatskaplike ontwikkeling in maatskaplike werk en welsyn na vore gekom het; en die relevansie van maatskaplike ontwikkeling in maatskaplike werk te verduidelik; - die vermoë om die waarde van die ontwikkelingsgerigte benadering teenoor ander makrobenaderings tot welsyn te evalueer; en om 'n bevinding oor die kwessie te formuleer en hulle bevindings te verdedig - die vermoë om in 'n verskeidenheid bekende en nuwe kontekste te werk en 'n begrip van die aard van ontwikkelingsgerigte maatskaplike dienste in Suid-Afrika aan te toon.		
Assessment criteria: Students have mastered the outcomes if they are able to: - define and explain the concepts social welfare and social development; - describe the nature of social development and developmental social work; - explain where social development fits into the context of social welfare; - identify the values and principles in social work practice and developmental social work; - evaluate the value of the developmental approach as opposed to the other two macro approaches to welfare; - formulate a finding on the issue and defend their findings in a class debate; - outline the nature and content of the service delivery model; - undertake a field trip and write a report on information gathered; - complete a report on simulations for social services; and - complete voluntary services to a social work and complete a written report on the outcome of the services. Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle die volgende kan doen: - die konsepte van maatskaplike welsyn en maatskaplike ontwikkeling definieer; - die aard van maatskaplike ontwikkeling en ontwikkelingsgerigte maatskaplike werk beskryf; - verduidelik waar maatskaplike ontwikkeling in die konteks van maatskaplike welsyn inpas; - die waardes en beginsels in maatskaplikewerk-praktik en ontwikkelingsgerigte maatskaplike werk identifiseer; - die waarde van die ontwikkelingsgerigte benadering evalueer in teenstelling met die ander twee makrobenaderings tot welsyn; 'n bevinding oor die kwessie formuleer en die bevindings daarvan in 'n klasdebat verdedig; - die aard en inhoud van die dienslewingsmodel uiteensit; 'n veldwerkuitspaaie onderneem en 'n verslag skryf oor die inligting wat ingesamel is; 'n verslag oor simulasies vir maatskaplike dienste voltooi; - vrywillige dienste aan 'n maatskaplikewerk-organisasie voltooi en 'n skriftelike verslag oor die uitkoms van die dienste skryf.		
Method of delivery: Full-time Metode van aflewering: Voltyds		
Module code / Modulekode: BSW211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 12
Title: Casework: theory and practice A / Titel: Gevallewerk: teorie en praktik A		
Module outcomes: On completion of the module, the student should be able to: - demonstrate detailed knowledge of casework as a method in social work; - demonstrate understanding of individual and family intervention processes;		

- demonstrate the ability to select appropriate interview methods and techniques and apply these in an actual casework/interview process;
- demonstrate an understanding of the values, ethical principles and legal obligations of a social caseworker and the implications of their decisions and actions in terms of the SACSSP code of ethics;
- demonstrate the ability to apply the values, ethical principles and legal obligations of a social caseworker in simulated and actual practice situations;
- evaluate different sources of information and identify appropriate information to include in casework reports.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- gedetailleerde kennis van gevallewerk as metode in maatskaplike werk;
- 'n begrip van individuele en gesinsintervensieprosesse;
- die vermoë om geskikte onderhoudsmetodes en -tegnieke te selekteer en dit in 'n werklike gevallewerk-/onderhoudsproses toepas;
- 'n begrip van die waardes, etiese beginsels en wetlike verpligtinge van 'n maatskaplike werker te verstaan en die implikasies van hulle besluite en optrede ten opsigte van die etiese kode van die SARMDP;
- die vermoë om die waardes, etiese beginsels en wetlike verpligtinge van 'n maatskaplike werker in gesimuleerde en werklike praktyksituasies toe te pas;
- verskillende inligtingsbronne te evalueer en toepaslike inligting te identifiseer om by gevallewerkverslae in te sluit.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- classify the different methods of social work;
- explain the nature and application of casework as a social-work method;
- utilise the phases of casework within the context of individual and family intervention processes;
- select appropriate interviewing methods and techniques for simulated and actual interviews;
- effectively implement appropriate interviewing methods and techniques in simulated and actual interviews;
- critically analyse professional behaviour in social-work practice according to the ethical guidelines of the South African Council for Social Service Professions;
- recognise ethical dilemmas and make decisions on the basis of the ethical scenario by applying the code of ethics;
- analyse the ethics, principles and values that are applicable to a given practice simulation or relevant in an actual interview;
- implement appropriate ethics, principles and values in practice simulations and actual interviews;
- evaluate different sources of information, interpret data and utilise the results to write professional casework reports.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die verskillende metodes van maatskaplike werk klassifiseer;
- die aard en toepassing van gevallewerk as maatskaplikewerk-metode verduidelik;
- die fases van gevallewerk binne die konteks van individuele en gesinsintervensieprosesse benut;
- toepaslike onderhoudsmetodes en -tegnieke vir gesimuleerde en werklike onderhoude selekteer;
- professionele gedrag in maatskaplikewerk-praktyk volgens die etiese riglyne van die Suid-Afrikaanse Raad vir Maatskaplike Diensberoepe krities ontleed;
- etiese dilemmas herken en besluite neem wat op die etiese scenario gegrond is deur die etiese kode toe te pas;
- die etik, beginsels en waardes ontleed wat op 'n gegewe praktyksimulasie van toepassing is of wat in die werklike onderhoud relevant is;
- toepaslike etik, beginsels en waardes in praktyksimulasies en werklike onderhoude implementeer;
- verskillende inligtingsbronne evalueer, data interpreteer en die resultate benut om professionele gevallewerkverslae te skryf.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWI212	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Community work: theory and practice A / **Titel:** Gemeenskapswerk: teorie en praktyk A

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate detailed knowledge and understanding of the context, nature and components of community work as a social work method, and of the schools of thought that play a role in the way it is implemented in practice;

- explain the process that is followed in the implementation of community work in general and in the community education model in particular;
- demonstrate the ability to analyse a practice scenario;
- demonstrate the ability to design a practice simulation based community work project in which especially the community education model is utilised; and
- demonstrate the ability to convert ideas and plans into writing, and to utilise specific community work related skills.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- gedetailleerde kennis en begrip van die konteks, aard en komponente van gemeenskapswerk as 'n maatskaplikewerk-metode en van die denkrigtings wat 'n rol speel in die manier waarop dit in die praktyk geïmplementeer word;
- die proses verduidelik wat in die implementering van gemeenskapswerk in die algemeen en die gemeenskapsopvoedingsmodel in die besonder gevolg word;
- die vermoë om 'n praktykscenario te ontleed;
- die vermoë om 'n gemeenskapswerkprojek te ontwerp wat op 'n praktyksimulasie gebaseer is en waarin veral die gemeenskapsopvoedingsmodel benut word; en
- die vermoë om idees en planne op skrif te stel en om spesifieke gemeenskapswerkverwante vaardighede te benut.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- describe the knowledge, attitudinal and skills requirements that social (community) workers must comply with; the causes of change in a community and its likely reaction to such change; the origin and basic nature of current community work thought; the field of practice of community work; the general course of the community work process; and how the community education model can be applied in practice;
- explain the context, nature and implications of the concept "community" and the different ways in which communities can be demarcated; the contextual issues that influence the way in which community work services are rendered; the core theories, perspectives and models on which community work is based; the tasks involved in every step of the community work process and how they should be completed; the different roles of a practitioner and the different techniques that they could employ in practice; and the nature of the community education model and when it would be appropriate to use it as their point of departure in service delivery;
- reproduce and explain the definitions of a practice model, community work and community development; and formulate and explain the implications of their own definitions of the concepts "community work" and "community development";
- distinguish between the purpose, goals and objectives of community work;
- link the types of impediments that communities experience with the types of community work programmes and projects that could be best used to address them;
- analyse the ethical principles of social work in general and community work in particular;
- analyse a community situation as represented in a scenario in order to identify a target community's impediments and the strengths/mechanisms that could be used/mobilised in order to address them;
- cooperate in teams consisting of fellow students;
- create a community education centred project that would effectively and efficiently address the impediment(s) that were identified in the scenario;
- compile a practice model related project planning report that complies with the set requirements;
- explain how community education related techniques, tools/ aids and processes will be utilised during the implementation of the plan;
- effectively communicate the plan by means of a public presentation.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die kennis, houdings- en vaardigheidsvereistes beskryf waaraan maatskaplike (gemeenskaps-) werkers moet voldoen; die oorsake van veranderinge in 'n gemeenskap en hul waarskynlike reaksie op sulke verandering; die oorsprong en basiese aard van huidige gemeenskapswerkdenke; die dienslewingsveld van gemeenskapswerk; die algemene verloop van die gemeenskapswerkproses; en hoe die gemeenskapsopvoedingsmodel in die praktyk toegepas kan word;
- die konteks, aard en implikasies verduidelik van die konsep "gemeenskap" en die verskillende maniere waarop gemeenskappe afgebaken kan word; die kontekstuele kwessies wat die manier beïnvloed waarop gemeenskapswerkdienste gelewer word; die kernteorieë, perspektiewe en modelle waarop gemeenskapswerk gebaseer is; die take betrokke by elke stap van die gemeenskapswerkproses en hoe dit uitgevoer moet word; die verskillende rolle van 'n praktisyn en die verskillende tegnieke wat hulle in die

praktik kan gebruik; en die aard van die gemeenskapsopvoedingsmodel en wanneer dit toepaslik sal wees om dit as vertekpunt in dienslewering te gebruik; • die definisies van 'n praktikmodel, gemeenskapswerk en gemeenskapontwikkeling reproduseer en verduidelik; en hulle eie definisies van die konsepte "gemeenskapswerk" en "gemeenskapontwikkeling" formuleer en die implikasies daarvan verduidelik; • onderskei tussen die doel, doelstellings en doelwitte van gemeenskapswerk; • die tipes stremminge wat gemeenskappe ervaar, verbind met die tipes gemeenskapswerkprogramme en -projekte wat ten beste gebruik kan word om dit te hanteer; • die etiese beginsels van maatskaplike werk in die algemeen en gemeenskapswerk in die besonder ontleed; • 'n gemeenskapsituasie, soos in 'n scenario vervat, ontleed ten einde 'n teikengemeenskap se stremminge en die sterktes / meganismes wat gebruik/gemobiliseer kan word om dit te hanteer, te identifiseer; • saam werk in spanne wat uit medestudente bestaan; • 'n gemeenskapsopvoedingsgesentreerde projek skep wat effektief en doeltreffend die stremming(e) sou hanteer wat in die scenario geïdentifiseer is; • 'n praktikmodelverwante projekbeplanningsverslag opstel wat aan die gestelde vereistes voldoen; • verduidelik hoe gemeenskapsopvoedingsverwante tegnieke, instrumente/hulpmiddels en prosesse tydens die implementering van die plan benut sal word; • die plan doeltreffend deur middel van 'n openbare aanbieding kommunikeer.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWI221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Social group work: theory and practice A / Titel: Maatskaplike groepwerk: teorie en praktik A		
Module outcomes: After completion of the module, the student should be able to: • understand group work as a holistic system and as a method in social work; • differentiate between different types of social-work groups; • understand and practise the social group-work process as well as the role of a social worker in each of the stages; • write social group-work reports. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: • 'n begrip van groepwerk as holistiese stelsel en as metode in maatskaplike werk; • die vermoë om tussen verskillende tipes maatskaplikewerk-groepe te differensieer; • 'n begrip van die maatskaplikegroepwerk-proses en die beoefening daarvan, asook 'n begrip van die rol van die maatskaplike werker in elkeen van die fases; • die vermoë om maatskaplikegroepwerk-verslae te skryf.		
Assessment criteria: Students have mastered the outcomes if they are able to: • interpret social group-work dynamics and social work as a holistic system; • identify values and principles in social group work, and also demonstrate how these values and principles are applied in practice; • identify the different tasks of the social worker in the planning of a social group-work project; • show insight into and knowledge of the horizontal and vertical social group-work process; • prepare and present information systematically when writing a social group-work proposal as well as a process report. Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle die volgende kan doen: • maatskaplikegroepwerk-dinamiek en maatskaplike werk as 'n holistiese stelsel interpreteer; • waardes en beginsels in maatskaplike groepwerk identifiseer, en ook demonstreer hoe hierdie waardes en beginsels in die praktik toegepas word; • die verskillende take van die maatskaplike werker in die beplanning van 'n maatskaplikegroepwerk-projek identifiseer; • insig en kennis in die horisontale en vertikale groepwerkproses toon; • inligting sistematies voorberei en aanbied wanneer 'n maatskaplikegroepwerk-voorlegging sowel as 'n prosesverslag geskryf word.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: BSWI222	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Childcare legislation and associated social-work services / Titel: Kindersorgwetgewing en verbandhoudende maatskaplikewerk-dienste		
Module outcomes: After completion of the module, the student will: - demonstrate detailed knowledge and understanding regarding childcare legislation as well as knowledge and skills relating to the interventions associated with the protection of children and the application of specific childcare legislation; - evaluate and report on the functioning of a welfare organisation focused on child-centred service delivery; - demonstrate understanding of ethical implications during interventions with children in need of care and protection. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: - gedetailleerde kennis en begrip ten opsigte van kindersorgwetgewing, asook kennis en vaardighede wat te doen het met die intervensies wat met die beskerming van kinders en die toepassing van spesifieke kindersorgwetgewing verband hou; - die vermoë om die funksionering te evalueer van 'n welsynsorganisasie wat op kindgesentreerde dienslewering fokus en daaroor verslag te doen; 'n begrip van die etiese implikasies tydens intervensies met kinders wat sorg en beskerming nodig het. Assessment criteria: The student will prove that they have attained the outcomes of the <i>Childcare legislation and associated social-work services</i> (8 credits) module when they can: - analyse the factors indicating children in need of care and protection and apply the relevant legislation pertaining to them and discuss the factors underlying child neglect and abuse; - discuss and apply the interventions needed where children are in need of care and protection; - evaluate the functioning of a welfare organisation focused on child-centred service delivery in writing; - identify the needs of children who are institutionalised; - explain the nature, activities and modus operandi of the institution; - correctly complete relevant forms relating to statutory interventions; - reflect on and analyse the ethical basis and reasoning upon which decisions based made when working with children in need of care and protection; - practice skills associated with statutory interventions, including statutory report writing, and present associated skills, knowledge and problem-solving abilities in a practice situation. Assesseringskriteria: Die student sal bewys dat hulle die uitkomst van die <i>Kindersorgwetgewing en verwante maatskaplikewerk-dienste</i> (8 krediete) module bereik het wanneer hulle die volgende kan doen: - die faktore ontleed wat kinders met 'n behoefte aan versorging en beskerming identifiseer, en die tersaaklike wetgewing toepas wat op hulle betrekking het, en die faktore bespreek wat onderliggend is aan kinderverwaarloosende en misbruik; - die intervensies wat nodig is wanneer kinders versorging en beskerming nodig het, bespreek en toepas; - die funksionering van 'n welsynsorganisasie wat op kindgesentreerde dienslewering gefokus is, skriftelik evalueer; - die behoeftes identifiseer van kinders wat geïnstitusioneel is; - die aard, aktiwiteite en modus operandi van die instelling verduidelik; - die tersaaklike vorms wat op statutêre intervensies betrekking het, korrek invul; - nadink oor die etiese grondslag en beredenering op grond waarvan besluite geneem word wanneer daar gewerk word met kinders wat versorging en beskerming nodig het, en dit ontleed; - vaardighede oefen wat met statutêre intervensies verband hou, insluitende statutêre verslagskrywing, en verwante vaardighede, kennis en probleemoplossingsvermoëns in 'n praktyksituasie aanbid.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWI311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Social work with children / Titel: Maatskaplike werk met kinders		
Module outcomes: After completion of the module, the student should be able to: demonstrate integrated knowledge on and understanding of establishing the therapeutic relationship with a child;		

- understanding of the different play-material in facilitation of the intervention process in service delivery to a child;
- demonstrate the ability to apply the procedures needed in intervention with children;
- demonstrate the ability to apply problem-solving skills in social work with children and evaluate the outcome thereof;
- demonstrate an ability to indicate the ethical considerations involved when working with children and to demonstrate how these can have an effect on services to children;
- demonstrate the ability to process applicable information; their ability to evaluate personal attributes according to professional requirements when working with children;
- Evaluate and address the learning needs regarding working with children and manage the process of providing therapy to children.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- geïntegreerde kennis en begrip van die skep van 'n terapeutiese verhouding met 'n kind;
- 'n begrip van die verskillende spelateriaal in die fasilitering van die intervensieproses in dienslewering aan 'n kind;
- die vermoë om die prosedures toe te pas wat vir intervensie met kinders benodig word;
- die vermoë om probleemoplossingsvaardighede in maatskaplike werk met kinders toe te pas en die uitkoms daarvan te evalueer;
- die vermoë om die etiese oorwegings aan te dui wanneer daar met kinders gewerk word, en om te demonstree hoe dit die diens aan kinders kan affekteer;
- die vermoë om toepaslike inligting te verwerk; hulle vermoë om persoonlike eienskappe volgens professionele vereistes wanneer met kinders gewerk word te evalueer;
- die leerbehoefes ten opsigte van die werk met kinders te evalueer en hanteer, en om die proses van terapie aan kinders te bestuur.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- distinguish between the different goals in therapy with children;
- distinguish between the elements of the therapeutic relationship needed in child therapy and value the role of each element;
- categorise the different stages of the therapeutic process;
- analyse the different play techniques in therapy with children;
- illustrate procedures in service delivery to children and apply these to a case study;
- substantiate the attributes of a therapist for children in the problem-solving process;
- identify and apply appropriate intervention techniques in the problem-solving process;
- specify the suitable play material during the different problem-solving phases in service delivery to children and apply this to a case study;
- evaluate the effectiveness of different types of play material according to age groups in the problem-solving process;
- specify and incorporate the ethical considerations when planning interventions for children by means of a portfolio;
- evaluate the implications of not adhering to the specified ethical considerations in professional practice with children;
- compose a presentation to the class according to applicable information regarding play material and present it to the class;
- evaluate personal attributes according to what is expected from a child therapist;
- identify learning needs and understanding of learning material with respect to therapy with children.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- tussen die verskillende doelwitte in terapie met kinders te onderskei;
- onderskei tussen die elemente van die terapeutiese verhouding wat in terapie met kinders benodig word en die rol van elke element te waardeer;
- die verskillende stadiums van die terapeutiese proses te kan kategoriseer;
- die verskillende speltegnieke in terapie met kinders te kan ontleed;
- prosedures in dienslewering aan kinders te illustreer en op 'n gevallestudie toe te pas;
- die eienskappe van 'n terapeut vir kinders in die probleemoplossingsproses te kan onderskryf;
- geskikte intervensie tegnieke in die probleemoplossingsproses te kan identifiseer en toe te pas;
- die gepaste spelateriaal tydens die verskillende probleemoplossingsfasies in dienslewering aan kinders spesifiseer en op 'n gevallestudie toe te pas;

- die doeltreffendheid van verskillende tipes spelateriaal volgens ouderdomsgroepe in die probleemoplossingsproses te kan evalueer;
- die etiese oorwegings wanneer intervensies met kinders beplan word in 'n portefeulje te spesifiseer;
- die implikasies te kan evalueer wanneer daar in 'n professionele praktyk met kinders nie by spesifieke etiese oorwegings gehou word nie;
- 'n aanbieding volgens toepaslike inligting oor speel materiaal op te stel en dit vir die klas aan te bied;
- persoonlike eienskappe te kan evalueer volgens wat van 'n kindertapeut verwag word;
- leerbehoefes en 'n begrip van leerateriaal ten opsigte van terapie met kinders te kan identifiseer.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWI312

Semester 1

NQF level / NKR vlak: 7

Credits / Krediete: 12

Title: Development welfare policy B / **Titel:** Ontwikkelingsgerigte welsynsbeleid B

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate integrated knowledge of the current role and function of the social-work profession, and the policies as well as strategies for poverty alleviation within the South African welfare- and social-work services delivery context;
- demonstrate an understanding of methods of enquiry and an ability to apply these methods in an investigation;
- demonstrate an ability to identify, analyse, critically reflect on and address poverty-related problems and the material need of people and apply evidence-based solutions and theory-driven arguments;
- demonstrate an ability to take decisions and act ethically, accountably and professionally, and the ability to justify those decisions and actions drawing on a human-rights and social-justice perspective;
- demonstrate the ability to access, process and manage information in respect of poverty and material-need, and related policy, legislation, programmes and services;
- demonstrate an ability to produce and communicate their ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse;
- demonstrate an ability to manage processes in social-work service-delivery contexts, recognising that problem-solving is context- and system- bound, and does not occur in isolation.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- geïntegreerde kennis van die huidige rol en funksie van die maatskaplikewerk-professie, en die beleid sowel as die strategieë vir armoedeverligting binne die Suid-Afrikaanse welsyn- en maatskaplikewerk-diensleweringskonteks;
- 'n begrip van ondersoekmetodes en 'n vermoë om hierdie metodes in 'n ondersoek toe te pas;
- 'n vermoë om armoedeverwante probleme en die materiële behoeftes van mense te identifiseer, ontleed en krities daaroor na te dink en om bewysgebaseerde oplossings en teoriegedrewe argumente toe te pas;
- 'n vermoë om besluite te neem en eties, aanspreeklik en professioneel op te tree, en die vermoë om daardie besluite en optrede te regverdig deur van 'n menseregte- en maatskaplikegeregtigheid-perspektief gebruik te maak;
- die vermoë om toegang te verkry tot inligting ten opsigte van armoede en materiëlebehoefte, asook verbandhoudende beleid, wetgewing, programme en dienste en dit te, verwerk en bestuur;
- 'n vermoë om hulle idees en menings in goedgeformuleerde argumente te produseer en kommunikeer deur toepaslike akademiese, professionele, of beroepsdiskoeers te gebruik;
- 'n vermoë om prosesse in maatskaplikewerk-diensleweringskontekste te bestuur en te erken dat probleemoplossing konteks- en stelselgebonde is en nie in isolasie voorkom nie.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- approximate policies and strategies for poverty alleviation and social-work services provision from a developmental, human-rights and social-justice perspective;
- justify the critical need for a social-service workforce and social-welfare services in addressing poverty and the material needs of people in South Africa;
- assess social security within the South African context as an appropriate means of poverty alleviation;
- investigate social security ethically and accountably in order to protect and improve the quality of life of client systems from a social-work and human-rights and social-justice perspective;
- evaluate the current role and function of the social-work profession and other social-service practitioners with regard to social security from a developmental social-welfare perspective;
- investigate the problem-solving strategies with respect to people in poverty and with material needs within a social-work service-delivery context;
- identify and recommend evidence-based solutions to poverty and the material need of people from a social-

work service-delivery perspective;

- apply appropriate processes of information gathering for social-welfare policy, legislation and programmes regarding the alleviation of poverty and material needs of people;

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- beleide en strategieë vir armoedeverligting en die verskaffing van maatskaplikewerk-dienste vanuit 'n ontwikkelingsgerigte, menseregte- en maatskaplike-geregtighedsperspektief te benader;
- die kritieke behoefte aan 'n maatskapliedienste-arbeidsmag en maatskaplikewelsyn-diens in die hantering van armoede en die materiële behoeftes van mense in Suid-Afrika regverdig;
- maatskaplike sekerheid binne die Suid-Afrikaanse konteks as 'n geskikte manier van armoedeverligting evalueer;
- maatskaplike sekerheid eties en verantwoordelik ondersoek om die lewensgehalte van kliëntesisteme vanuit 'n maatskaplikewerk- en menseregte- en maatskaplikegeregtigheid-perspektief te beskerm en verbeter;
- die huidige rol en funksie van die maatskaplikewerk-beroep en ander maatskapliedienste-praktisyns ten opsigte van maatskaplike sekerheid vanuit 'n ontwikkelingsgerigte perspektief op maatskaplike welsyn evalueer;
- die probleemoplossingstrategieë ten opsigte van mense in armoede en met materiële behoeftes binne 'n maatskaplikewerk-diensleweringsteks ondersoek;
- bewysgebaseerde oplossings vir armoede en die materiële behoeftes van mense vanuit 'n maatskaplikewerk-diensleweringsteks identifiseer en aanbeveel;
- geskikte prosesse van inligtingsinsameling vir die maatskaplikewelsyn-beleid, wetgewing en programme oor die verligting van armoede en die materiële behoeftes van mense toepas;

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWI313

Semester 1

NQF level / NKR vlak: 7

Credits / Krediete: 8

Title: Social group work: theory and practice B / **Titel:** Maatskaplike groepwerk: teorie en praktyk B

Module outcomes:

On completion of the module, the student should be able to:

- integrate an understanding of social group work as one of the methods in social work;
- argue and evaluate models, theories and approaches in social group work;
- identify, facilitate and reflect on appropriate social group-work intervention strategies for various types of social-work groups;
- act ethically and professionally within the norms and values of the social group-work process;
- evaluate and manage the information with different behaviour among group members;
- scientifically evaluate whether the group-work project was successful.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- die vermoë om 'n begrip van maatskaplike groepwerk as een van die metodes in maatskaplike werk te integreer;
- die vermoë om modelle, teorieë en benaderings in maatskaplike groepwerk te beredeneer en evalueer;
- die vermoë om toepaslike maatskaplikegroepwerk-intervensiestrategieë vir verskillende tipes maatskaplikewerk-groepe te identifiseer en fasiliteer en daarvoor te besin;
- die vermoë om binne die norme en waardes van maatskaplike groepwerkproses eties en professioneel op te tree;
- die vermoë om die inligting met verskillende soorte gedrag onder groeplede te evalueer en bestuur;
- die vermoë om wetenskaplik te evalueer of die groepwerkprojek geslaagd was.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- discuss and demonstrate understanding of social group work as one of the methods in social work;
- exhibit understanding with regard to each of the models and theories in social group work;
- discuss the value of each of these theories for social group work;
- apply the theories for social group work in a three-session-simulation life-skills group with university students;
- report diversity issues in social group work;
- distinguish between, apply and evaluate the leadership roles and skills of the social worker while applying a three-session-simulation life-skills group with university students;
- manage specific roles that group leaders play;
- reflect on the needs and problems that group leaders have to handle within the group-work process;
- analyse the norms in the group-work process;
- apply the vertical approach to handling different ways of behaviour during your life-skills group simulation;

- establish specific ways of behaviour as well as specific needs and problems that occur among group members during your life-skills group simulation sessions;
- correctly analyse the behaviour of group members during the three-session-simulation life-skills group;
- motivate the necessity for evaluation and measurement during group-work intervention;
- compile their own evaluation frameworks to be used with their life-skills group simulation.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- 'n begrip van maatskaplike groepwerk as een van die metodes in maatskaplike werk bespreek en demonstreer;
- 'n begrip ten opsigte van elkeen van die modelle en teorieë in maatskaplike groepwerk toon;
- die waarde van elkeen van hierdie teorieë vir maatskaplike groepwerk bespreek;
- die teorieë vir maatskaplike groepwerk in 'n driesessiesimulasie-lewensvaardighedegroep met universiteitstudente toepas;
- oor diversiteitskwessie in maatskaplike groepwerk verslag doen;
- tussen die leierskapsrolle en vaardighede van die maatskaplike werker onderskei, dit toepas en evalueer terwyl 'n driesessiesimulasie-lewensvaardighedegroep met universiteitstudente gebruik word;
- spesifieke rolle bestuur wat groepleiers speel;
- nadink oor die behoeftes en probleme wat groepleiers binne die groepwerkproses moet hanteer;
- die norme in die groepwerkproses ontleed;
- die vertikale benadering toepas om verskillende gedragswyses tydens hulle lewensvaardighedegroep-simulasie te hanteer;
- spesifieke gedragswyses vestig, asook spesifieke behoeftes en probleme wat tydens hulle lewensvaardighedegroep-simulasiesessies by die groeplede voorkom;
- gedragswyses van groeplede gedurende die driesessiesimulasie-lewensvaardighedegroepe korrek ontleed;
- die noodsaaklikheid van evaluering en meting tydens groepwerkintervensie motiveer;

Method of delivery: Full-time

Metode van aflewering: Voltyds

Module code / Modulekode: BSWI321

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 12

Title: Casework: theory and practice B / **Titel:** Gevallewerk: teorie en praktyk B

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate an integrated knowledge on and understanding of the models, techniques and approaches in social casework;
- demonstrate an integrated knowledge on and understanding of the eco-systemic assessment of the client and his environment;
- demonstrate the ability to identify and utilise eco-systemic assessments to analyse the complex problems that clients experience;
- demonstrate the ability to apply casework knowledge, insight and skills in practice;
- demonstrate the ability to develop appropriate processes of information gathering from social-casework reports;
- demonstrate the ability to recognise and overcome diversity-related matters in social work.
- demonstrate the ability to communicate effectively regarding case work

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- 'n geïntegreerde kennis en begrip van die modelle, tegnieke en benaderings in maatskaplike gevallewerk;
- 'n geïntegreerde kennis en begrip van die ekosistemiese evaluering van die klient en sy omgewing;
- die vermoë om ekosistemiese evaluering te identifiseer om die komplekse probleme wat kliente ervaar, te ontleed;
- die vermoë om kennis van, insig in en vaardighede oor gevallewerk in die praktyk toe te pas;
- die vermoë om toepaslike inligtinginsamelingsprosesse uit maatskaplikegevallewerk-verslae te ontwikkel;
- die vermoë om diversiteitsverwante sake in maatskaplike werk te herken en oorkom.
- die vermoë om effektief te kommunikeer met betrekking tot gevallewerk

Assessment criteria:

Student have mastered the outcomes if they are able to:

- classify, explain and assess the different models, techniques and approaches that can be used in casework;
- compile an eco-systematic/multi-dimensional assessment of the client and his environment;
- apply the appropriate models, relevant techniques and applicable approaches in an intervention process;
- address complex problems by applying the trans-theoretical model of change;

- critically evaluate the sources of information when analysing the various components of a casework report;
- identify and evaluate diversity-related matters;
- devise practical ways in which one can overcome diversity-related matters in social work.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die verskillende modelle, tegnieke en benaderings wat in gevallewerk gebruik kan word, klassifiseer, verduidelik en evalueer;
- 'n ekosistemiese/multidimensionele evaluering van die kliënt en sy omgewing opstel;
- die toepaslike modelle, relevante tegnieke en toepaslike benaderings in 'n intervensieproses toepas;
- komplekse probleme deur middel van die toepassing van die transteoretiese veranderingsmodel hanteer;
- die inligtingsbronne krities evalueer wanneer die verskillende komponente van 'n gevallewerkverslag ontleed word;
- diversiteitsverwante sake identifiseer en evalueer;
- praktiese maniere ontwikkel waarop 'n mens diversiteitsverwante sake in maatskaplike werk kan oorkom.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWI322

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 12

Title: Community work: theory and practice B / **Titel:** Gemeenskapswerk: teorie en praktyk B

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate an integrated knowledge and understanding of the context, nature and application of all five practice models of community work; explain the processes followed in the application of each practice model; and compare and contrast the processes followed in the application of all five practice models;
- demonstrate the ability to research and analyse a community and report on the findings; and critically analyse practice scenarios;
- demonstrate the ability to convert ideas and plans into writing; and utilise specific community work related skills;
- demonstrate the ability to design a practice simulation based community work service delivery programme in which a combination of practice models are utilised.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- 'n geïntegreerde kennis en begrip van die konteks, aard en toepassing van al vyf praktykmodelle van gemeenskapswerk; die vermoë om die prosesse te verduidelik wat in die toepassing van elke praktykmodel gevolg word; en die vermoë om die prosesse wat gevolg word in die toepassing van al vyf praktykmodelle te vergelyk en teenoor mekaar te stel;
- die vermoë om 'n gemeenskap na te vors en te ontleed en oor die bevindinge verslag te doen; en om praktykscenario's krities te ontleed;
- die vermoë om idees en planne op skrif te stel; en om spesifieke gemeenskapswerkverwante vaardighede te benut;
- die vermoë om 'n praktyksimulasiegebaseerde gemeenskapswerk-diensleweringprogram te ontwerp waarin 'n kombinasie van praktykmodelle benut word.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- explain the nature of the social planning, community development, social marketing and social action practice models of community work, as well as when it would be appropriate to use each as a point of departure in service delivery;
- describe how the social planning, community development, social marketing and social action practice models of community work can be applied in practice;
- analyse complicated community situations as represented in a scenario, and conceptualise the changes that will be required in the particular community;
- successfully undertake a community analysis, critically analyse the results and report on the findings in the form of a community analysis report;
- work cooperatively in teams consisting of fellow students; individually and in groups compile a practice model related community work programme report that complies with set requirements; effectively communicate on and defend an envisaged programme during a public presentation; and effectively communicate on an envisaged programme in an exam;
- design a community work programme that would effectively and efficiently address the impediments that they identified in a scenario;
- prescribe how community work techniques, tools/aids and processes should be utilised during the implementation of the newly designed programme.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- die aard van die maatskaplike beplannings-, gemeenskapsontwikkelings-, maatskaplike bemerkings- en maatskaplike aksie-praktykmodelle van gemeenskapswerk verduidelik, asook verduidelik wanneer dit toepaslik sal wees om elkeen as 'n vertrekpunt in dienslewering te gebruik;
- beskryf hoe die maatskaplike beplannings-, gemeenskapsontwikkelings-, maatskaplike bemerkings- en maatskaplike aksie-praktykmodelle van gemeenskapswerk in die praktyk toegepas kan word;
- ingewikkelde gemeenskapsituasies, soos in 'n scenario vervat, ontleed en die veranderings konseptualiseer wat in die betrokke gemeenskap vereis word;
- 'n gemeenskapsanalise suksesvol voltooi, die resultate krities analiseer en met behulp van 'n gemeenskapsanalise-verslag oor die bevindings rapporteer;
- saam werk in spanne wat uit medestudente bestaan; individueel en in groepe 'n praktykmodelverwante gemeenskapswerkprogram-verslag opstel wat aan gestelde vereistes voldoen; die beoogde program doeltreffend tydens 'n openbare aanbieding kommunikeer en verdedig; en doeltreffend 'n beoogde program in 'n eksamen kommunikeer;
- 'n gemeenskapswerkprogram ontwerp wat doeltreffend en effektief die struikelblokke sal hanteer wat hulle in 'n scenario geïdentifiseer het;
- voorskryf hoe gemeenskapswerktegnieke, instrumente/hulpmiddels en prosesse tydens die implementering van die pasontwerpe program benut behoort te word.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWI411	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 12

Title: Social work with families / **Titel:** Maatskaplike werk met gesinne

Module outcomes:

On completion of the module, the student should be able to:

- integrate knowledge of the concept "family" and engage with an understanding of and evaluate the different theories;
- demonstrate an ability to identify and address family-related ethical issues based on professional values and ethical standards;
- demonstrate an ability to critically analyse the White Paper on Families and evaluate its implications;
- demonstrate an ability to critically analyse and assess the outcomes in family therapy and support their interpretations with appropriate evidence;
- demonstrate an ability to design and implement a strategy for social policies and legislation and how they have an impact on social issues and integrate them ethically;
- demonstrate the skills that would be required to operate effectively as a mediator within the specific system and to compile a parenting plan.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- kennis van die konsep "gesin" integreer en betrokke raak by 'n begrip van en die verskillende teorieë evalueer;
- 'n vermoë om gesinsverwante etiese kwessies op grond van professionele waardes en etiese standaarde te identifiseer en hanteer;
- 'n vermoë om die Witskrif oor Gesinne krities te ontleed en die implikasies daarvan te evalueer;
- 'n vermoë om die uitkomst in gesinsterapie krities te ontleed en evalueer en hulle interpretasies met toepaslike bewyse te staaf;
- 'n vermoë om 'n strategie vir maatskaplike beleide en wetgewing en hoe dit 'n impak op maatskaplike kwessies het, te ontwerp en implementeer, en dit eties te integreer;
- die vaardighede wat vereis word om doeltreffend as 'n bemiddelaar in die spesifieke stelsel te werk en 'n ouerskapsplan saam te stel.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- explain the concept "family" and evaluate the theories and processes that play a role in the formation and functioning of these systems;
- apply professional values and ethical standards in services to families;
- explain the content, as well as implications that the White Paper on Families has for families in general and social work in particular;
- assess and apply appropriate evidence-based interventions when working with families;
- apply social policies and legislation in a responsible and appropriate way when working with families;
- successfully fulfil the role of mediator and be able to compile parenting plans.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen: • die konsep "gesin" verduidelik en die teorieë en prosesse evalueer wat 'n rol in die daarstelling en funksionering van hierdie sisteme speel; • professionele waardes en etiese standaarde in dienste aan gesinne toepas; • die inhoud van, sowel as implikasies wat die Witskrif oor Gesinne het vir gesinne in die algemeen en maatskaplike werk in die besonder, verduidelik; • toepaslike bewysgebaseerde intervensies evalueer en toepas wanneer daar met gesinne gewerk word; • maatskaplike beleide en wetgewing op 'n verantwoordelike en toepaslike manier toepas wanneer daar met gesinne gewerk word; • die rol van bemiddelaar suksesvol vervul en ouerskapsplanne saamstel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: BSWI471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 24
Title: Social-work research: theory and practice / Titel: Maatskaplikewerk-navorsing: teorie en praktyk		
Module outcomes: On completion of the module, the student should be able to: • understand the context and ethical aspects of social-work research; • comprehend the research process, including the pilot study, sampling, the research design, models and procedures; • distinguish between the different types of research reports; • carry out the method of work of the social-work researcher; • design and implement a research proposal; • apply, analyse and interpret various forms of data; • evaluate and apply applicable literature in context with empirical data and integrate them; • conceptualise and generate a research report; • operate effectively within a system by introducing a research project to a context, facilitating its implementation and managing the implementation on the basis of an understanding of the roles and relationships between elements within the system; • understand the nature of study guidance and the utilisation of study guidance. Module-uitkomst: Na voltooiing van die module moet die student die volgende kan toon: • begrip vir die konteks en etiese aspekte van maatskaplikewerk-navorsing; • begrip vir die navorsingsproses, insluitende die loodsstudie, steekproefneming, die navorsingsontwerp, modelle en prosedures; • die vermoë om tussen die verskillende tipes navorsingsverslae te onderskei; • die vermoë om die werksmetode van die maatskaplikewerk-navorsers uit te voer; • die vermoë om 'n navorsingsvoorstel te ontwerp en implementeer; • die vermoë om verskillende vorms van data toe te pas, ontleed en interpreteer; • die vermoë om toepaslike literatuur in konteks met empiriese data te evalueer en toe te pas en dit te integreer; • die vermoë om 'n navorsingsverslag te konseptualiseer en genereer; • die vermoë om doeltreffend binne 'n stelsel te werk deur 'n navorsingsprojek by 'n konteks te integreer, die implementering daarvan te fasiliteer en die implementering op grond van 'n begrip van die rolle en verhoudings tussen elemente in die stelsel te bestuur; • die vermoë om die aard van studieleiding en die benutting van studieleiding te verstaan.		
Assessment criteria: Students have mastered the outcomes if they are able to: • discriminate between different research methods, processes, designs and techniques in three different research-project examples and explain why these examples are of a certain category; • demonstrate understanding of knowledge by selecting and applying an appropriate method, approach, design and technique to a given research problem; • assess a research problem in a practice context; • reflect upon the research problem; • adjust theories, methods, procedures, processes or techniques to the requirements of the new, unfamiliar problem situation; • apply cognitive skill to match existing theories, procedures, processes and techniques with requirements of the research problem; • address research problems by means of a written research proposal that adheres to the criteria for an effective proposal;		

- write the ethical requirements of a research project into a research proposal;
- compile a literature study on a chosen research problem that adheres to the outcome criteria;
- demonstrate understanding of elementary quantitative data-analysis techniques by means of SPSS software;
- demonstrate command of elementary qualitative data-analysis techniques by means of manual methods ;
- apply acquired analytical skills to analyse actual data collected in a research project;
- interpret derived findings and display results graphically in a research report;
- prepare a research report that clearly demonstrates research results;
- disseminate a research report to participants and organisations.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- onderskei tussen verskillende navorsingsmetodes, -prosesse, -ontwerpe en -tegnieke in drie verskillende navorsingsprojekvoorbeelde en verduidelik waarom hierdie voorbeelde in 'n sekere kategorie val;
- begrip toon van kennis deur 'n toepaslike metode, benadering, ontwerp en tegniek te kies en op 'n gegewe navorsingsprobleem toe te pas;
- 'n navorsingsprobleem in 'n praktykkonteks toepas;
- oor die navorsingsprobleem besin;
- teorieë, metodes, prosedures, prosesse of tegnieke by die vereistes van die nuwe, onbekende problemsituasie aanpas;
- kognitiewe vaardigheid toepas om bestaande teorieë, prosedures, prosesse en tegnieke by vereistes van die navorsingsprobleem te pas;
- navorsingsprobleme hanteer deur middel van 'n skriftelike navorsingsvoorstel wat aan die kriteria vir 'n doeltreffende voorstel voldoen;
- die etiese vereistes van 'n navorsingsprojek in 'n navorsingsvoorstel skryf;
- 'n literatuurstudie saamstel oor 'n gekose navorsingsprobleem wat aan die uitkomstcriteria voldoen;
- begrip toon van elementêre kwantitatiewe data-ontledingstegnieke deur middel van SPSS-sagteware;
- beheersing toon van elementêre kwantitatiewe data-ontledingstegnieke deur middel van handmetodes;
- verworwe analitiese vaardigheid toepas om werklike data te ontleed wat in 'n navorsingsprojek ingesamel is;
- afgeleide bevindings interpreteer en resultate grafies in 'n navorsingsverslag vertoon;
- 'n navorsingsverslag opstel wat navorsingsresultate duidelik demonstreer;
- 'n navorsingsverslag aan deelnemers en organisasies versprei.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code: BSWM412

Semester 1

NQF level: 8
Credits: 20

Title: Social Work in host settings (MC)

Module outcomes:

After completion of the module, the student should be able to:

- demonstrate well rounded knowledge of contemporary social issues and selected fields of practice
- ability to present and communicate information and their own ideas and opinions in well-structured arguments showing an awareness of audience and using academic/professional discourse appropriately.

Method of assessment: 1 x 2 hours 1:1

Method of delivery: Full-time

Module code: BSWM471

Semester 1 & 2

NQF level: 8
Credits: 48

Title: Internship (MC)

Module outcomes:

On completion of this module you should be able to:

- understand and comply with the general requirements of both the university and the social work organisation;
- get to know, understand and utilise the organisation where you serve your internship and the community in which the organisation delivers its services;
- use sound professional-ethical judgement;
- deliver the necessary social welfare services to an individual, group and within the community;
- apply the required practical management skills;
- master communication skills;
- integrate theory in your practice;
- demonstrate an understanding of the statutory policy and tasks as well as the relevant forms that have to be completed;

- meet the requirements of the SACSSP;
- establish networks and to cooperate in a team;
- identify your personal needs for incorporation into a new community and new work place;
- utilise supervision in a sensible and profitable way;
- function with the required professionalism within a new work place; and
- demonstrate the quality of your professional knowledge and skills during an oral examination.

Method of delivery: Full-time

Module code / Modulekode:
BSWP321

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Social work practicum A / **Titel:** Maatskaplike werk prakties A

Module outcomes:

On completion of the vacation placement component of the module, the student should be able to:

- demonstrate an integrated knowledge on and understanding of the nature of developmental social work and its use in service delivery to selected vulnerable groups;
- demonstrate an understanding of the complexities involved in the selection and application/implementation of appropriate procedures, processes/techniques, policies and resources when addressing unfamiliar problems experienced in social-work practice;
- demonstrate the ability to identify and use a range of specialised skills in social-work intervention to
- analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work, and apply appropriate methods within the placement organisation as well as the community context within which it functions.

On completion of the group work component of the module, the student should be able to:

- demonstrate applied knowledge with regard to group work theories, methods and techniques;
- demonstrate an understanding of the complexities involved in the selection, application or transferring of group-work procedures, processes or techniques in social-work practice;
- demonstrate the ability to use a range of specialised group-work skills to analyse and address complex problems;
- demonstrate the ability to apply professional ethical judgement in social-work practice;
- demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and demonstrate solutions to problems and issues appropriate to social-work context;
- demonstrate an ability to operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements within the system;
- demonstrate the use of resources for group-work intervention;
- demonstrate the ability to critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to social-work problems and issues.

Module-uitkomst:

Na voltooiing van die vakansieplasingskomponent van die module moet die student die volgende kan toon:

- 'n geïntegreerde kennis en begrip van die aard van ontwikkelingsgerigte maatskaplike werk en die gebruik daarvan in dienslewering aan geselekteerde kwesbare groepe;
- 'n begrip van die kompleksiteit betrokke by die keuse en toepassing/implementering van toepaslike prosedures, prosesse/tegnieke, beleide en hulpbronne wanneer onbekende probleme hanteer word wat in die maatskaplikewerk-praktijk ervaar word;
- die vermoë om 'n verskeidenheid gespesialiseerde vaardighede in maatskaplikewerk-intervensie te identifiseer om
- komplekse of abstrakte probleme te ontleed en te hanteer deur stelselmatig die korpus kennis op die gebied van maatskaplike werk te ontgin en toepaslike metodes binne die plasingorganisatie, asook die gemeenskapkonteks waarin dit funksioneer, toe te pas.

Na voltooiing van die groepwerkkomponent van die module moet die student die volgende kan toon:

- toegepaste tegnieke ten opsigte van groepwerkteorieë, -metodes en -tegnieke;
- 'n begrip van die kompleksiteit wat by die keuse, toepassing of oordrag van groepwerkprosedures, -prosesse of -tegnieke in die maatskaplikewerk-praktijk betrokke is;
- die vermoë om 'n verskeidenheid gespesialiseerde groepwerkvaardighede te ontleed en komplekse probleme te hanteer;
- die vermoë om professionele etiese oordeel in die maatskaplikewerk-praktijk toe te pas;
- 'n vermoë om akademiese, professionele of beroepsidees en tekste doeltreffend aan 'n reeks gehore oor te dra, en kreatiewe insigte, streng interpretasies en oplossings vir probleme en kwessies wat op die maatskaplikewerk-konteks van toepassing is, aan te bied;

- 'n vermoë om doeltreffend te werk binne die praktiese opleideidingsorganisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, en om 'n begrip vir die rolle en verhoudings tussen die elemente binne die stelsel te ontwikkel;
- die vermoë om hulpbronne vir groepwerkintervensie te gebruik
- die vermoë om inligtingsinsamelings-, evaluerings- en bestuursprosesse in die praktiese organisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, krities te hersien om sodoende kreatiewe response op maatskaplikewerk-probleme en -kwessies te ontwikkel.

Assessment criteria:

The student will prove that they have attained the outcomes of the Social work practicum A (16 credits) module when they can:

Students have mastered the **vacation placement's** outcomes if they are able to:

- explain the nature and implications of developmental social work;
- successfully complete a profile study of the organisation where they spent a work-based vacation placement;
- explain the placement organisation's implementation of developmental social-work policies in its use of social-work theories, methods (especially case, group and community work) and techniques, as well as utilisation of resources;
- describe and analyse the placement organisation's services to vulnerable groups and its use of procedures, processes/techniques, policies and resources to address unfamiliar problems in the field of social work.

Students have mastered the **social group work** outcomes if they are able to:

- choose, compare and apply a range of specialised skills in administration, case, group and community work to analyse and address complex or abstract problems while drawing systematically on the body of knowledge in the field of social work, and apply appropriate methods within the practical training organisation as well as the community context within which it functions;
- apply and evaluate group work theories, methods and techniques in the specific context of the practical training organisation as well as the community context within which it functions;
- plan, design and apply a group work programme to communicate ideas and opinions;
- evaluate appropriate standard procedures, theories, models, approaches, processes or techniques in social group work;
- apply, analyse and use a range of specialised skills in group work to analyse and address complex or abstract problems while drawing systematically on the body of knowledge in the field of social work within the practical training organisation within which it functions;
- develop academic, professional and occupational reports with specific reference to group work; develop a presentation to address social-work solutions to problems and issues by integrating social-work knowledge and practical experiences;
- implement ethical judgement and act professionally within the norms and values of social group work;
- evaluate and manage group work sessions effectively; critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to social-work problems and issues;
- operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements of group work within the system;
- manage and evaluate the group work process as a method of service delivery to client systems; develop, optimise and take responsibility for own learning needs, track own learning progress and apply, evaluate and reflect on relevant learning strategies, manage all resources to successfully realise all outcomes of this module and demonstrate the ability to successfully integrate these skills in group work practice;
- present individual responsibility for group work intervention with the group members by compiling a portfolio of evidence.

Assesseringskriteria:

Die student sal bewys lewer dat hulle die uitkomst van die Maatskaplike werk prakties A (16 krediete) module bereik het wanneer hulle die volgende kan doen:

Studente het die **vakansieplasing** se uitkomst bemeester wanneer hulle die volgende kan doen:

- die aard en implikasies van ontwikkelingsgerigte maatskaplike werk verduidelik;
- 'n profielstudie suksesvol voltooi van die organisasie waar hulle 'n werkgebaseerde vakansieplasing deurgebring het;
- die plasingorganisasie se implementering van ontwikkelingsgerigte maatskaplikewerk-beleide in die gebruik van maatskaplikewerk-teorieë, -metodes (veral gevalle-, groep- en gemeenskapswerk) en -tegnieke, asook die benutting van hulpbronne verduidelik;
- die plasingorganisasie se dienste aan kwesbare groepe en die gebruik van prosedures, prosesse/tegnieke, beleide en hulpbronne beskryf en ontleed om onbekende probleme op die gebied van maatskaplike werk te hanteer.

Studente het die **maatskaplikegroepwerk**-uitkomste bemeester wanneer hulle die volgende kan doen:

- 'n verskeidenheid gespesialiseerde vaardighede in administrasie, gevalle-, groep- en gemeenskapswerk selekteer, vergelyk en toepas om komplekse of abstrakte probleme te ontleed en te hanteer deur stelselmatig die korpus kennis op die gebied van maatskaplike werk te ontgin en geskikte metodes toe te pas binne die praktiese opleidingsorganisasie en die gemeenskapskonteks waarbinne dit funksioneer;
- groepwerkteorieë, -metodes en -tegnieke in die bepaalde konteks van die praktiese opleidingsorganisasie, asook in die gemeenskapskonteks waarbinne dit funksioneer, toepas en evalueer;
- 'n groepwerkprogram beplan, ontwerp en toepas om idees en menings te kommunikeer;
- geskikte standaardprosedures, teorieë, modelle, benaderings, prosesse of tegnieke in maatskaplike groepwerk evalueer;
- 'n verskeidenheid gespesialiseerde vaardighede in groepwerk toepas, ontleed en gebruik om komplekse of abstrakte probleme te ontleed en te hanteer deur stelselmatig die korpus kennis op die gebied van maatskaplike werk te ontgin binne die praktiese opleidingsorganisasie waarbinne dit funksioneer;
- akademiese, professionele en beroepsverslae ontwikkel met spesifieke verwysing na groepwerk; 'n aanbieding ontwikkel om maatskaplike werk-oplossings op probleme en kwessies te hanteer deur kennis van maatskaplike werk en praktiese ervarings te integreer;
- etiese oordeel toepas en professioneel binne die norme en waardes van maatskaplike groepwerk optree;
- groepwerksessies doeltreffend evalueer en bestuur;
- inligtingsinsamelings-, evaluerings- en bestuursproesse in die praktiese organisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, krities hersien om sodoende kreatiewe response op groepwerkprobleme en -kwessies te ontwikkel;
- doeltreffend optree binne die praktiese opleidingsorganisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, en om 'n begrip vir die rolle en verhoudings tussen die elemente van groepwerk binne die stelsel te ontwikkel;
- die groepwerkproses as 'n metode van dienslewering aan kliëntesisteme bestuur en evalueer;
- eie leerbehoefes ontwikkel, optimaliseer en verantwoordelikheid daarvoor neem en eie leerprosesse naspoor en toepaslike leerstrategieë toepas, evalueer en daaroor besin, alle hulpbronne bestuur om alle uitkomste van hierdie module suksesvol te realiseer, en die vermoë om hierdie vaardighede suksesvol by groepwerkpraktik te integreer;
- individuele verantwoordelikheid vir groepwerkintervensie met die groeplede aan te bied deur 'n portefeulje van bewyse saam te stel.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: BSWP471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 56

Title: Social work practicum B / **Titel:** Maatskaplike werk prakties B

Module outcomes:

On completion of the module, the student should be able to:

- demonstrate applied knowledge in the area of social work, understand and apply social-work theories, methods, techniques, policies and resources in the specific context of social-work practice;
- demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques, policies and resources to unfamiliar problems in the field of social-work practice;
- demonstrate an ability to use a range of specialised skills in social-work intervention to analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work and applying appropriate methods within the practical training organisation as well as the community context within which it functions;
- demonstrate an ability to demonstrate professional ethical judgement based on critical reflection on the suitability of the different ethical value systems of the practical training organisation as well as the community context within which it functions;
- demonstrate an ability to critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to social-work problems and issues;
- demonstrate an ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the social-work context;
- demonstrate an ability to operate effectively within the practical training organisation as well as the community context within which it functions and develop an understanding of the roles and relationships between the elements within the system;
- demonstrate an ability to apply self-reflective learning strategies to address professional and ongoing learning needs; and take full responsibility for their own.

Module-uitkomst:

Na voltooiing van die module moet die student die volgende kan toon:

- toegepaste kennis op die gebied van maatskaplike werk, die vermoë om maatskaplikewerk-teorieë, -metodes, -tegnieke, -beleide en -hulpbronne in die spesifieke konteks van maatskaplikewerk-praktyk te verstaan en toe te pas;
- begrip van die kompleksiteit en onsekerhede betrokke by die keuse, toepassing of oordrag van toepaslike standaardprosedures, -prosesse of -tegnieke, -beleide en -hulpbronne aan onbekende probleme op die gebied van maatskaplikewerk-praktyk;
- 'n vermoë om 'n verskeidenheid gespesialiseerde vaardighede in maatskaplikewerk-intervensie te gebruik om komplekse of abstrakte probleme te ontleed en te hanteer deur stelselmatig die korpus kennis op die gebied van maatskaplike werk te ontgin en geskikte metodes toe te pas binne die praktiese opleidingsorganisasie en die gemeenskapskonteks waarbinne dit funksioneer;
- 'n vermoë om professionele etiese oordeel te demonstreer op grond van kritiese besinning oor die geskiktheid van die verskillende etiese stelsels van die praktiese opleidingsorganisasie en die gemeenskapskonteks waarbinne dit funksioneer;
- die vermoë om inligtingsinsamelings-, evaluerings- en bestuursprosesse in die praktiese organisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, krities te hersien om sodoende kreatiewe response op maatskaplikewerk-probleme en -kwessies te ontwikkel;
- 'n vermoë om akademiese, professionele of beroepsidees en tekste doeltreffend aan 'n reeks gehore oor te dra, en kreatiewe insigte, streng interpretasies en oplossings vir probleme en kwessies wat op die maatskaplikewerk-konteks van toepassing is, aan te bied;
- 'n vermoë om doeltreffend te werk binne die praktiese opleidingsorganisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, en om 'n begrip vir die rolle en verhoudings tussen die elemente binne die stelsel te ontwikkel;
- 'n vermoë om selfbesinnende leerstrategieë toe te pas om professionele en deurlopende leerbehoefes te hanteer; en volle verantwoordelikheid vir hulle eie te aanvaar.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply and evaluate social-work theories, methods and techniques, policies and resources with specific reference to administration, case and community work in the specific context of the practical training organisation as well as the community context within which it functions;
- evaluate and apply appropriate standard procedures, processes or techniques, policies and resources to unfamiliar problems in the field of social-work practice;
- apply, analyse and use a range of specialised skills in administration, case and community work to analyse and address complex or abstract problems, drawing systematically on the body of knowledge in the field of social work and applying appropriate methods within the practical training organisation as well as the community context within which it functions;
- implement professional ethical judgement based on critical reflection on the suitability of different ethical value systems of the practical training organisation as well as the community context within which it functions;
- critically review information gathering, evaluation and management processes in the practical organisation as well as the community context within which it functions in order to develop creative responses to administration, case and community-work problems and issues;
- develop academic, professional and occupational reports with specific reference to administration, case and community work; develop a presentation to address social-work solutions to problems and issues by integrating social-work knowledge and practical experiences;
- adapt and integrate effectively within the practical training organisation as well as the community context within which it functions; assess, argue and compare the roles and relationships between the elements of administration, case and community work within the system;
- develop, optimise and take responsibility for own learning needs, with the ability to track own learning progress and apply, evaluate and reflect on relevant learning strategies, management of all resources to successfully realise all outcomes of this module and the ability to successfully integrate these skills in social-work practice.

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle die volgende kan doen:

- maatskaplikewerk-teorieë, -metodes en -tegnieke, -beleide en -hulpbronne toepas en evalueer, met spesifieke verwysing na administrasie, gevalle- en gemeenskapswerk in die spesifieke konteks van die praktiese opleidingsorganisasie en die gemeenskapskonteks waarbinne dit funksioneer;
- toepaslike standaardprosedures, -prosesse of -tegnieke, -beleide en -hulpbronne evalueer en op onbekende probleme op die gebied van maatskaplikewerk-praktyk toepas;

- 'n verskeidenheid gespesialiseerde vaardighede in administrasie, gevalle-, groep- en gemeenskapswerk toepas, ontleed en gebruik om komplekse of abstrakte probleme te ontleed en te hanteer deur stelselmatig die korpus kennis op die gebied van maatskaplike werk te ontgin en geskikte metodes toe te pas binne die praktiese opleidingsorganisasie en die gemeenskapskonteks waarbinne dit funksioneer;
- professionele etiese oordeel implementeer op grond van kritiese besinning oor die geskiktheid van die verskillende etiese stelsels van die praktiese opleidingsorganisasie en die gemeenskapskonteks waarbinne dit funksioneer;
- inligtingsinsamelings-, evaluerings- en bestuursprosesse in die praktiese organisasie, asook die gemeenskapskonteks waarbinne dit funksioneer, krities hersien om sodoeende kreatiewe response op maatskaplikewerk-probleme en -kwessies te ontwikkel;
- akademiese, professionele en beroepsverslae ontwikkel met spesifieke verwysing na administrasie, gevalle- en gemeenskapswerk; 'n aanbieding ontwikkel om maatskaplikewerk-oplossings op probleme en kwessies te hanteer deur kennis van maatskaplike werk en praktiese ervarings te integreer;
- doeltreffend aanpas en integreer binne die praktiese organisasie, asook die gemeenskapskonteks waarbinne dit funksioneer; die rolle en verhoudings binne die elemente van administrasie, gevalle- en gemeenskapswerk binne die stelsel evalueer, beredeneer en vergelyk;
- eie leerbehoefte ontwikkel, optimaliseer en verantwoordelikhed daarvoor neem en eie leerprosesse naspoor en toepaslike leerstrategieë toepas, evalueer en daaroor besin, alle hulpbronne bestuur om alle uitkomst van hierdie module suksesvol te realiseer, en die vermoë om hierdie vaardighede suksesvol by maatskaplikewerkpraktik te integreer.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
DRKS111

Semester 1

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Invertebrates / **Titel:** Invertebrate

Module outcomes:

On completion of the module the student should be able to demonstrate:

- a basic knowledge and informed understanding of the systematics and classification of animals, form and function of animals in general and of invertebrates in particular, as well as being able to identify and classify these animals and indicate phylogenetic relationships.
- an ability to distinguish between examples of invertebrates and to sort them in taxonomic and phylogenetic frameworks.
- the ability to differentiate between animals based on their hierarchical organisation, complexity and body plan as well as apply this to demonstrate relationships between groups of invertebrates/taxa.
- the ability to explain what a species is and give an overview of the different species concepts.
- an awareness of the economic importance of invertebrates as a source of food, as parasites of humans, animals and plants, or as biological or mechanical carriers of pathogens.
- the ability to report on their skills in respect of the use of microscopes, dichotomous keys and the accessing of sources; with a respect for conventions around intellectual property, copyright and plagiarism.
- the ability to account for the role of humans in conservation of the environment and in particular invertebrate biodiversity.

Module-uitkomst:

Na suksesvolle voltooiing van hierdie module sal die student:

- basiese kennis en ingeligte begrip hê van sistematiek en die klassifikasie van diere, vorm en funksie van diere in die algemeen en van ongewerweldes in die besonder, asook as in staat wees om hierdie diere te identifiseer, te klassifiseer en te dui op filogenetiese verwantskappe.
- die vermoë toon om te onderskei tussen voorbeelde van ongewerweldes en om hulle te sorteer in taksonomiese en filogenetiese raamwerke.
- aantoon dat hy/sy oor die vermoë beskik om te onderskei tussen diere op grond van hul hiërgies organisasie, kompleksiteit en liggaamsplan asook hoe om hierdie inligting toe te pas om verhoudings tussen groepe ongewerweldes/taksons te demonstreer.
- kan verduidelik wat 'n spesie is en 'n oorsig kan bied van die verskillende spesiekonsepte.
- 'n bewustheid hê van die ekonomiese belangrikheid van ongewerweldes as 'n bron van voedsel, parasiete van mense, diere en plante, of as biologiese of meganiese draers van patogene.
- in staat wees om verslag te doen oor vaardighede ten opsigte van die gebruik van mikroskope, digotome sleutels en die ontsluiting van bronne; met respek vir konvensies rondom intellektuele eiendom, kopiëring en plagiaat.
- die vermoë hê om rekenskap te gee van die rol van die mens in die bewaring van die omgewing en in die besonder invertebraatbiodiversiteit.

Assessment criteria:

Students have mastered the outcomes when they are able to:

- write brief notes on, describe and discuss the systematics and classification of animals, form and function of animals in general and of invertebrates in particular.
- identify and classify invertebrates in a framework (phyla, classes, orders, families, genera and species) and indicate phylogenetic relationships.
- explain and illustrate the differences between invertebrates in terms of their complexity and architecture based on existing taxonomic and phylogenetic frameworks.
- provide a definition of a species and discuss the different species concepts, as well as give an opinion on the strong and weak points of these species concepts.
- evaluate, discuss and explain the economic importance of invertebrates as a source of food, as parasites of humans, animals and plants, or as biological or mechanical carriers of pathogens.
- prepare written reports on the different general body plans of different animal groups, describe their characteristics and especially diagnostic and unique characteristics of phyla.
- demonstrate their skills in respect of the use of microscopes, dichotomous keys and the accessing of sources; with a respect for conventions around intellectual property, copyright and plagiarism in the form of practical exercises, diagrams and written reports.
- express an opinion on the role of humans in conservation of the environment and in particular invertebrate biodiversity.

Assessment methods - Formal formative:

Class assignments, class tests, semester test, practical reports and practical exam.

Assessment methods – Summative:

Sit-down written examination.

Assessment plan:

Formal assessments 50%, summative assessment 50% (1:1)

Assesseringsplan:

Formele assessering 50%, summatieve assessering 50% (1:1)

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code: EPPM111

Semester 1

NQF level: 5
Credits: 6

Title: Ethos and Professional Practice

Module outcomes:

- The learner should be able to demonstrate knowledge of principles of professional practice including relevant legislation.
- Demonstrate value clarification skills.

Method of delivery: Full-time

Module code: EPPM221

Semester 2

NQF level: 7
Credits: 6

Title: Ethos and Professional Practice

Module outcomes:

- Apply relevant legislation and basic professional practice in a clinical situation.
- Demonstrate interpersonal and communication skills.

Method of delivery: Full-time

Module code / Modulekode:
FBCG211

Semester 1

NQF level / NKR vlak: 6
Credits / Krediete: 8

Title: Pharmaceutical biochemistry / **Titel:** Farmaseutiese biochemie

Module outcomes:

After completion of this module, the student should be able to demonstrate:

- a detailed knowledge and understanding of the structure and function of biological molecules, enzymology, basic concepts in metabolism, biotechnology and clinical biochemistry;
- the ability to build on their knowledge and understanding in application of more advanced and specialised modules, and more widely pursue independent, self-directed and critical learning;
- the ability to select, evaluate and apply with discernment standard biochemical procedure to solve fundamental problems in a defined environment in the field of pharmacy;
- the ability to distinguish and solve clinical case studies in unfamiliar contexts and to apply the solutions to support diagnosis in the practice of pharmacy;
- the ability to acquire, analyse, evaluate and synthesise pharmaceutical biochemistry principles and methods from various relevant discipline-related sources, to apply your research to a given context in the field of pharmacy; and
- the ability of accurate and coherent written and verbal scientific communication of practical projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.

Module-uitkomstste:

Na voltooiing van die module moet die student die volgende kan demonstreer:

- 'n Gedetailleerde kennis en begrip van die struktuur en funksie van biologiese molekules, ensimologie, basiese konsepte in metabolisme, biotegnologie en kliniese biochemie,
- die vermoë om voort te bou op basiese kennis en begrip en dit toe te pas in gevorderde en gespesialiseerde modules, en om na te streef om onafhanklike, self-gedrewe en kritiese leer te bevorder.
- die vermoë om standaard biochemiese prosedures te kies, evalueer en toe te pas met oordeelkundigheid en om fundamentele probleme in 'n gedefinieerde omgewing binne die veld van farmasie op te los;
- die vermoë om te onderskei tussen kliniese gevalle studies in onbekende kontekste en dit op te los en die oplossings toe te pas om diagnoses te ondersteun in farmasie;
- die verkryging, analise, evaluasie en sintese van farmaseutiese biochemie beginsels en metodes vanuit verskeie dissipline verwante bronne en die toepassing op navorsing binne 'n gegewe konteks in die veld van farmasie; en
- akkurate en samehangende wetenskaplike kommunikasie in beide geskrewe en verbale formaat van praktiese projekte met in begrip van intellektuele eiendomskonvensies, kopiëreg en reëls aangaande plagiaat.

Assessment methods - Formal formative:

Formal formative assessments include scheduled individual written assessments (at least 3) and assessments during practicals (laboratory work).

Assessment methods – Summative:

1x written assessment (2 hours) of 70-75 marks during the formal examination session.

Assessment plan:

3x individually written assessments (individual) to a maximum of: 60%

Class attendance / participation + assessments for practical work in a laboratory: 40%.

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (a participation mark of at least 40% is required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Formele formatiewe assesserings sluit in individuele geskrewe assesserings (ten minste 3) en assesserings van praktiese/laboratoriumwerk.

Assesseringsmetodes – Summatief:

1x geskrewe assessering (2 ure) van 70-75 punte gedurende semestereksamen

Assesseringsplan:

3x individuele geskrewe assesserings (tot 'n maks van): 60%

Klasbywoning/deelname + Assessering van praktiese /laboratoriumwerk: 40%.

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van ten minste 40% vir eksamentolating).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamenleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds**Module code / Modulekode:**

FCAG122

Semester 2**NQF level / NKR vlak: 5**

Credits / Krediete: 12

Title / Titels: Farmaseutiese berekeninge**Module outcomes:**

After completion of this module the student should be able to:

- demonstrate a sound knowledge of the following: fundamental mathematics and arithmetic principles, proportion and ratio calculations; percentage calculations; dilution calculations;
- successfully and accurately complete calculations regarding percentages, dilutions, drug potencies, milli-equivalents, milli-moles and micro-moles; and drug bases;
- show competency in applying the above mentioned mathematical calculations accurately and correctly in relevant pharmaceutical problems and problem solving; and

- demonstrate the skills in the accurate and correct application of all the fundamental mathematical and arithmetic principles in problem solving.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student:

- 'n deeglike kennis van die volgende aspekte te kan demonstreer: 'n goeie kennis en begrip van fundamentele wiskundige verwerkings; proporsie- en verhoudingsberekeninge;
- berekeninge met betrekking tot persentasie, verdunnings; potensie; milli-ekwivalente, millimole en mikromole; en geneesmiddelbasisse korrek te kan uitvoer/oplos;
- bevoegdheid toon om al bogenoemde aspekte in relevante wiskundige berekeninge op 'n korrekte en akkurate wyse te kan toepas in relevante farmaseutiese probleme en probleemoplossing; en
- vaardigheid te demonstreer in die korrekte en akkurate aanwending en toepassing van alle fundamentele wiskundige beginsels in die oplossing van relevante probleme.

Assessment criteria:

After completion of this module the student should be able to:

- demonstrate a sound knowledge of the following: fundamental mathematics and arithmetic principles, proportion and ratio calculations; percentage calculations; dilution calculations; potency calculations; calculations regarding milli-equivalents, milli-moles and micro-moles; and calculations regarding drug bases.
- show competency in applying the above mentioned mathematical calculations accurately and correctly in relevant pharmaceutical problems and problem solving.
- demonstrate the skills in the accurate and correct application of all the fundamental mathematical and arithmetic principles in problem solving.

Assessment methods - Formal formative:

A maximum of 4 formative assessments; class participation and practical mark (consisting of assessment of practical work/assignments).

Assessment methods – Summative:

1x2 hour assessment (70-75 marks) during the semester examination period.

Assessment plan:

Formative assessments (to a maximum of): 75%

Participation in class: 5%

Laboratory work: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringskriteria:

Na voltooiing van hierdie module behoort die student:

- 'n deeglike kennis van die volgende aspekte te kan demonstreer: 'n goeie kennis en begrip van fundamentele wiskundige verwerkings; proporsie- en verhoudingsberekeninge; persentasieberekeninge, verdunningsberekeninge; potensieberekeninge; berekeninge oor milli-ekwivalente, millimole en mikromole; en berekeninge oor geneesmiddelbasisse.
- bevoegdheid te toon om al bogenoemde aspekte in relevante wiskundige berekeninge op 'n korrekte en akkurate wyse te kan toepas in relevante farmaseutiese probleme en probleemoplossing.
- vaardigheid te demonstreer in die korrekte en akkurate aanwending en toepassing van alle fundamentele wiskundige beginsels in die oplossing van relevante probleem.

Assesseringsmetodes – Formeel formatief:

'n Maksimum van 4 formatiewe assesserings; 'n klasdeelnamepunt en praktiese punt (bestaande uit voorbereidingsassesserings en assessering van praktiese werk/opdragte).

Assesseringsmetodes – Summatief:

1x2 uur assessering (70-75 punte) gedurende die semestereksamen.

Assesseringsplan:

Formatiewe assesserings (tot 'n maksimum van): 75%

Klasdeelname: 5%

Laboratoriumwerk: 20%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 35% / 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamengeleentheid) word 'n vraestel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: FCHG222	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 12
Title: Pharmaceutical Chemistry /B / Titel: Farmaseutiese Chemie /B		
Module outcomes: On completion of the module this module the student should be able to • be able to understand the pharmaceutical significance of stereochemistry; • have insight in the chirality of drug molecules; • be appreciative of the role of stereochemistry in the use of drugs; • have a fundamental knowledge of the chemistry and biological characteristics of natural products; • have a fundamental knowledge of the chemistry and biological characteristics of inorganic medicinal products; • demonstrate applicable skills in terms of collaboration in the health care team; • use knowledge of the chemistry and biological properties of natural products and inorganic medicinal products to advise patients on the safe use of both classes of compounds as single products or in combination therapy; • maintain and demonstrate strict ethical principles in drug therapy and dispensing. Module-uitkomst: Na voltooiing van hierdie module behoort die student: • die farmaseutiese belang van stereochemie te verstaan; • insig te hê in die chiraliteit van geneesmiddelmolekules; • 'n waardering te hê vir die rol van stereochemie in die gebruik van geneesmiddels; • 'n grondige kennis van die chemie en biologiese eienskappe van natuurprodukte te hê; • 'n grondige kennis van die chemie en biologiese eienskappe van anorganiese medisinale produkte te hê; • toepaslike vaardighede in terme van samewerking in die gesondheidsorgspan te kan toon; • die verworwe kennis te kan gebruik om pasiënte te adviseer oor die korrekte en veilige gebruik van natuurprodukte en anorganiese medisinale produkte as enkelprodukte of in kombinasie terapie; • streng etiese beginsels in geneesmiddelterapie te kan handhaaf en demonstreer.		
Assessment methods – Formal formative: The formative assessment in this module consist of individual (written) assessments covering the theory content of the module and practical/laboratory work and assessments (including a practical test). Assessment methods – Summative: 1x 2 hour written assessment of 70-75 marks during the examination session. Assessment plan: 3x written assessments (individual) on the theory content of the module: 5x Practical projects assessments (laboratory work): 1x Practical assessment: The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module. Assesseringsmetodes – Formeel formatief: Die formatiewe assessering bestaan uit geskrewe teorie-assesserings (individueel) en praktiese/laboratoriumwerk (insluitend 'n praktiese assessering) Assesseringsmetodes – Summatief: 1x 2-uur geskrewe assessering (70-75 punte) gedurende die eksamenperiode. Assesseringsplan: 3x geskrewe formatiewe assesserings (teoriewerk): 5x Praktiese assessering van laboratoriumwerk: 1x Praktiese assessering (toets): Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 40% vir eksamentoeilating).		

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamengeleentheid) word 'n raaisel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: FCHG312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Pharmaceutical Chemistry IIA / Titel: Farmaseutiese Chemie IIA		
Module outcomes: On completion of this module the student should be able to: - display knowledge of the underlying principles involved in the analytical methods in the prescribed pharmacopoeias and carry out selected methods in the laboratory and effectively communicate results; - evaluate the procedures in the analytical methods and express your opinion on them; - perform simple, applicable solving of problems; - successfully co-operate in groups; and - rigidly adhere to conventions and ethical codes in terms of quality control, considering a client centered approach. Module-uitkomst: Na suksesvolle voltooiing van die module behoort die student in staat te wees om: - kundigheid van die beginsels waarop die analise-metodes in die voorgeskrywe farmakopeë berus te woen en om geselekteerde metodes in die laboratorium uit te voer en resultate effektiw te kan kommunikeer; - dié prosedures in analise-metodes te kan evalueer en 'n mening daarvoor te kan uitspreek; - eenvoudige toepaslike probleemoplossing uit te voer; - suksesvol in groepe te kan saamwerk; en - konvensies en etiese kodes in terme van kwaliteitskontrole noudeset na te kom met inagneming van 'n kliënt gesentreerde benadering.		
Assessment methods - Formal formative: The following types of assessment are employed in this module: Class tests, practical assessments, including reports and an examination. Assessment methods – Summative: 1x3 hour written summative assessment (100 marks). Assessment plan: 3xFormal Assessments (to a total of): 50% Practical/Laboratory Report: 20% Practical Exam: 30% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module. Assesseringsmetodes – Formeel formatief: Die volgende tipes assesserings word in die module gebruik: klastoetse, praktiese assesserings insluitend verslae en toetse en 'n praktiese eksamen. Assesseringsmetodes – Summatief: 1x3 uur geskrewe summatiewe assesserings (100 punte). Assesseringsplan: 3xFormele assesserings (tot 'n totaal van): 50% Praktiese/Laboratoriumverslae: 20% Praktiese Eksamen: 30% Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamengeleentheid (minimum DNP van 40% vir eksamentoe-lating). Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamengeleentheid) word 'n raaisel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: FCHG322	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 12
Title: Pharmaceutical Chemistry //B / Titel: Farmaseutiese Chemie //B		
Module outcomes: On completion of this module students should be able to: • evaluate the role of drug targets, drug-target interactions and the attainment and optimisation of lead compounds in drug design, in addition to the principles and methods of drug development; • discuss the chemical properties of organic compounds in relation to their chemical reactivity, physicochemical properties and biological activity and its application in practice; • describe and apply structure activity relationships (SAR) and its use in drug design; • discuss the basic scaffold (which includes stereochemistry) and methods for the synthesis or attainment of drugs from different classes and the application thereof; • know the uses, mechanism of action and methods for the analysis of drugs from different classes; effectively use the library for the exploitation of chemical and biological literature; • use a variety of media to communicate scientifically and be able to express ideas accurately, unambiguously and concisely using the correct subject terminology; • independently find a solution to problems through creative and critical thinking by employing knowledge, literature and research concepts; • function independently in a group or act as a leader; • form an exceptional attitude towards medicine through knowledge obtained and realise your responsibility in the handling thereof; and • perform a simple organic synthesis in the laboratory by employing standard methods and be able to communicate the results effectively. Module-uitkomst: Na voltooiing van hierdie module behoort die student: • die rol van geneesmiddelteikens, geneesmiddel-teikeninteraksies en die verkryging en optimisering van leidraadverbindinge in geneesmiddelontwerp, sowel as die beginsels en metodes van geneesmiddelontwikkeling te kan evalueer. • te kan bespreek hoe die chemiese eienskappe van organiese verbindinge verband hou met hulle chemiese reaktiwiteit, fisies-chemiese eienskappe en biologiese aktiwiteit en die Toepassing daarvan in die praktyk te kan bespreek; • struktuur-aktiwiteitsverwantskappe (SAR) en die gebruik daarvan in geneesmiddel-ontwerp te kan omskryf en toepas; • die basiese skelet (wat stereochemie insluit) en metodes vir die sintese of verkryging van verskillende klasse geneesmiddels te kan bespreek en toepas; • die gebruikte, werkingsmeganisme en metodes vir die analise van verskillende klasse geneesmiddels te ken; • die biblioteek effektief te gebruik vir die ontsluiting van chemiese en biologiese literatuur; • wetenskaplik in verskillende media te kan kommunikeer en idees noukeurig, ondubbelsinnig en bondig te kan formuleer deur die korrekte vakterminologie te gebruik; • probleme selfstandig te kan oplos met kreatiewe en kritiese denke deur gebruik te maak van kennis, literatuur en navorsingskonsepte; • selfstandig in 'n groeps- of in 'n leiersrol te kan funksioneer; • deur die verworwe kennis 'n besonderse ingesteldheid teenoor medisyne te vorm en jou verantwoordelikheid by die hantering daarvan te beseef; en • om 'n eenvoudige organiese sintese in die laboratorium uit te voer deur gebruik te maak van standaard metodes en die resultate effektief te kan kommunikeer. Assessment methods - Formal formative: The following types of assessment are employed in this module: scheduled written assessments; assessment of tutorials and assessment of laboratory practical work Assessment methods – Summative: 1x2 hour written summative assessment (70-75 marks). Assessment plan: 3x formal written assessments (@27% each): 81% Practical/laboratory work and related tutorials: 19% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required.		

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende tipes assesserings word in hierdie module gebruik: geskeduleerde geskrewe assesserings; assessering van praktiese/laboratoriumwerk en tutoriale oor praktiese komponent.

Assesseringsmetodes – Summatief:

1x2 uur geskrewe summatiewe assessering (70-75 punte).

Assesseringsplan:

3x formele geskrewe assesserings (@27% elk): 81%

Praktiese/Laboratorium werk en verwante tutoriale: 19%

"Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 40% vir eksamentolating).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamenleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 8
FCHG412		Credits / Krediete: 16

Title: Pharmaceutical Chemistry IIIA / Titel: Farmaseutiese Chemie IIIA

Module outcomes:

After completion of this module the student should be able to:

- reflect extensive and systematic knowledge of the metabolic activation, deactivation and elimination of drugs and pro-drugs;
- examine the chemical structures of drugs in relation to the metabolic activation, deactivation and elimination of drugs and pro-drugs;
- apply the principles of organic chemistry and drug design in the design of prodrugs and in the evaluation of the bio-activation and metabolism thereof;
- possess extensive and systematic knowledge of the physico-chemical and biochemical properties that compounds should have in order to act as effective drugs;
- apply the principles of organic chemistry and biopharmaceutics in the design of compounds with the appropriate physico-chemical properties to act as effective drugs;
- evaluate the physico-chemical properties of structures and propose structural modifications that will lead to improved drug properties.

Module-uitkomst:

Na voltooiing van die module behoort die student:

- te beskik oor 'n omvattende en sistematiese kennis van die metaboliese aktivering, deaktivering en eliminasië van geneesmiddels en progeneesmiddels;
- die chemiese strukture van geneesmiddels te ontleed en in verband te kan bring met die metaboliese aktivering, deaktivering en eliminasië van geneesmiddels en progeneesmiddels;
- die beginsels van organiese chemie en geneesmiddelontwerp te kan toepas in die ontwerp van progeneesmiddels en in die evaluering van die bio-aktivering en metabolisme daarvan;
- te beskik oor 'n omvattende en sistematiese kennis van die fisies-chemiese en biochemiese eienskappe waaraan verbindings moet voldoen om as effektiewe geneesmiddels op te tree;
- die beginsels van organiese chemie en biofarmaseutika te kan toepas in die ontwerp van verbindings met die aangewese fisies-chemiese eienskappe om as effektiewe geneesmiddels op te tree;
- strukture te evalueer ten opsigte hul fisies-chemiese eienskappe en struktuurmodifikasies voor te stel wat sal lei tot verbeterde geneesmiddel-eienskappe.

Assessment methods - Formal formative:

The assessment methods employed in this module include: formal written assessment on the theoretical content of the module and assessment of laboratory work covering the content of the module (both individual and group assignments)

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (@25% each): 75%

1x practical examination: 25%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die assesseringsmetodes vir die module sluit in: formele geskrewe assesserings oor die teorie werk en assesserings van laboratoriumwerk wat die inhoud van die module dek (in vorm van groeppopdragte, individuele opdragte, ens.)

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatiewe assesserings (100 punte).

Assesseringsplan:

3x formele geskrewe assesserings (@25% elk): 75%

1 x praktiese assesserings: 25%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semester eksamen geleentheid (minimum DNP van 40% vir eksamentoeelating).

Die deelnamepunt en eksamenpunt (summative assessment) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamen geleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FFSG421	Semester 2	NQF level / NKR vlak: 8 Credits / Krediete: 24

Title: Integrated Pharmaceutical Care / **Titel:** Geïntegreerde Farmaseutiese sorg

Module outcomes:

After completion of this module the student should be able to:

- integrate and apply foundational scientific principles and knowledge to pharmaceutical sciences;
- apply integrated knowledge of product development in the compounding, manufacturing, distribution and dispensing of pharmaceutical products;
- compound, manipulate and prepare medication in compliance with Good Pharmacy Practice (GPP) rules, Good Manufacturing Practice (GMP) and/or Good Clinical Practice (GCP) guidelines;
- manage the manufacture, packaging and registration of pharmaceutical products in compliance with GMP and GCP;
- manage the logistics of the selection, procurement, storage, distribution and disposal of pharmaceutical products;
- dispense medication and insure optimal care for the patient in compliance with GPP, and, where applicable, GCP;
- apply a pharmaceutical care management approach to ensure rational medicine use;
- initiate and/or modify therapy, where appropriate, within the scope of practice of a pharmacist and in accordance with GPP and GCP, where applicable;
- promote public health;
- integrate and apply management principles in the practice of pharmacy.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student:

- basiese wetenskaplike grondbeginsels en kennis in die farmaseutiese wetenskappe te kan integreer en toepas;
- geïntegreerde kennis van produk ontwikkeling te kan toepas in die voorbereiding, vervaardiging, verspreiding en reseptering van farmaseutiese produkte;
- medisyne te kan voorberei, manipuleer en berei in ooreenstemming met die reëls vir Goeie Apteekpraktyke (GPP) en Goeie Vervaardigingspraktyke (GMP) en/of die riglyne vir Goeie Kliniese praktyke (GCP);
- die vervaardiging, verpakking en registrasie van farmaseutiese produkte te kan bestuur in ooreenstemming met GMP en GCP;
- die logistiek vir die seleksie, verkryging, bewaring, verspreiding en vernietiging ("disposal") van farmaseutiese produkte kan bestuur;
- medisyne kan resepteer, en optimum pasiëntsorg kan verseker in ooreenstemming met GMP en, waar toepaslik, GCP;
- 'n farmaseutiese sorgbenadering te kan bestuur ten einde rasionale medisyne-gebruik te verseker;
- terapie te inisieer/wysig, waar toepaslik, binne die handelingsbevoegdheid ("scope of practice") van die apteker in ooreenstemming met GMP en GCP (waar van toepassing);

- publieke gesondheid te help bevorder binne die handelingsbevoegdheid ("scope of practice") van die apteker;
- bestuursbeginsels in die praktyk van farmasie te kan toepas.

Assessment methods - Formal formative:

12x Work Integrated Assignments (each counting between 5-20%) have to be completed during the semester and handed in (at various stages) as formative assessments: 100%

Assessment plan:

The average mark for the assessments (assignments) will count as the module mark for this module

No final written summative assessment.

A module mark of at least 50% is required to pass this module.

Assesseringsmetodes – Formeel formatief:

12x Werksgeïntegreerde opdragte (met gewigte tussen 5-20%) moet deur die loop van die semester voltooi word en ingehandig word vir assessorering: 100%

Assesseringsplan:

Die gemiddelde punt vir die assesserings (opdragte) bepaal die modulepunt vir hierdie module.

Dus geen finale geskrewe summatiewe assessorering nie.

'n Modulepunt van 50% word as slaagvereiste vir hierdie module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

FKLG212

Semester 1

NQF level / NKR vlak: 6

Credits / Krediete: 16

Title: Pharmacology IA / Titel: Farmakologie IA

Module outcomes:

On completion of this module the student should:

- o possess fundamental knowledge of:
 - basic concepts and terminology in the broader discipline of pharmacological, including in the fields of basic and applied pharmacology, as well as experimental pharmacology and professional health care
 - the basic principles of drug-receptor interactions and signal transduction systems;
 - the basic principles and terminology of pharmacokinetics;
 - the processes involved in neurotransmission and this relates to the action of relevant drugs in the peripheral nervous system;
 - the basic and clinical pharmacology of drugs in the peripheral nervous system, including how these drugs are used in the treatment of a various disease states associated with this system;
 - the basic and clinical pharmacology of drugs in the gastrointestinal tract, including how these drugs are used in the treatment of a various disease states associated with this system;
- o possess the necessary skills and competencies to:
 - retrieve and verify information from sources of literature;
 - make differential diagnoses, within the context of this module;
 - select appropriate drugs for the treatment of applicable disease states;
 - communicate information and advice in writing and verbally to patients, the public and health care professionals;
 - use applicable technology in discharging your duties and responsibilities and in communication and in performing research;
 - function as a member of a group / health team;
 - prevent / manage / solve drug-induced problems, e.g. side effects, toxicity and interactions, within the context of the module in question; and
- o in respect of applicable values, be able to:
 - act in the interest of patients on the basis of a sensitised ethical-moral value system.

Module-uitkomst:

Na voltooiing van die module moet die student:

- o oor grondige kennis beskik van:
 - basiese konsepte en terminologie in die breër veld van farmakologie, insluitend in die velde van basiese en toegepaste farmakologie, asook eksperimentele farmakologie en geneesmiddelterapie in professionele gesondheidsorg
 - die basiese beginsels van geneesmiddel-reseptorinteraksies en seintransduksiesisteme;
 - die basiese beginsels en terminologie van farmakokinetika;
 - die prosesse betrokke by neurotransmissie en hoe dit verband hou met die werking van relevante geneesmiddels in die perifere sensus;
 - die basiese en kliniese farmakologie van geneesmiddels in die perifere sensus, insluitend hoe hierdie geneesmiddels gebruik word vir die behandeling van verskeie siektetoestande geassosieer met hierdie stelsel;

- die basiese en kliniese farmakologie van geneesmiddels in die spysverteringstelsel, insluitend hoe hierdie geneesmiddels gebruik word vir die behandeling van verskeie siektetoestande geassosieer met hierdie stelsel;
- en oor die nodige vaardighede en bevoegdheede te beskik om:
 - inligting uit bronne te ontsluit en te verifieer;
 - binne die konteks van die module differensiële diagnoses te kan maak;
 - geskikte geneesmiddels vir die behandeling van relevante siektetoestande te kan selekteer;
 - inligting en advies skriftelik en verbaal aan pasiënte, die publiek en gesondheidsprofessies te kan kommunikeer;
 - toepaslike tegnologie te kan gebruik in die uitvoering van pligte en verantwoordelikhede, kommunikasie en navorsing;
 - as lid van 'n groep / gesondheidspan te kan funksioneer;
 - geneesmiddelveroorsaakte probleme in die konteks van die betrokke module te kan voorkom / bestuur / oplos, bv. nuwe-effekte, toksisiteit, interaksies;
- en ten opsigte van toepaslike waardes in staat wees om:
 - vanuit 'n gesensitiseerde eties-morele waardesisteem in belang van die pasiënt te kan optree.

Assessment methods - Formal formative:

The mixture of the following types of assessments are employed in this module: formative assessments, class work, assignments, tutorials, class attendance and participation and class preparation assessments

Assessment methods – Summative:

1x3 hour summative assessment (100 marks) during the examination period

Assessment plan:

3x Formative (individual) assessments (to a total of): 90% - no assessment exceeds 35%

Class attendance, tutorials, assignments: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

'n Mengsel van die volgende tipes assesserings word in die module gebruik: formatiewe assesserings, opdragte, klaswerk, klasbywoning en deelname, tutoriale, assessering van klasvoorbereiding.

Assesseringsmetodes – Summatief:

1x3 uur summatiewe assessering (100 punte) gedurende die eksamensessie

Assesseringsplan:

3x formatiewe (individuele) assesserings (tot 'n totaal van): 90% - geen assessering se bydrae is meer as 35% nie

Klasbywoning/deelname, tutoriale, opdragte: 10%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 35% / 40% vir eksamentoelating).

Die deelnamepunt en eksamenpunt (summатiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summатiewe assessering (eksamenleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

Semester 2

NQF level / NKR vlak: 6

FKLG222

Credits / Krediete: 16

Title: Pharmacology /B / Titel: Farmakologie /B

Module outcomes:

After completion of this module, the student should be able to:

- reflect well-rounded knowledge of:
 - all the pharmacology of drugs with effects in the cardiovascular and haemopoetic systems, and be able to apply this knowledge in the treatment of selected cardiovascular diseases;
 - the physiological role of the autacoids and relate this to drug action influencing the effects of these substances;
 - the pharmacology of drugs that affect prostaglandin biosynthesis and to apply this knowledge in the treatment of fever, inflammation, pain, rheumatoid arthritis, gout and migraine;

- the pharmacology of drugs with effects in the respiratory system and be able to apply this knowledge in the treatment of the various illnesses associated with this system;
- show the necessary skills and competencies to:
 - retrieve and verify information from appropriate sources;
 - make differential diagnoses within the context of the module;
 - select suitable drugs for certain illnesses;
 - communicate information and advice in accurate, coherent and scientific written and verbal communication to patients, the public and health professions;
 - use appropriate technology and applications in performing duties and responsibilities, communication and research;
 - function effectively as member of a group / health team;
 - resolve / manage / prevent problems caused by drugs, e.g. side effects, toxicity, interactions, in the context of the module concerned;
- on the basis of a sensitised ethical-moral value system:
 - act in the interests of the patient.

Module-uitkomst:

Na voltooiing van die module moet die student:

- 'n afgeronde kennis en begrip toon van:
 - al die farmakologie van geneesmiddels met effekte in die kardiovaskulêre en hematopoïetiese stelsels, en hierdie kennis kan toepas in die behandeling van geselekteerde kardiovaskulêre siektetoestande,
 - die fisiologiese rol van die outakoiëde en dit in verband te kan bring met geneesmiddelwerking waartydens hierdie stowwe se effekte beïnvloed word;
 - die farmakologie van geneesmiddels wat 'n invloed uitoefen op prostaglandienbiosintese en hierdie kennis kan toepas in die behandeling van koors, inflammasie, pyn, rumatoïede artritis, jig, en migraine;
 - die farmakologie van geneesmiddels met effekte in die respiratoriese stelsel en hierdie kennis kan toepas in die behandeling van die onderskeie siektetoestande geassosieer met hierdie stelsel.
- oor die nodige vaardighede en bevoegdheids te beskik om
 - inligting uit bronne te ontsluit en te verifieer;
 - binne die konteks van die module differensiële diagnoses te kan maak;
 - geskikte geneesmiddels teen bepaalde siektetoestande te kan selekteer;
 - inligting en advies akkuraat, coherent en wetenskaplik korrek skriftelik en verbaal aan pasiënte, die publiek en gesondheidsprofessies te kan kommunikeer;
 - toepaslike tegnologie en toepassings te kan gebruik in die uitvoering van pligte en verantwoordelikhede, kommunikasie en navorsing;
 - as lid van 'n groep / gesondheidspan te kan funksioneer;
 - geneesmiddelveroorsaakte probleme in die konteks van die betrokke module te kan voorkom / bestuur / oplos, bv. nuwe-effekte, toksisiteit, interaksies.
- ten opsigte van toepaslike waardes in staat wees om:
 - vanuit 'n gesensitiseerde eties-morele waardesistiem in belang van die pasiënt te kan optree.

Assessment methods - Formal formative:

The following assessments types are employed in this module: written formative assessments, class participation, tutorials, assignments, group work, class work.

Assessment methods – Summative:

1x3 hour assessment (100 marks)

Assessment plan:

3x individual (written) assessments (to a total of): 90% - not one assessment exceeds 35%

Class work, tutorials, group work, assignments, class attendance: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende tipes assesserings word in hierdie module gebruik: geskrewe formatiewe assesserings, klasdeelname, tutoriale, opdragte, groepwerk, klaswerk.

Assesseringsmetodes – Summatief:

1x3 ure assessering (100 punte)

Assesseringsplan:

3x individuele (geskrewe) assesserings (tot 'n maks. van): 90% - nie een assessering se bydrae oorskrei meer as 35% nie.

Klaswerk, tutoriale, groepwerk, opdragte, klasbywoning: 10%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamengeleentheid (minimum DNP van 35% / 40% vir eksamentoelating).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamengeleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
FKLG312

Semester 1

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Pharmacology IIA / Titel: Farmakologie IIA

Module outcomes:

On completion of this module the student should be able to:

- demonstrate basic knowledge and understanding of the organization and functioning of the central nervous system and neurotransmitters, as well as the applicable pharmacophysiology;
- demonstrate in-depth knowledge and understanding of all the aspects involved in drug action in the central nervous system and relate this to the various relevant psychiatric and neurological disorders.
- demonstrate a basic knowledge of the pathophysiology, symptoms and signs of the different psychiatric and neurological disorders;
- apply and integrate the pharmacology of the local anaesthetics, general anaesthetics, spasmolytics, opioid analgesics, anti-emetics and drugs of abuse;
- apply this pharmacological knowledge and these principles in clinical case studies, including in decision-making processes regarding the appropriate use of medication in the various central nervous system disorders;
- retrieve information from the available resources;
- verbally and in writing communicate meaningfully with other professions in the health team and give advice with regard to a variety of different pharmacological topics;
- demonstrate sensitivity and understanding regarding ethical aspects and act from a professional value system.

Module-uitkomst:

Na voltooiing van die module moet die student:

- 'n basiese kennis en insig openbaar m.b.t. die organisasie en funksionering van die sentrale senustelsel en neurotransmitters, asook die toepaslike farmakofisiologie;
- grondige kennis en insig kan demonstreer rakende al die aspekte betrokke by geneesmiddelwerking in die sentrale senustelsel en in verband te bring met die verskeie relevante psigiatriese en neurologiese sieketoeestande;
- 'n basiese kennis kan demonstreer m.b.t. die patofisiologie, simptome en tekens van die verskillende psigiatriese en neurologiese steurnisse,
- 'n grondige kennis en insig toon van die farmakologie van lokaalanestetika, algemene anestetika, spasmolitika, opioïedanalgetika, anti-emetika en middels wat misbruik word, en dit kan toepas en integreer;
- farmakologiese kennis en beginsels kan toepas in kliniese gevallestudies, insluitend in besluitnemingsprosesse oor die toepaslike gebruik van medikasie in die verskillende sentrale senustelseltoestande
- inligting uit beskikbare bronne kan ontsluit,
- sinvol met ander professies in die gesondheidspan skriftelike en mondeling kan kommunikeer en advies lewer oor die verskillende farmakologiese onderwerpe;
- sensitiviteit en insig kan toon in etiese aspekte en vanuit 'n professionele waardesisteem op te tree.

Assessment methods - Formal formative:

The following types of assessments are employed in this module: formal written assessments, and assessment of class work, groupwork, assignments, preparation for contact sessions and tutorials.

Assessment methods – Summative:

1x3 hour summative assessment (100 marks)

Assessment plan:

3x formal written assessments (at 30% each): 90%

Assessments of class and group work, tutorials, assignments, etc.: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende tipes assesseringskomponente word in die module gebruik: formele geskrewe assesserings, assesserings van klaswerk, groepwerk, opdragte, klasvoorbereidings, en tutoriale.

Assesseringsmetodes – Summatief:

1x3 uur summatiewe assesserings (100 punte)

Assesseringsplan:

3x formele geskrewe assesserings (@30% elk): 90%

Assesserings van klaswerk, opdragte, groepwerk, tutoriale, ens.: 10%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semester eksamen geleentheid (minimum DNP van 40% vir eksamentoeleëling).

Die deelnamepunt en eksamenpunt (summatiewe assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamen geleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
FKLG322		Credits / Krediete: 16

Title: Pharmacology //B / Titel: Farnakologie //B

Module outcomes:

On completion of this module, the student should:

- have basic knowledge and demonstrate understanding of the ways in which microbial and human cells function, divide, communicate and die;
- apply this knowledge and these principles in clinical case studies as well as in decision-making processes regarding the appropriate use of medication;
- demonstrate in-depth understanding and knowledge of the pharmacological and pharmacotherapeutic principles that find application in the chemotherapy of infectious conditions and conditions related to abnormal human cell functioning;
- demonstrate understanding of the aetiology (both microbiological and immunological) of specific infections and infestations;
- demonstrate in-depth understanding and knowledge of the pharmacological and pharmacotherapeutic principles that find application in the therapy of conditions related to abnormal human cell functioning;
- demonstrate understanding of the aetiology of conditions that are related to abnormal human cell functioning;
- act by solving problems during the handling of case studies;
- communicate meaningfully with other professions in the health team and give advice with regard to a variety of different pharmacological topics both orally and in writing;
- supply drug information to individuals and groups in public whenever the opportunity presents itself; and
- demonstrate sensitivity and understanding regarding ethical aspects and act from a professional value system.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student:

- basiese kennis te hê en insig te openbaar oor die wyses waarop mikrobiële en menslike selle funksioneer, verdeel, kommunikeer en sterf;
- hierdie kennis en beginsels te kan toepas in kliniese gevallestudies en besluitnemingsprosesse oor die toepaslike gebruik van medikasie;
- grondige insig en kennis te kan demonstreer van die farmakologiese en farmakoterapeutiese beginsels wat toepassing vind in die chemoterapie van infeksietoestande en toestande wat verband hou met abnormale menslike selffunksionering;
- insig te demonstreer in die etiologie (sowel mikrobiologies as immunologies) van spesifieke infeksies en infestasies;
- grondige insig en kennis te kan demonstreer van die farmakologiese en farmakoterapeutiese beginsels wat toepassing vind in die terapie van toestande wat verband hou met abnormale menslike selffunksionering;

- insig te demonstreer in die etiologie van toestande wat verband hou met abnormale menslike selfunksionering;
- probleemoplossend te kan optree tydens die hantering van gevallestudies;
- sinvol met ander professies in die gesondheidspan te kan kommunikeer en advies te lewer oor die verskillende farmakologiese onderwerpe, skriftelik en mondeling;
- geneesmiddelinligting aan individue en groepe in die publiek te kan verskaf wanneer die geleentheid hom voordoen en
- sensitiwiteit en insig te toon in etiese aspekte en vanuit 'n professionele waardesisteen op te tree.

Assessment methods - Formal formative:

The following types of assessments are employed in this module: formal written assessments, and assesment of class work, groupwork, assignments, preparation for contact sessions and tutorials.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (totalling): 90% (no assessment exceeds 35%)

Class work, tutorials, assignments, etc.: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment a examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende tipes assesseringskomponente word in die module gebruik: formele geskrewe assesserings, assessering van klaswerk, groepwerk, opdragte, klasvoorbereidings, en tutoriale.

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatiewe assessering (100 punte).

Assesseringsplan:

3x formele geskrewe assessering (totaal): 90% (nie een assessering oorskrei 35% nie)

Klaswerk, tutorial, opdragte, ens.: 10%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamengeleentheid (minimum DNP van 35% / 40% vir eksamentoeilating).

Die deelnamepunt en eksamenpunt (summative assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamengeleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflerwing: Voltyds

Module code / Modulekode: FKLG412	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 16

Title: Pharmacology IIIA / Titel: Farmakologie IIIA

Module outcomes:

On completion of this module the student should be able to:

- demonstrate a thorough knowledge and understanding of the pharmacophysiology of the endocrine system and to relate this to various endocrine disorders;
- demonstrate an in-depth basic knowledge and understanding of the pharmacology of the respective hormones, hormone antagonists, hormonoids and other drugs affecting hormone function, and to apply this knowledge in the treatment of applicable diseases and disorders;
- apply thorough knowledge and insight pertaining to the influence of pharmacokinetic principles and parameters in the safe, effective and correct use of drugs, as evinced by endocrine-active drugs;
- apply knowledge of the basic pharmacokinetic and pharmacodynamic characteristics of drugs, identify possible shortfalls and to propose remedial steps based on the use of pharmacokinetic calculations;
- integrate knowledge and understanding into drug action in the endocrine system with any relevant topics from previous modules in Pharmacology;
- demonstrate a basic knowledge and understanding concerning the pharmacophysiology of human sexual functioning, sexual disorders and general sexology, as well as an in-depth knowledge and understanding of the action of drugs w.r.t. sexual health;
- advise about the principles and techniques of pharmacological contraception and family planning;

- application of the above-mentioned knowledge to advise on sexual health care;
- make differential diagnoses within the context of the module to promote optimal drug use;
- based on basic and clinical pharmacological knowledge, analyse treatment strategies and select suitable drugs for treatment and to advise thereon, including to apply ready knowledge in verbal and written modes;
- resolve / prevent drug-induced problems (e.g. side effects, toxicity, interactions) in the context of the module concerned;
- apply ready knowledge in clinical scenarios;
- retrieve and verify information from sources, including to communicate information and advice in accurate, coherent and scientific written and verbal communication to patients, the public and health professions;
- use appropriate technology in performing duties and responsibilities, technology and research;
- function as a member of a group / health team;
- on the basis of a professional ethical-moral value system: act in the interests of the patient.

Module-uitkomst:

Na afhandeling van hierdie module behoort die student in staat te wees om:

- 'n grondige kennis en begrip te toon van die farmakofisiologie van die endokriene stelsel en dit in verband kan bring met die onderskeie endokriene siektetoestande;
- 'n in-diepte kennis en begrip te demonstreer oor die farmakologie van die onderskeie hormone, hormoonantagoniste, hormonoïede en ander middels wat hormoonfunksie beïnvloed, en hierdie kennis kan toepas in die behandeling van toepaslike siektetoestande en afwykings;
- grondige kennis en insig te kan toepas rakende die invloed van farmakokinetiese beginsels en parameters in die veilige, effektiewe en korrekte gebruik van geneesmiddels, soos geïllustreer m.b.v. endokrien-aktiewe middels;
- om deur middel van die toepassing van jou kennis oor die basiese farmakodinamiese en farmakokinetiese geneesmiddel-eienskappe, tekortkominge te kan identifiseer en regstellende stappe te kan voorstel gebaseer op die gebruik van farmakokinetiese berekeninge;
- farmakologiese kennis en insig in geneesmiddelwerking in die endokriene stelsel te kan integreer met enige relevante onderwerpe uit vorige modules in Farmakologie;
- 'n Basiese kennis en begrip te toon rondom farmakofisiologie van die menslike seksuele funksionering, seksuele verstourings en algemene seksologie, asook 'n in-diepte kennis en begrip van die werking van geneesmiddels m.b.t. seksuele gesondheid;
- advies te kan lewer oor die beginsels en tegnieke van farmakologiese kontrasepsie en gesinsbeplanning;
- toepassing van bg. kennis om advies te kan lewer oor seksuele gesondheid;
- binne die konteks van die module differensiële diagnoses te kan maak ten einde optimale geneesmiddelgebruik te bevorder;
- gebaseer op basiese en kliniese farmakologiese kennis, behandelingstrategieë te analiseer en geskikte geneesmiddels vir behandeling te kan selekteer en daaroor te kan adviseer, insluitend om parate kennis in verbale en skriftelike modusse te kan toepas;
- geneesmiddelveroorsaakte probleme (bv. newe-effekte, toksisiteit, interaksies) in die konteks van die betrokke module te kan voorkom / oplos;
- parate kennis in kliniese scenario's toe te pas, insluitend om inligting en advies akkuraat, coherent en wetenskaplik korrek skriftelik en verbaal aan pasiënte, die publiek en gesondheidsprofessies te kan kommunikeer;
- toepaslike tegnologie te kan gebruik in die uitvoering van pligte en verantwoordelikhede, kommunikasie en navorsing;
- inligting uit verskeie bronne te ontsluit en te verifieer;
- as lid van 'n groep / gesondheidspan te kan funksioneer;
- vanuit 'n professionele eties-morele waardesisteem in belang van die pasiënt te kan optree .

Assessment methods - Formal formative:

This module currently employ only the formal standard assessment method for formative assessment.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

4x formal written assessments (between 20-30% each): 100%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

In hierdie module word daar slegs van formele geskrewe assesserings gebruik gemaak.

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatielike assesserings (100 punte).

Assesseringsplan:

4x formele geskrewe assesserings (waarvan gewigte varieer tussen 20-30%): 100%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatielike assesserings tydens die semester eksamen geleentheid (minimum DNP van 35% / 40% vir eksamentoeleëling).

Die deelnamepunt en eksamenpunt (summatielike assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatielike assesserings (eksamen geleentheid) word 'n vraelist subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

Semester 1

FLGX113

NQF level / NKR vlak: 5

Credits / Krediete: 12

Title: Introduction to Physiology / **Titel:** Inleidende Fisiologie

Module outcomes:

On completion of the module the student should:

- be able to demonstrate a basic knowledge regarding cell structure, the chemical composition of the human body, various membrane transport systems and homeostatic control systems as essential foundation for further study in Physiology,
- know and be able to use the relevant terminology of Physiology,
- be able to understand and demonstrate the role of physiological control systems in a number of pathological conditions,
- be able to effectively demonstrate your skills in using the computer,
- be able to function effectively in groups,
- be able to demonstrate basic skills regarding physiological research techniques and scientific approaches,
- have a basic knowledge of the scientific method in science.

Module-uitkomst:

Na voltooiing van die module behoort die student:

- basiese kennis ten opsigte van selstruktuur, die chemiese samestelling van die menslike liggaam, verskillende membraan transportsisteme en homeostatische beheerstelsels te kan demonstreer as noodsaaklike onderbou vir verdere studie in Fisiologie,
- die relevante vakkundige terminologie te ken en te kan gebruik,
- die rol van fisiologiese beheerstelsels tydens enkele siektetoestande verstaan, en te kan demonstreer,
- jou vaardigheid om die rekenaar doeltreffend te kan gebruik, te demonstreer,
- doeltreffend in groepe te kan funksioneer,
- basiese vaardighede met betrekking tot fisiologiese navorsingstegnieke en wetenskaplike benaderings te demonstreer,
- basiese kennis van die wetenskaplike metode te hê.

Assessment criteria:

The student demonstrates that the outcomes have been mastered if he/she:

- demonstrated basic knowledge regarding cell structure, the chemical composition of the human body, various membrane transport systems and homeostatic control systems in assessment opportunities, including group assignments,
- could use terminology of Physiology in scientific reports, assignments and assessment opportunities,
- demonstrated knowledge on the role of physiological control systems in pathological conditions in assessment opportunities,
- demonstrated computer skills by writing scientific reports and assignments,
- functioned effectively in a group during group assignments in class,
- demonstrated techniques and scientific approaches during practical training opportunities,
- could apply the scientific method during practical training opportunities and the writing of scientific reports.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Assesseringskriteria:

Die student bewys dat die uitkomste bemeester is indien hy/sy:

- basiese kennis t.o.v. selstruktuur, die chemiese samestelling van die menslike liggaam, verskillende membraan transportsisteme en homeostatiese beheerstelsels kon demonstreer in assesseringsgeleenthede, insluitende groep opdragte,
- die vakkundige terminologie kon gebruik in wetenskaplike verslae, opdragte en assesseringsgeleenthede,
- kennis getoon het van die rol van fisiologiese beheerstelsels tydens siektetoestande in assesseringsgeleenthede,
- rekenaarvaardighede getoon het deur die skryf van wetenskaplike verslae en opdragte,
- effektief in 'n groep kon funksioneer d.m.v. groep opdragte wat in die klas plaasgevind het,
- basiese tegnieke en wetenskaplike benaderings bemeester het in praktiese opleidingsgeleenthede,
- die wetenskaplike metode effektief kon toepas deur die praktiese opleidingsgeleenthede asook die skryf van wetenskaplike verslae.

Assesseringsplan:

Deelname punt 50% en summatiewe assesserings 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLGX123	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Membrane and Muscle Physiology / **Titel:** Membraan- en Spierfisiologie

Module outcomes:

After completion of the module, the student should be able to:

- know the relevant subject terminology and be able to use it;
- have an in-depth knowledge of the importance of membrane physiology in the control of physiological functions by means of the change in membrane permeability;
- have basic knowledge regarding cellular communication and information transmittance as essential foundation for further study;
- compare the structure and functioning of skeletal muscles, smooth muscles and the heart muscle and to discuss differences and similarities;
- discuss the characteristics, causes and consequences of a few muscle disorders;
- discuss the control and coordination of motor movements and illustrate this with effective examples;
- be able to demonstrate basic skills as regards the carrying out of practical work and experiments and be able to communicate in writing and orally in a scientific way.

Module-uitkomste:

Na voltooiing van die module moet die student in staat wees om:

- die relevante vakkundige terminologie ken en kan gebruik;
- oor 'n grondige kennis beskik van die belang van membraanfisiologie in die beheer van fisiologiese funksies deur die verandering in membraandeurlaatbaarheid;
- oor basiese kennis ten opsigte van sellulêre kommunikasie en informasie oordrag beskik as noodsaaklike onderbou vir verdere studie;
- die struktuur en funksionering van skeletspiere, gladdespiere en die hartspier met mekaar te vergelyk en verskille en ooreenkomste te bespreek;
- die eienskappe, oorsake en gevolge van enkele spierafwykings te bespreek;
- die beheer en koördinerings van motoriese bewegings te bespreek en met effektiewe voorbeelde te illustreer;
- basiese vaardighede met betrekking tot die uitvoer van praktika en eksperimente te demonstreer en skriftelik en mondelings op 'n wetenskaplike wyse te kommunikeer.

Assessment criteria:

- If the student know the terminology he/she will be able to use the terminology correctly when answering assessment tests and examinations;
- after mastered membrane physiology will understand the control of physiological functions by means of the change in membrane permeability;
- after mastered muscle physiology, he/she will be able to show the structure and functioning of the muscles by answering the assessment tests and question papers;
- will be able to explain cellular communication after he/she mastered cellular communication;
- after completion of the pathology he/she will be able to explain muscle pathology;
- explain coordinated movement by means of an example and
- doing the practical work successfully and writing a practical report the scientific approach will emerge.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan:

Participation mark (50%) and summative assesment (50%).

Assesseringskriteria:

- Die terminologie korrek kan gebruik in die beantwoording van assesseringsstoetse en eksamens, asook die praktiese verslae;
- nadat membraan fisiologie bemeester is, insig sal toon in fisiologiese funksies deur veranderinge in membraan deurlaatbaarheid;
- nadat spierfisiologie bemeester is sal die student die struktuur en funksionering van die spiere kan verduidelik deur die beantwoording van assesseringsstoetse en vraestelle;
- sellulêre kommunikasie kan verduidelik nadat die sellulêre kommunikasie bestudeer is;
- nadat die patologie voltooi is sal die student in staat wees om patologie van spier te verduidelik;
- aan die hand van 'n voorbeeld die gekoördineerde beweging te kan verduidelik;
- nadat die praktika suksesvol voltooi is en 'n prakties verslag geskryf is, sal die wetenskaplike benadering duidelik na vore kom.

Assesseringsplan:

Deelname punt 50% en summatiewe assesserings 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 5
FLGX114		Credits / Krediete: 12

Title: Introduction Physiology for BA and BSc / **Titel:** Inleidende Fisiologie vir BA en B Verbruikerswetenskappe

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- basic knowledge regarding physiology as introduction
- informed knowledge of the relevant technical terminology;
- fundamental knowledge of the sources in which scientific information about physiology appears;
- an ethical responsible attitude to human physiology

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- basiese kennis ten opsigte van inleidende Fisiologie
- ingeligte kennis oor die relevante vakkundige terminologie;
- fundamentele kennis van die bronne waarin wetenskaplike inligting oor fisiologie verskyn;
- 'n eties verantwoordelike houding jeens die menslike fisiologie.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- demonstrate basic knowledge about the alimentary canal, food digestion, absorption and digestion, nutrition and metabolism, temperature regulation, the urinary system, the fluid and electrolyte balance, and sensory receptors;
- explain the relevant technical terminology;
- use the fundamental knowledge to demonstrate the sources in which scientific information about physiology appears;
- act ethically towards human physiology

Assessment methods - Formal formative:

Class tests, assignments and a practical exam.

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of the following:

Participation mark = 50%, Exam mark = 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- basiese kennis te demonstreer oor die spysverteringskanaal, spysvertering, absorpsie en vertering, voeding en metabolisme, termoregulering, die urinestelsel, die vloeistof- en elektrolietbalans en sensoriese reseptore;
- relevante vakkundige terminologie te verduidelik;
- die fundamentele kennis te gebruik om die bronne waarin wetenskaplike inligting oor fisiologie verskyn te demonstreer;
- eties op te tree teenoor menslike fisiologie

Assesseringsmetodes – Formeel formatief:

Klastoetse, opdragte en praktiese eksamen

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Module punt word as volg saamgestel:

Deelnamepunt = 50%, Eksamenpunt = 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
FLGX124

Semester 2

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Muscle Physiology for BA / **Titel:** Spierfisiologie vir BA

Module outcomes:

After completion of the module, the student should be able to:

- demonstrate basic knowledge about the muscle system, nerve supply to the muscles, functioning of the muscles, heart and respiratory system;
- know and use relevant terminology;
- apply basic knowledge in a future career in practice;
- retrieve scientific information about physiology from different sources;
- demonstrate ethical aspects in the human physiology.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- oor basiese kennis ten opsigte van die spierstelsel, senuwee voorsiening aan die spiere, werking van spiere, die hart en die respiratoriese stelsel te beskik;
- die relevante vakkundige terminologie te ken en te kan gebruik;
- die basiese kennis wat geleer word op die praktyk van 'n toekomstige beroep te kan toepas;
- in staat te wees om wetenskaplike inligting oor fisiologie uit verskeie bronne te bekom;
- bewus te wees van etiese aspekte in die menslike fisiologie.

Assessment methods: 1 x 2 hours 1:1 / **Assesseringsmetodes:** 1 x 2 uur 1:1

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
FLGX213

Semester 1

NQF level / NKR vlak: 6
Credits / Krediete: 16

Title: Endocrine system and digestion / **Titel:** Endokriene stelsel en spysvertering

Module outcomes:

On completion of this module, you ought to be able to:

- know and use the relevant specialist terminology;
- display a sound knowledge of the endocrine- and gastrointestinal organs, digestive processes (digestion, absorption, secretion and movement) and the functions and secretions thereof;
- demonstrate your knowledge of the relevant pathology;
- demonstrate an understanding of the interaction between the endocrine- and gastrointestinal system as well as with other physiological systems;
- unlock existing and additional knowledge with regard to endocrinology and the gastrointestinal system;
- demonstrate basic skills with regard to physiological research techniques;
- function effectively within a group context and convey your knowledge in a scientific manner to others; and
- argue and solve problems of a physiological nature in an integrated manner.

Module-uitkomst:

Na voltooiing van hierdie module behoort jy:

- die relevante vakkundige terminologie en beginsels te ken en te kan gebruik;
- 'n grondige kennis van die endokriene- en spysverteringsorgane, spysverteringskanaalprosesse (vertering, absorpsie, sekresie en beweging) en die funksies en sekrete daarvan te openbaar;
- jou kennis van die relevante patologie te kan demonstreer;
- begrip te toon van die interaksie tussen die endokriene en spysverteringstelsel, asook met ander fisiologiese stelsels;
- in staat te wees om bestaande en bykomende kennis ten opsigte van endokrinologie en die spysverteringstelsel te kan ontsluit;
- basiese vaardighede met betrekking tot fisiologiese navorsingstegnieke te demonstreer;
- effektief in groepsverband te kan funksioneer en jou kennis op wetenskaplike wyse aan ander te kan kommunikeer;
- fisiologiese probleme op 'n geïntegreerde wyse te beredeneer en op te los.

Assessment criteria:

The student has provided proof on reaching the outcome if he/she:

- understands the basic terminology and principles of the endocrine system;
- can provide proof of fundamental knowledge of the different components of the endocrine and gastrointestinal systems, gastrointestinal processes as well as the interaction between these systems and with other physiological systems;
- understand the basic principles of endocrine and gastrointestinal abnormalities and therefore debate mechanisms in an integrated manner and solve problems by means of presentations and discussions;
- demonstrate basic skills regarding physiological research techniques, as well as to function effectively in a group.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Assesseringskriteria:

Die student het bewys dat die uitkomst bereik is indien hy/sy:

- die basiese terminologie en beginsels van die endokriene- en spysverteringstelsel verstaan;
- bewys lewer van grondige kennis van die verskillende komponente van die endokriene en spysverteringstelsels asook die interaksie tussen hierdie stelsels en met ander fisiologiese stelsels;
- die basiese beginsels van afwykings van die endokriene en spysverteringstelsel te verstaan en sodoende meganismes op 'n geïntegreerde wyse te beredeneer en op te los deur middel van voordragte en besprekings;
- basiese vaardighede kan demonstreer met betrekking tot fisiologiese navorsingstegnieke, asook om effektief in groepverband te funksioneer.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
FLGX223		Credits / Krediete: 8

Title: Physiological defence mechanisms / Titel: Fisiologiese Verdedigingsmeganismes**Module outcomes:**

On completion of the module you should:

- reveal a sound knowledge of physiological defence mechanisms and also demonstrate knowledge of the pathology of physiological defence mechanisms.
- know and be able to use the relevant subject terminology.
- know the sources that contain scientific information on physiology.
- reason and solve relevant physiological defence mechanism based problems in an integrated way.
- substantiate the value that knowledge of physiological defence mechanisms has for human health.
- show the ability to work in a group and to manage time effectively.

Module-uitkomst:

Na voltooiing van die module behoort die student:

- 'n grondige kennis van fisiologiese verdedigingsmeganismes te openbaar asook kennis van die patofisiologie van fisiologiese verdedigingsmeganismes te demonstreer.
- die relevante vakkundige terminologie te ken en te kan gebruik.
- kennis te dra van die bronne waarin wetenskaplike fisiologiese inligting verskyn en in staat te wees om die inligting op 'n wetenskaplike manier te rapporteer.
- relevante fisiologiese verdedigings-meganisme probleme op 'n geïntegreerde wyse te beredeneer en op te los.
- die waarde wat kennis van die fisiologiese verdedigingsmeganismes vir die menslike gesondheid het, op 'n eties verantwoordbare manier te kan motiveer.
- die vermoë om in 'n groep saam te werk en tyd effektief te bestuur te toon.

Assessment criteria:

You prove that the outcomes have been achieved if you:

- have acquired adequate knowledge of the work to successfully answer the knowledge questions during the assessment.
- correctly give the definitions that test knowledge of subject terminology during assessment.
- have completed the assignment successfully.
- correctly answer and reason the application and integrated questions during the assessment opportunity.

- your arguments are ethically justifiable in class discussions and you reason effectively questions in assessments.
- conducting practical experiments in a group and completion of practical report within prescribed time.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Assesseringskriteria:

Die student bewys dat die uitkomst bereik is indien hy/sy:

- oor voldoende kennis van die werk beskik om die kennis vrae tydens die assessering suksesvol te kan beantwoord.
- die definisies wat vakterminologie kennis toets tydens assessering korrek beantwoord.
- beide die teorie en praktiese opdragte suksesvol voltooi het.
- die toepassings- en geïntegreerde vrae tydens die assesserings geleentheid beredeneer en korrek beantwoord.
- eties verantwoordbaar redeneer in klasbesprekings en vrae goed beredeneer in assesserings kan beantwoord.
- uitvoer van eksperimente in groepverband tydens prakties en afhandeling van praktiese verslag binne die voorgeskrewe tyd.

Assesseringsplan:

Deelname punt 50% en summatiewe assessering 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
FLGX224		Credits / Krediete: 8

Title: Metabolism / **Titel:** Metabolisme

Module outcomes:

After completion of this module you should be able to:

- discuss your knowledge of and insight into the role of ATP, energy sources and metabolic processes;
- draw diagrammes and schematic representations of the most important metabolic pathways and explain the various aspects;
- discuss aspects relating to carbohydrate, lipid and protein metabolism;
- discuss characteristics, causes and effects of metabolic aberrations such as ketosis en atherosclerosis;
- demonstrate basic skills with regard to physiological research techniques; use the computer effectively; function effectively in a group context; communicate your knowledge to others in a scientific manner; argue and solve problems in an integrated way; debate ethical aspects relating to the use of methods to improve sports performance;

Module-uitkomst:

Na voltooiing van hierdie module behoort jy in staat te wees om:

- kennis en insig van die rol van ATP, energiebronne en metabolisme tempo te toon;
- diagramme en skematiese voorstellings van die belangrikste metabolisme weë te teken en die onderskeie aspekte kan verduidelik;
- aspekte van koolhidraat-, lipid- en proteïenmetabolisme te bespreek;
- eienskappe, oorsake en gevolge van metabolisme afwykings soos ketose en aterosklerose te bespreek;
- basiese vaardighede met betrekking tot fisiologiese navorsingstegnieke te demonstreer; die rekenaar doeltreffend te gebruik; effektief in groepsverband te funksioneer; jou kennis op wetenskaplike wyse aan ander te kommunikeer; probleme op 'n geïntegreerde wyse beredeneer en op te los; etiese aspekte rakende die gebruik van metodes om sportprestasie te verbeter te kan debatteer.

Assessment criteria:

The student proves that he/she achieved the outcomes by:

- successfully answering the knowledge and insight questions during the assessment.
- successfully answering the assessment paper in context of the study material studied in Study unit 2-4.
- answering application questions in the assessemnt paper in context of the studied material for all study units.
- written communication by writing the assessment paper and orally by answering questions in class and participation in class discussions.
- completing the practical and write-up successfully and participating in the research assignment and oral presentation.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%)

Assesseringskriteria:

Die student bewys dat hy/sy die uitkomst bereik het deur:

- kennis en insig vrae tydens die assessering suksesvol te beantwoord.
- suksesvolle beantwoording van die assesseringsvraestel in konteks van studiemateriaal bestudeer in Leereenheid 2-4.
- toepassingsvrae tydens die assesseringsvraestel korrek te beantwoord in konteks van die bestudeerde studie-materiaal in al die leereenhede.
- skriftelik te kommunikeer deur die skryf van die assesseringsvraestel en mondelings deur vrae in die klas te beantwoord en deel te neem aan klasbesprekings.
- suksesvolle uitvoer van die praktiese eksperiment en deelname aan die voordrag oor 'n navorsingsonderwerp.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7
FLGX312		Credits / Krediete: 8

Title: Excretion / **Titel:** Uitskeiding

Module outcomes:

After completion of the module the learner should have basic knowledge of the following:

- components, structure, organisation, general design, mechanisms, functions and physical characteristics of the renal system, especially the nephron, as well as the composition of the body fluid compartments; especially the composition of the intracellular and extracellular component and the kidneys' role in maintaining homeostasis, including acid-base balance
- knowledge of the link between kidney function and haemodynamics is also important
- know and be able to use the relevant specialist terminology
- know which sources contain scientific information on renal physiology
- be able to practically apply the basic knowledge that has been learnt to his/her future occupation
- demonstrate an ethically responsible attitude to the subject of physiology

Module-uitkomst:

Na voltooiing van die module behoort die student:

- komponente, struktuur, organisasie, algemene ontwerp, meganismes, funksies en fisiese eienskappe van die renale stelsel, veral van die nefron, en ook van die samestelling van kompartemente van die liggaamsvloeistowwe met besondere verwysing na die samestelling van die intrasellulêre en ekstrasellulêre komponent en die rol van die niere vir die instandhouding van die homeostase met inbegrip van die suurbasisbalans
- kennis van die verband tussen nierfunksie en hemodinamika is ook van belang
- die tersaaklike spesialis-terminologie ken en kan gebruik
- weet watter bronne wetenskaplike inligting oor renale fisiologie bevat
- die basiese kennis wat verwerf is prakties op sy of haar toekomstige beroep kan toepas
- 'n eties verantwoordelike gesindheid jeens die vak Fisiologie toon

Assessment criteria:

The learner proves that the outcomes have been achieved if he/she:

- has sufficient knowledge of the work to be able to answer the assessment questions regarding the structure and function of the kidney correctly
- know the composition of the fluid compartments and how they are affected by external factors
- applies the subject terminology correctly in assignments
- successfully completes an assignment in each of the three study units
- correctly answers the practical questions during the assessments
- shows ethically responsible reasoning during class discussions and provides sound arguments for the ethical questions in assessments.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%)

Assesseringskriteria:

Die student bewys dat die uitkomste bereik is indien hy/sy:

- beskik oor voldoende kennis om die assesseringsvrae oor die struktuur en funksie van die nier korrek te kan beantwoord
- ken die samestelling van die vloeistofkompartemente en hoe dit deur eksterne faktore beïnvloed word
- pas die vakterminologie korrek toe in werkopdragte
- voltooi 'n werkopdrag suksesvol in elk van die drie leereenhede
- beantwoord praktiese vrae korrek tydens werkopdragte
- toon eties verantwoordelike beredenering tydens klasbesprekings en voer grondige argumente aan vir etiese vrae wat in werkopdragte opduik

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
FLGX313

Semester 1

NQF level / NKR vlak: 7
Credits / Krediete: 8

Title: Respiration / **Titel:** Respirasie

Module outcomes:

On completion of this module, you must be able to:

- demonstrate your expertise with regard to the structure, organisation, characteristics, functioning, integrated control and pathology of the respiratory system by being able to apply your knowledge in different problem-solving situations (such as the effect of air pollution);
- demonstrate your skills with regard to designing and performing basic physiological research techniques for the sake of specific problem-solving situations, your ability to interpret results and report on them to laymen as well as select audiences;
- demonstrate the relationship between the respiratory and other systems of the body with regard to structure, function, and the maintenance of homeostasis;
- make assessments with regard to causes, effects and the prevention of pollution that pose threats to health; and
- open up and integrate existing and additional knowledge regarding the respiratory system and its pathology.

Module-uitkomste:

Ná voltooiing van hierdie module behoort jy:

- jou kundigheid van die struktuur, organisasie, eienskappe, funksionering, geïntegreerde beheer en patologie van die respiratoriese stelsel te kan demonstreer deur jou kennis in verskillende probleemoplossingsituasies (soos die effek van lugbesoedeling) te kan toepas;
- jou vaardighede in die ontwerp en uitvoer van basiese fisiologiese navorsingstegnieke ter wille van spesifieke probleemoplossingsituasies te kan toon, resultate te kan interpreteer en verslag daaroor aan leke- en uitgelese gehore te kan doen;
- die samehang van die respiratoriese en ander liggaamstelsels ten opsigte van struktuur, funksie en handhawing van homeostase, te kan toon;
- waarde-oordele te kan vel oor die oorsake, gevolge en voorkoming van besoedeling wat gesondheidsrisiko's inhou; en
- in staat te wees om bestaande en bykomende kennis ten opsigte van die respiratoriese stelsel en patologie daarvan te kan ontsluit en integreer.

Assessment criteria:

The student proves that the outcomes is achieved if he/she:

- show knowledge and insight of the structure, organisation, characteristics, functioning, integrated control and pathology of the respiratory system through written assessment and class discussions;
- can apply basic physiological research techniques in problem situations, can interpret the results and communicate with a laymen and academic crowd;
- show knowledge and insight of the homeostasis of the respiratory system;
- show knowledge and insight of the causes, effects and prevention of pollution and the health threats;
- show knowledge and insight with regard to the pathology of the respiratory system.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Assesseringskriteria:

Die student bewys dat die uitkomste bemeester is indien hy/sy:

- kennis en insig toon van die struktuur, organisasie, eienskappe, funksionering, geïntegreerde beheer en patologie van die respiratoriese stelsel deur klasgesprekke en skriftelike assessering;
- basiese fisiologiese navorsingstegnieke kan aanwend in probleem-situasies, die resultate kan interpreteer en die resultate kan kommunikeer aan 'n leke- en uitgelese gehoor met behulp van skyfievertoning;
- kennis en insig toon van die homeostase van die respiratoriese stelsel;
- kennis en insig toon van die oorsake, gevolge en voorkoming van besoeiding en die gesondheidsrisiko's;
- kennis en insig toon ten opsigte van die patologie van die respiratoriese stelsel.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
FLGX317

Semester 1

NQF level / NKR vlak: 7
Credits / Krediete: 8

Title: Cardiovascular Physiology / **Titel:** Kardiovaskulêre Fisiologie

Module outcomes:

On completion of this module you should be able to:

- know and be able to use the relevant subject terminology;
- demonstrate scientific knowledge and insight of components, structure, organisation, general design, mechanisms, functions and physical attributes of the cardiovascular system;
- explain the mechanical and electrical phenomena during the cardiac cycle;
- understand and apply knowledge of the integrated control of the cardiovascular system during stress conditions;
- describe the nervous control of blood pressure.

Module-uitkomst:

Na voltooiing van hierdie module behoort jy:

- die relevante vakkundige terminologie te ken en kan gebruik;
- wetenskaplike kennis en insig te demonstree van die komponente, struktuur, organisasie, algemene ontwerp, meganismes, funksies en fisiese eienskappe van die kardiovaskulêre stelsel,
- die meganiese en elektriese verskynsels tydens die kardiaale siklus te kan verduidelik,
- die geïntegreerde beheer van die kardiovaskulêre stelsel te verstaan en die kennis kan toepas in toestande waar die stelsel uitgedaag word,
- senuweebeheer van die bloeddruk.

Assessment criteria:

The student proves that the outcomes are achieved if he/she:

- knows the relevant terminology and have used them;
- has scientific knowledge and insight of the components, structure, organisation, overall design, mechanisms, functions, and physical features of the cardiovascular system and demonstrated it;
- explained the mechanical and electrical phenomena during the cardiac cycle;
- challenged the cardiovascular system and applied the knowledge in connection with the integrated control of the cardiovascular system;
- has described the nervous control of blood pressure.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assesment (50%).

Assesseringskriteria:

Die student bewys dat hy die uitkomst bemeester het as hy/sy:

- die relevante terminologie ken en gebruik het;
- oor wetenskaplike kennis en insig van die komponente, struktuur, organisasie, algemene ontwerp, meganismes, funksies en fisiese eienskappe van die kardiovaskulêre stelsel beskik en kan demonstree;
- die meganiese en elektriese verskynsels tydens die kardiaale siklus verduidelik het;
- die kardiovaskulêre stelsel uitgedaag het en die kennis toegepas het in verband met die geïntegreerde beheer van die kardiovaskulêre stelsel;
- die senuweebeheer van die bloeddruk verduidelik het.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLGX325	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Neurophysiology / Titel: Neurofisiologie		
Module outcomes: At the end of this module you should be able to: - understand the main functions of the nervous system and integrate them with existing anatomical knowledge; - understand the functioning of the structural unit, the neuron, in the origin of electric impulse transmission in the sensory system; - apply and integrate synapse and receptor functioning to ensure a homeostatic balance in the sensory system; - describe, compare and evaluate the role of somatic sensations; - explain the role of the sense organs in the sensory system as observers of changes in the environment; - analyse, differentiate and explain the control and mechanisms involved in the motor systems on three levels, namely spinal cord, middle brain (mesencephalon) and corticospinal level; - understand the role of the autonomic nervous system as part of the efferent motor system and as a contributing reaction component of stress, and integrate this with existing theoretical knowledge; - know the functional anatomy of the cerebral cortex; - know which components make up intelligence, learning and memory patterns and integrate these with existing theoretical knowledge; - understand the contribution of the cerebral cortex and the brainstem in terms of behaviour and motivation, as well as the neurohormonal systems that are involved; - understand, analyse and draw conclusions about the mechanisms of general sleep patterns, brainwave activity and neurotransmitter systems; - understand and describe brainwave activity and draw conclusions after conducting a professional electroencephalogram; and - explain the importance of homeostatic brain metabolism and the cerebrospinal fluid system. - observe electro-encephalogram-, electrocardiogram- en blood pressure responses during acute mental stress exposure; to understand, integrate and to draw conclusions. Module-uitkomst: Aan die einde van hierdie module behoort u in staat te wees om: - die hoof funksies van die senuweestelsel te begryp en te integreer met bestaande anatomiese kennis; - die strukturele eenheid, die neuron, se werking in die ontstaan van elektriese impulsgeleiding in die sensoriese stelsel te kan begryp; - sinaps- en reseptorwerking te kan toepas en integreer om 'n homeostatiese balans in die sensoriese stelsel te verseker; - die rol van somatiese sensasies te kan beskryf, vergelyk en evalueer; - die rol van die sintuie in die sensoriese stelsel as waarnemers van veranderinge in die omgewing te kan verklaar; - die beheer en meganismes betrokke by die motoriese stelsels op drie vlakke, naamlik rugmurg, middelbrein (mesencephalon) en kortikospinale vlak te kan analiseer, onderskei en verklaar; - die rol van die outonome senuweestelsel as deel van die efferente motoriese stelsel te begryp en ook as bydraende reaksiekomponent van stres te verstaan en te integreer met bestaande teoretiese kennis; - die funksionele anatomie van die serebrale korteks te ken; - te weet uit watter komponente intelligensie, leer en geheuepatrone bestaan en te kan integreer met bestaande teoretiese kennis; - te verstaan wat die serebrale korteks en die breinstam se bydrae is ten opsigte van gedrag en motivering, asook die neurohormonale sisteme wat betrokke is; - algemene slaappatrone, breingolfaktiwiteit en neurotransmittersisteme se meganismes te kan verstaan, ontleed en afleidings te kan maak; - elektro-ensefalogram-, elektrokardiogram- en bloeddruk-reaksies waar te neem na toediening van 'n akute mentale stressor; die data te verstaan, te integreer en gevolgtrekkings te kan maak. Assessment criteria: Evaluation of: - Understanding of the main functions of the nervous system and ability to integrate with existing anatomical knowledge - Understanding of the functioning of the structural unit, the neuron, in the origin of electric impulse transmission in the sensory system - Ability to apply and integrate synapse and receptor functioning to ensure a homeostatic balance in the sensory system		

- Ability to apply and integrate synapsis and receptor functioning to ensure a homeostatic balance in the sensory system
- Ability to describe, compare and evaluate the role of somatic sensations
- Ability to explain the role of the sense organs in the sensory system as observers of changes in the environment
- Ability to analyse, differentiate and explain the control and mechanisms involved in the motor systems on the lowest level, namely spinal cord level
- Ability to analyse, differentiate and explain the control and mechanisms involved in the motor systems on the mid-level, namely middle-brain (mesencephalon)
- Ability to analyse, differentiate and explain the control and mechanisms involved in the motor systems on the highest level, namely corticospinal level
- Understanding of the role of the autonomic nervous system as part of the efferent motor system and also as a contributing reaction component of stress and ability to integrate this with existing theoretical knowledge
- Ability, after the dissection of a sheep's brain, to know and describe the theoretical and practical components of the anatomical structure of the brain and its functions, and know the functional anatomy of the cerebral cortex
- Ability to know which components make up intelligence, learning and memory patterns and to integrate these with existing theoretical knowledge
- Understanding of the contribution made by the cerebral cortex and the brainstem to behaviour and motivation, as well as the neurohormonal systems that are involved
- Understanding and ability to describe brainwave activity after conducting a professional electroencephalogram, and to draw conclusions
- Ability to understand, analyse and draw conclusions about the mechanisms of general sleep patterns, brainwave activity and neurotransmitter systems
- Ability to explain the importance of homeostatic brain metabolism and the cerebrospinal fluid system.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assesment (50%).

Assesseringskriteria:

Evaluering van:

- die hoof funksies van die sensuueestelsel te begryp en te integreer met bestaande anatomiese kennis
- die strukturele eenheid, die neuron, se werking in die ontstaan van elektriese impulsgeleiding in die sensoriese stelsel te kan begryp
- sinaps- en reseptor-werking te kan toepas en integreer om 'n homeostatiese balans in die sensoriese stelsel te verseker
- sinaps- en reseptorwerking te kan toepas en integreer om 'n homeostatiese balans in die sensoriese stelsel te verseker
- die rol van somatiese sensasies te kan beskryf, vergelyk en evalueer
- die rol van die sintuie in die sensoriese stelsel as waarnemers van veranderinge in die omgewing te kan verklaar
- die beheer en meganismes betrokke by die motoriese stelsels op die laagste vlak, naamlik rugmurgvlak te kan analiseer, onderskei en verklaar
- die beheer en meganismes betrokke by die motoriese stelsels op die midvlak, naamlik middelbrein (mesencefalon) te kan analiseer, onderskei en verklaar
- die beheer en meganismes betrokke by die motoriese stelsels op die hoogste vlak, naamlik kortikospinale vlak te kan analiseer, onderskei en verklaar
- die rol van die outonome sensuueestelsel as deel van die efferente motoriese stelsel te begryp en ook as bydraende reaksiekomponent van stres te verstaan en te integreer met bestaande teoretiese kennis
- te weet uit watter komponente intelligensie, leer en geheuepatrone bestaan en te kan integreer met bestaande teoretiese kennis
- te verstaan wat die serebrale korteks en die breinstam se bydrae is ten opsigte van gedrag en motivering, asook die neurohormonale sisteme wat betrokke is
- na die uitvoer van 'n professionele elektro-ensefalogram, bringolf-aktiwiteit te kan verstaan, omskryf en afleidings te kan maak
- algemene slaappatrone, bringolfaktiwiteit en neuro-transmittersisteme se meganismes te kan verstaan, ontleed en afleidings te kan maak

- die belangrikheid van 'n homeostatische brein-metabolisme en serebrospinale vloeistof-sisteem te kan verduidelik.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLGX327	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 8

Title: Skin Physiology / **Titel:** Velfisiologie

Module outcomes:

After completion of the module, the student will demonstrate the following:

- integrated knowledge and understanding of renal and dermal physiology, and an understanding of how this knowledge relates to other systems in the body;
- an understanding of knowledge on homeostasis of the body, and a critical evaluation of this knowledge regarding the two systems and the importance thereof to the general homeostasis of the body;
- the ability to identify, analyse and critically reflect on diseases of the two systems and apply the knowledge obtained to discuss the cause and development of these diseases;
- accurate and coherent communication of renal and dermal physiology information verbally and in writing with understanding of and respect of copyright and plagiarism rules;
- the ability to contribute in a group to discuss a renal and dermal physiology aspect, while monitoring the progress of the group and taking responsibility for the outcome and application of resources.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstree:

- geïntegreerde kennis en insig in nier- en velfisiologie, en duidelike begrip oor hoe hierdie kennis verband hou met ander liggaamsisteme;
- insig en begrip van homeostase van die liggaam, kritiese evaluering hiervan rakende die twee sisteme en die belang daarvan vir die algemene homeostase van die liggaam;
- die identifisering, analisering en kritiese refleksie oor afwykings in die twee sisteme en die toepassing van kennis ingewin in die bespreking van die oorsake en ontwikkeling van hierdie ongesteldhede;
- die vermoë om kennis oor vel- en nierfisiologie op noukeurige en koherente wyse verbaal en skriftelik te kommunikeer met inbegrip van kopiereg en plagiaatreëls.
- deelname aan besprekings in groepsverband oor aspekte rakende vel- en nierfisiologie en die neem van verantwoordelikheid vir taakuitkomste en toepassing van hulpbronne.

Assessment methods / Assesseringsmetodes: 50:50

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLGX328	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 8

Title: Reproductive Physiology / **Titel:** Voortplantingsfisiologie

Module outcomes:

After completion of the module the student will be able to:

- integrated knowledge and understanding of the anatomy, physiology and control of the male and female reproductive systems, the physiological mechanisms of both genders and the principles of development toxicology within the field of reproductive physiology, and an understanding of how that knowledge relates to general reproductive health,
- ability to identify, analyse and address the physiological adjustments and complications in the body of the mother during pregnancy, the physiological adjustments that takes place in the different systems of the neonate after birth, the changes that takes place during puberty and menopause and the influence of toxic substances on pregnancy and the development of the foetus and use this knowledge in theory driven arguments,
- accurate and coherent written and verbal communication of hormonal contraception, other forms of contraception, various bacteriological and viral sexually transmitted diseases and the with respect for intellectual property conventions, copyright and rules on plagiarism,
- reflection of all values, ethical conduct and justifiable decision making regarding moral-ethical matters relating to reproduction,
- management of a group in an unfamiliar context in order to write a coherent report on a specified reproduction related issue, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources.

Module-uitkomst:

Na voltooiing van die module sal die student in staat wees om:

- geïntegreerde kennis en verstaanbaarheid van die anatomie, fisiologie en beheer van die manlike en vroulike voortplantingstelsels te besit.
- die vermoë om te identifiseer, analiseer en fisiologiese aanpassings en komplikasies in die liggaam te adresseer ten opsigte vanmoederlike swangerskap asook die fisiologiese aanpassings binne die verskeie sisteme van die neonaat na geboorte. Die veranderinge wat moet plaasvind tydens puberteit en menopouse met kennis in teorie-gedrewe argumente te kan staaf.
- akkurate en samehangende geskrewe en verbale kommunikasie van hormonale kontrasepsie, ander vorme van kontrasepsie, verskeie bakteriologiese en virale seksueel oordraagbare siektes in terme van intellektuele eiendom aan te bied en om kopiëreg en reëls teen plagiaat te gehoorsaam.
- refleksie van alle waardes, etiese kode en ingeligte besluitneming rakende moreel-etiese sake wat verwant is aan voortplanting.
- bestuur van 'n groep in 'n onbekende konteks om 'n samehangende verslag te kan lewer op gespesifiseerde voortplanting verwante kwessies asook om die vordering van die groep te beoordeel en verantwoordelikheid te neem ten opsigte van taak uitkomstes en om die nodige hulpbronne te raadpleeg.

Assessment criteria:

The student demonstrates that the outcomes have been mastered if he/she:

- is able to demonstrate integrated knowledge of the main areas of reproduction physiology including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of the male and female reproduction systems in scenario specific case studies,
- is capable to distinguish between the different physiological changes and complications in the female body during the different stages of pregnancy and also critically evaluate and discuss the effects of toxic substance abuse during pregnancy on both the mother and developing foetus by reflecting on the ethical aspects,
- can present and evaluate the aetiology together with the causes, symptoms and treatment of reproduction specific diseases by demonstrating independent research capabilities, utilising updated resources and act on academic misconduct to avoid plagiarism,
- can argue, evaluate and demonstrate detailed interpretation of ethical issues by means of physiological statements to reason given answers,
- demonstrates leadership capabilities or excellent workmanship within a group to ensure consensual decision making, to fulfil allocated responsibilities and reflect on his/her own contribution within a group.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assessment (50%).

Assesseringskriteria:

Die student demonstreer dat die uitkoms te bemeester is deurdat hy/sy:

- die vermoë het om geïntegreerde kennis van die hoof areas van voortplanting te kan demonstreer, asook om verstaanbaarheid ten opsigte van hoofbeginsels, konsepte, terminologie, reëls en teorieë van die manlike en vroulike voortplantingstelsels te toon.
- vaardig is om te onderskei tussen die fisiologiese veranderinge en komplikasies in die vroulike liggaam in die verskeie fases van swangerskap en ook om die effekte van toksiese substansie se misbruik tydens swangerskap krities te evalueer.
- die etiologie tesame met gevolge, simptome en behandeling kan voorstel en evalueer in terme van spesifieke voortplantingsiektes. Hierdie sal hy/sy onafhanklike navorsingsvaardighede kan demonstreer en die nuutste hulpbronne gebruik en akademies korrek optree.
- interpretasie van etiese kwessies kan beredeneer, evalueer en demonstreer deur vanuit fisiologiese standpunte antwoorde kan gee.
- leierskap eienskappe te demonstreer of uitstekende samewerking te toon binne groepsverband om eenvormige besluitneming te maak, om verantwoordelikhede na te kom om eie betrokkenheid binne die groep te reflekteer.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLGX329	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 8

Title: Cardiovascular Physiology applications / **Titel:** Kardiovaskulêre Fisiologie toepassings

Module outcomes:

The student must obtain the following module outcomes:

- the dominant role of the kidney in the long-term regulation of arterial blood pressure;

- present different models of hypertension;
- conduct a quantitative analysis of cardiac output control;
- display knowledge and insight of coronary circulation be able to apply this in coronary ailments;
- apply this information in a variety of applications like myocardial infarction, heart failure and circulatory shock;
- understand the lifestyle changes used for the prevention of cardiovascular diseases, and
- show scientific knowledge and insight of the nature of cardiovascular health problems and the prevention thereof.

Module-uitkomst:

Die student moet die volgende uitkomste bemeester:

- die dominante rol van die nier in die langtermynbeheer van die arteriële bloeddruk te kan kommunikeer;
- verskillende modelle van hipertensie te kan uiteensit;
- 'n kwantitatiewe analise van kardiaal omset beheer te kan doen;
- kennis en insig te toon van koronêre sirkulasie en te kan toepas in koronêre aandoenings;
- hierdie kennis te kan toepas in 'n verskeidenheid toepassings soos miokardiale infarksie, hartversaking en sirkulatoriese skok;
- lewenstylaanpassings vir die voorkoming van kardiovaskulêre siektes te begryp, en
- wetenskaplike kennis en insig toon van die aard van kardiovaskulêre gesondheidsprobleme en die voorkoming daarvan.

Assessment criteria:

The student prove that he mastered the module outcomes if he/she:

- communicated the dominant role of the kidney in the long term control of the arterial blood pressure;
- presented different models of hypertension;
- conducted a quantitative analysis of cardiac output control;
- has knowledge and insight of the coronary circulation and applied it on coronary ailments;
- has applied the knowledge on applications like myocardial infarction, heart failure, and circulatory shock;
- understand the lifestyle changes used for the prevention of cardiovascular diseases, and
- has scientific knowledge and insight in the nature of cardiovascular health problems and the prevention thereof.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assesment (50%).

Assesseringskriteria:

Die student bewys dat hy/sy die uitkomste bemeester het indien hy/sy:

- die dominante rol van die nier in die langtermynbeheer van die arteriële bloeddruk gekommunikeer het;
- verskillende modelle van hipertensie uiteengesit het;
- 'n kwantitatiewe analise van die kardiaal omset beheer gedoen het;
- oor kennis en insig beskik van die koronêre sirkulasie en dit toegepas het in koronêre aandoenings;
- die kennis toegepas het in toepassings soos miokardiale infarksie, hartversaking en sirkulatoriese skok;
- lewenstylaanpassings vir die voorkoming van kardiovaskulêre siektes begryp het, en
- beskik oor wetenskaplike kennis en insig in die aard van kardiovaskulêre gesondheidsprobleme en die voorkoming daarvan.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: FLPV213 [G409P]	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Physiology for Nursing Science I / **Titel:** Fisiologie vir Verpleegkunde I

Module outcomes:

The student will prove that he/she has attained the outcomes of the module when he/she can:

- identify/explain/describe the key terms, concepts, facts, principles and rules related to the physiology of homeostasis, organisation of the body , body fluid compartments, chemical composition of the body, cell structure and organelles, enzymes, movement of molecules through the cell membrane, control of cells through chemical messengers, neural control mechanisms, sensory systems and control of body movement and its relevance to the student's field of study in health sciences;
- demonstrate an awareness and sensitivity towards the ethical aspects relevant to human physiology within the practice of health sciences;

- demonstrate sound ethical practices in obtaining information from a variety of scientific sources in the preparation and presentation of written and verbal work;
- utilize group activities/task achievement as learning opportunity by active involvement and a sensible contribution towards the achievement of the set outcomes of a working group.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- identifiseer/verduidelik/beskryf die kernkonsepte, terme, feite, beginsels van die liggaam, liggaam vloeistof kompartemente, chemiese komposisie van die liggaam, selstruktuur en organelles, ensiemes, beweging van molekules deur selmembraan, beheer van selle deur chemiese boodskappers, neurale beheermeganismes, sensoriese stelsels en beheer van liggaamsbeweging en die relevansie tot die student se veld van studie in die gesondheidswetenskappe;
- identifiseer/verduidelik/beskryf die kern konsepte, terme, feite, beginsels en reëls verwant aan die fisiologie van homeostase;
- demonstreer die bewustheid en sensitiviteit tot die etiese aspekte verwant aan menslike fisiologie binne die gesondheidswetenskappe praktyk;
- demonstreer etiese praktyk in verkryging van inligting van verskeidenheid wetenskaplike bronne in die voorbereiding en voorstel van geskrewe of verbale werk;
- gebruik groepsaktiwiteite/taakbereiking as leergeleentheid deur aktiewe betrokkenheid en 'n bydrae tot die bereiking van gestelde uitkomst van 'n werkende groep.

Assessment methods: 1 x 3 hours 1:1 / **Assesseringsmetodes:** 1 x 3 uur 1:1

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLPV222 [G409P]	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Physiology for Nursing Science II / **Titel:** Fisiologie vir Verpleegkunde II

Module outcomes:

The student will prove that he/she has attained the outcomes of the module when he/she can:

- identify/explain/describe the key terms, concepts and principles underlying general physiology, cardiovascular-, immune-, respiratory-, excretory-, reproductive- and muscle physiology applicable to the human body and its relevance to the student's field of study in health sciences;
- demonstrate an awareness and sensitivity towards the ethical aspects relevant to human physiology within the practice of health sciences;
- demonstrate sound ethical practices in obtaining information from a variety of scientific sources in the preparation and presentation of written and verbal work;
- utilize group activities/task achievement as learning opportunity by active involvement and a sensible contribution towards the achievement of the set outcomes of a working group.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- identifiseer/verduidelik/beskryf die kernkonsepte, terme, feite, beginsels onderliggend algemene fisiologie, kardiiovaskulêr-, immuun-, respiratories-, uitskeidings-, reprodktiewe- en spier fisiologie toepaslik tot die menslike liggaam en die relevansie tot die student se veld van studie in die gesondheidswetenskappe;
- verstaan die etiese implikasies van besluite, aksies en praktyke relevant en verwant tot menslike fisiologie;
- akkurate en verstaanbare geskrewe en verbale kommunikasie via opdragte/take met die verstaan en respek vir intellektuele eiendom, kopiëreg en reëls oor plagiaat;
- neem deel as lid van 'n groep en dra by tot die bereiking van spesifieke doelwit/taak; neem gesamentlike verantwoordelikheid vir leerbevordering en uitkomst van die groep.

Assessment methods: 1 x 3 hours 1:1 / **Assesseringsmetodes:** 1 x 3 uur 1:1

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FLPX113	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Physiology for Pharmacy IA / **Titel:** Fisiologie vir Farnasie IA

Module outcomes:

After completion of the module the student should have the basic knowledge with respect to the following:

- homeostasis, organisation of the body, body fluid compartments, chemical composition of the body, cellular structure and organelles, enzymes, movement of molecules across the cell membrane, control of cells by chemical messengers, neural control mechanisms and control of bodily movement;
- to know and can use the relevant subject terminology;
- know the sources where scientific information on physiology appears;
- apply the basic knowledge to be acquired to the practice of future professions;
- demonstrate an ethically responsible attitude to human physiology.

Module-uitkomst: Na voltooiing van die module behoort die student oor basiese kennis ten opsigte van die volgende te beskik: • homeostase, organisasie van die liggaam, liggaamsvloeistofkompartemente, chemiese samestelling van die liggaam, selstruktuur en organelle, ensieme, beweging van molekules oor die selmembraan, beheer van selle deur chemiese boodskappers, neurale beheer meganismes en beheer van liggaamlike beweging; • die relevante vakkundige terminologie te ken en te kan gebruik; • kennis te dra van die bronne waarin wetenskaplike inligting oor fisiologie verskyn; • die basiese kennis wat geleer word op die praktyk van u toekomstige beroep te kan toepas; • 'n eties verantwoordelike houding jeens die menslike fisiologie te demonstreer.		
Assessment criteria: The student prove that the outcomes are reached when he/she: • possess adequate knowledge of the work to successfully answer the knowledge questions during assessment. • correctly provide the definitions that test subject terminology during assessment. • successfully complete a subject specific scientific assignment. • correctly answer the application questions during the assessments opportunities based on case studies and practice-directed questions. • argue ethically justifiably in class discussions and properly argue the ethically directed questions in assessments. Assessment methods - Formal formative: Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports. Assessment methods – Summative: Exam at end of semester. Assessment plan: Participation mark (50%) and summative assesment (50%). Assesseringskriteria: Die student bewys dat die uitkomste bereik is indien hy/sy: • oor voldoende kennis van die werk beskik om die kennisvrae tydens die assessering suksesvol te kan beantwoord. • die definisies wat vakterminologie kennis toets tydens assessering korrek te beantwoord. • 'n vak-spesifieke wetenskaplike werkopdrag suksesvol voltooi het. • die toepassingsvrae tydens die assesseringsgeleenthede korrek beantwoord op grond van gevallestudies en praktyk-gerigte vrae. • eties verantwoordbaar redeneer in klasbesprekings en die eties-gerigte vrae goed beredeneer in assesserings. Assesseringsplan: Deelname punt (50%) en summatiewe assessering (50%).		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: FLPX123	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Physiology for Pharmacy /B / Titel: Fisiologie vir Farnasie /B		
Module outcomes: On completion of the module, the student should have a basic knowledge of the following: • muscle tissue, respiration, digestion and absorption of food, lymphatic system and immunology, the cardiovascular system, the kidneys and the regulation of water and inorganic ions; • know and can use the relevant subject terminology; • know the sources in which scientific information on physiology appears; • can apply the acquired basic knowledge in the practice of a future profession; • demonstrate an ethically responsible attitude to human physiology. Module-uitkomst: Na voltooiing van die module behoort die student oor basiese kennis ten opsigte van die volgende te beskik: • spierweefsel, respirasie, vertering en absorpsie van voedsel, limfstelsel en immunologie, die kardiiovaskulêre stelsel, die niere en die regulering van water en anorganiese ione; • die relevante vakkundige terminologie te ken en te kan gebruik; • kennis te dra van die bronne waarin wetenskaplike inligting oor fisiologie verskyn; • die basiese kennis wat geleer word op die praktyk van u toekomstige beroep te kan toepas; • 'n eties verantwoordelike houding jeens die menslike fisiologie te demonstreer.		
Assessment criteria: The student demonstrates that the outcomes have been reached if he/she:		

- has adequate knowledge of the work to successfully answer the knowledge questions during the assessment.
- can correctly answer the definitions that test knowledge of subject terminology during assessment.
- successfully completed a subject specific scientific assignment.
- can correctly answer the application questions during the assessment opportunities based on case studies and practice-directed questions.
- can argue with ethic accountably in class discussions and properly answer the ethically-directed questions in assessments.

Assessment methods - Formal formative:

Continuously by means of class tests, an assessment test, class assignments, and practical tests and reports.

Assessment methods – Summative:

Exam at end of semester.

Assessment plan:

Participation mark (50%) and summative assesment (50%).

Assesseringskriteria:

Die student bewys dat die uitkomst bereik is indien hy/sy:

- oor voldoende kennis van die werk beskik om die kennis vrae tydens die assessering suksesvol te kan beantwoord.
- die definisies wat vakterminologie kennis toets tydens assessering korrek te beantwoord.
- 'n vak-spesifieke wetenskaplike werkopdrag suksesvol voltooi het.
- die toepassingsvrae tydens die assesseringsgeleenthede korrek beantwoord op grond van gevallestudies en praktyk-gerigte vrae.
- eties verantwoordbaar redeneer in klasbesprekings en die eties-gerigte vrae goed beredeneer in assesserings.

Assesseringsplan:

Deelname punt (50%) en summatiewe assessering (50%).

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: FMSG212	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Pharmaceutics IA / **Titel:** Farmaseutika IA

Module outcomes:

After completion of this module the student should be able to demonstrate:

- a detailed knowledge and critical understanding of terminology, relevant concepts, rules and underlying theories related to physico-chemical principles as applicable within the field of pharmaceutics.
- the ability to select, evaluate and apply with discernment those physico-chemical principles relevant in different pharmaceutical processes in general and dosage form development in particular.
- the correct selection and application of discipline specific methods of scientific inquiry to gather, analyse, evaluate and integrate findings and recommendations on the physico-chemical principles of pharmaceutical important concepts such as states of matter, solubility, ionic equilibrium and chemical reactions and apply evidence-based conclusions to a given context in the field of pharmaceutics.
- an accurate, coherent and scientific written and verbal communication of relevant findings/recommendations with regards to the applicability of physico-chemical principles in the development of different dosage forms, with understanding and respect for intellectual property conventions, copyright, rules on plagiarism and ethical/legal implications of decisions taken in this field of practice.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde kennis en kritiese begrip van terminologie, relevante konsepte, reëls en onderliggende teorieë met betrekking tot fisies-chemiese beginsels soos van toepassing in Farmaseutika.
- die vermoë om fisies-chemiese beginsels korrek te kan kies, evalueer en toe te pas in verskillende farmaseutiese prosesse in die algemeen, maar spesifiek tydens doseervoormontwerp en -ontwikkeling.
- korrekte keuse en toepassing van vakspesifieke metodes vir versameling, analise, evaluering van inligting en die integrasie van bevindings en aanbevelings rakende die fisies-chemiese beginsels van farmaseuties-belangrike konsepte en chemiese reaksies, en die toepassing van bewys-gebaseerde gevolgtrekkings binne 'n bepaalde konteks in die farmaseutiese veld.
- akurate, samehangende en wetenskaplike geskrewe en verbale kommunikasie van toepaslike bevindings/aanbevelings rakende die toepaslikheid van fisies-chemiese beginsels in die ontwikkeling van verskillende doseervorms, met begrip en respek vir intellektuele eiendomsreg, kopiereg, reëls ten opsigte van plagiaat en etiese/regs implikasies van besluite wat in die betrokke veld geneem word.

Assessment methods - Formal formative:

A maximum of 4 formative assessments; a class participation mark and assessment/evaluation of laboratory/practical work.

Assessment methods – Summative:

1x3 hour 100-mark written assessment during the examination session

Assessment plan:

Formative assessments (to a maximum of): 75%, Participation in class: 5%, Laboratory work: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (Summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

'n Maksimum van 4 formatiewe assesserings; 'n klasdeelnamepunt en assessering van laboratorium- of praktiese werk.

Assesseringsmetodes – Summatief:

1x3 uur 100-punt geskrewe vraestel gedurende die eksamensessie

Assesseringsplan:

Formatiewe assesserings (tot 'n maksimum van): 75%, Klasdeelname: 5%, Laboratoriumwerk: 20%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semester eksamen geleentheid (minimum DNP van 40% vir eksamentoeelting).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamen geleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

FMSG223

Semester 2

NQF level / NKR vlak: 6

Credits / Krediete: 16

Title: Pharmaceutics /B / Titel: Farmaseutika /B

Module outcomes:

After completion of this module the student should be able to demonstrate:

- detailed knowledge of the basic concepts of bioavailability, biopharmaceutics and pharmacokinetics during dosage form design and dispensing;
- detailed knowledge of the absorption, distribution, metabolism and elimination (ADME) of orally administered drugs or medicines;
- competency to interpret prescriptions and advise patients about the correct use of medicines in order to assure effective drug action; and to communicate scientifically;
- competency to identify and communicate factors affecting the optimal use and action of drugs;
- competency to identify and assess the effect of factors such as disease state, mass, and age on variations in drug action;
- competency to assess and communicate to patients the effect of route of administration of drugs on optimal drug action; and
- competency to identify possible factors that may adversely affect the optimal action of drugs and taking the necessary steps to improve or correct the situation.

Module-uitkomst:

Na voltooiing van die module behoort die student die volgende te kan demonstreer:

- gedetailleerde kennis oor die basiese begrippe van biobesikbaarheid, biofarmaseutika en farmakokinetika in terme van doseervormontwerp en reseptering.
- gedetailleerde kennis oor die absorpsie, distribusie, metabolisme en eliminasië (ADME) van oraal toegediende geneesmiddels of geneesmiddelprodukte.
- bevoegdheid om geneesmiddelinsigting te interpreteer en pasiënte te adviseer met betrekking tot die korrekte gebruik van medisyne om 'n doeltreffende geneesmiddelwerking te verseker; en om in wetenskaplike taal te kommunikeer.
- bevoegdheid om die faktore wat die optimale gebruik en werking van geneesmiddels beïnvloed, te identifiseer en te kommunikeer.
- bevoegdheid om die invloed van faktore, soos sieketoeënde, massa en ouderdom, op variasies in geneesmiddelwerking te identifiseer en te evalueer.

- bevoegdheid om die invloed van die toedieningsroete van geneesmiddels om optimale geneesmiddelwerking te beoordeel en aan die pasiënt oor te dra.
- bevoegdheid om moontlike faktore wat die optimale werking van geneesmiddels nadelig kan beïnvloed, te identifiseer en die nodige maatreëls te tref om die toestand te verbeter of reg te stel.

Assessment methods - Formal formative:

The following assessment techniques are employed in this module: formative assessments; class participation and practical assessments

Assessment methods – Summative:

1x 3 hour written assessment (100 marks).

Assessment plan:

4x individual written assessment (totalling): 80% (with no one assessment exceeding 35%), Class participation and practical assessments: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Summatief:

1x 3 uur geskrewe assessering (100 punte).

Assesseringsplan:

4x individuele geskrewe assesserings (tot 'n totaal van): 80% (nie een assessering se bydrae oorskrei 35% nie), Klasdeelname en praktiese assesserings: 20%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamengeleentheid (minimum DNP van 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamengeleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

FMSG312

Semester 1

NQF level / NKR vlak: 7

Credits / Krediete: 16

Title: Pharmaceutics IIA / Titel: Farmaseutika IIA

Module outcomes:

After completion of this module, the student should be able to demonstrate:

- integrate knowledge, clear understanding and the ability to correctly apply the physicochemical as well as the pharmaceutical microbiological principles, theories and procedures applicable to parenteral and other dosage forms, during the development and quality assurance thereof, including the different methods of sterilization and aseptic technique relevant to the production and handling of sterile dosage forms;
- the ability to use knowledge and understanding of the applicable physicochemical and pharmaceutical microbiological principles to correctly develop, formulate, manufacture, administer and store different dosage forms;
- systematic knowledge and the ability to correctly apply correct pharmaceutical calculations in order to formulate, dispense and administer medicine via different dosage forms;
- the ability to select, evaluate and apply a range of quality control measures and procedures in order to ensure high standards of different dosage forms, maintain product effectiveness and thereby ensure patient safety;
- reflection of critical decision making skills and appropriate ethical conduct during the interpretation of prescriptions, formulations and dispensing of all dosage forms, as well as advice to clients regarding selection and use of medicines in order to ensure optimal medicinal therapy; and
- accurate and coherent scientific written and verbal communication of relevant reports of related themes regarding dosage forms, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.

Module-uitkomst:

Na voltooiing van die module sal die student in staat wees om die volgende te demonstree:

- 'n geïntegreerde kennis, duidelike begrip en die vermoë om fisies-chemiese en farmaseuties mikrobiologiese beginsels, teorieë en prosedures van toepassing op parenterale en ander doseervorms korrek te kan toepas

tydens die ontwikkeling en kwaliteitsversekering daarvan, insluitend die verskillende metodes van sterilisasie en aseptiese tegnieke betrokke by die vervaardiging, hantering van steriele doseervorms.

- die vermoë om kennis en begrip van die toepaslike fisies-farmaseutiese en mikrobiologiese beginsels te kan gebruik/implementeer in die ontwikkeling, formulering, vervaardiging, toediening en bewaring van medisyne vir verskillende doseervorms;
- 'n sistematiese kennis van korrekte farmaseutiese berekeninge en die vermoë om hierdie kennis korrek toe te pas tydens die formulering, reseptering en toediening van medisyne via verskillende doseervorms;
- die vermoë om 'n verskeidenheid kwaliteitskontrolemaatreëls en prosedures te kan kies, evalueer en toe te pas om hoë standaarde in verskillende doseervorms te handhaaf en om produkeffektiviteit en pasiëntveiligheid te waarborg.
- refleksie oor kritieke besluitnemingsvaardighede en gepaste etiese gedrag tydens die interpretasie van voorskrifte, formulering en voorbereiding van alle doseervorms, en tydens advies aan pasiënte aangaande die keuse en gebruik van medisyne ten einde optimale medisynterapie te verseker;
- akkurate, samehangende en wetenskaplike geskrewe en verbale kommunikasievaardighede van toepaslike verslae en verwante temas van doseervorms met begrip van en respek vir intellektuele eiendomsreg, kopiereg en reëls rakende plagiaat.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3-4x formal written assessemnts (20-25% each): xx%, Practical/Laboratory work: xx%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringmetodes – Summatief:

1x3 uur geskrewe summatiewe assessering (100 punte)

Assesseringsplan:

3-4x formele geskrewe assesserings (20-25% elk): xx%, Praktiese/Laboratoriumwerk: xx%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamengeleentheid (minimum DNP van 35% / 40% vir eksamentoelating).

Die deelnamepunt en eksamenpunt (summawie assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summawie assessering (eksamenengeleentheid) word 'n raestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: FMSG322	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16

Title: Pharmaceutics //B / Titel: Farmaseutika //B

Module outcomes:

After completion of this module the student should be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply concepts, facts, physicochemical principles, guidelines and theories to different dosage forms and the appropriate routes of drug delivery within the field of dosage form design and development, and an understanding of how that knowledge relates to other fields or practices in pharmacy.
- understanding of contested knowledge within the field of dosage form design and development, and critical evaluation of formulation principles, stability concerns, quality assurance, good manufacturing practices and quality control within the field of dosage form design and development.
- ability to select, evaluate and apply a range of different, but appropriate procedures, scientific methods and pharmaceutical formulas to conduct focused research and resolve problems that will have an effect in drug and dosage form development.
- ability to identify, analyse, critically reflect on and address complex dosage form design and developmental problems and apply evidence-based solutions with theory-driven arguments.
- reflection of all values, ethical conduct and justifiable decision making appropriate to act as adviser (to patients and other members of the health care team) on the choice and use of the appropriate dosage forms

to ensure the required outcome of drug therapy, substantially contribute towards maintaining product efficacy, and ensure patient safety.

- accurate and coherent written and verbal communication of practical projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism.

Module-uitkomst:

Na voltooiing van hierdie module moet die student in staat wees om die volgende te demonstreer:

- geïntegreerde kennis en begrip van, asook 'n vermoë om begrippe, feite, fisies-chemiese beginsels, riglyne en teorieë van verskillende doseervorme korrek te evalueer en toe te pas en die toepaslike roetes van geneesmiddelaflewering binne die veld van doseervormontwerp en -ontwikkeling, en 'n begrip oor hoe daardie kennis met ander velde of praktyke in farmasie verband hou.
- begrip van omstrede kennis binne die veld van doseervormontwerp en -ontwikkeling, en kritiese evaluering van formuleringsbeginsels, stabiliteitsbelang, gehalteversekering, goeie vervaardigingspraktyke en gehaltebeheer binne die veld van doseervormontwerp en -ontwikkeling.
- vermoë om 'n reeks verskillende, maar toepaslike prosedures, wetenskaplike metodes en farmaseutiese formules te selekteer, evalueer en toe te pas om gerigte navorsing te doen en probleme op te los wat 'n uitwerking op geneesmiddel- en doseervormontwikkeling sal hê.
- vermoë om komplekse doseervormontwerp en ontwikkelingsprobleme te identifiseer, ontleed, krities oor te besin en aan te spreek, en bewysgebaseerde oplossings met teoriegedrewe argumente toe te pas.
- besinning oor alle waardes, etiese gedrag en geregverdigde besluitneming om toepaslik as raadgewer (aan pasiënte en ander lede van die gesondheidsorgspan) op te tree oor die keuse en gebruik van die geskikte doseervorme om die vereiste uitkoms van geneesmiddel terapie te verseker, om aansienlik by te dra tot die handhawing van produkdoeltreffendheid, en pasiëntveiligheid te verseker
- akkurate en samehangende skriftelike en verbale kommunikasie oor praktiese projekte met begrip en respek vir intellektuele eiendomskonvensies, kopiëring en reëls oor plagiaat.

Assessment methods - Formal formative:

This module employs the following assessment techniques: formal written assessments, assessment of laboratory work (Report writing and an oral group presentation of pharmaceutical project)

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks)

Assessment plan:

4x formal written assessments (to a total of): 70%, Class attendance and participation: 5%, Class work & tutorials: 5%, Laboratory/Practical work: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Hierdie module maak gebruik van die volgende tipes assesserings: formele geskrewe assesserings en assessering van laboratorium (praktiese) werk in die vorm van verslagskrywing en mondelinge terugvoer/voordrag oor 'n farmaseutiese vervaardigingsprojek (in groepsverband).

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatiewe assessering (100 punte)

Assesseringsplan:

4x formele geskrewe assesserings (tot 'n totaal van): 70%, Klasbywoning & -deelname 5%, Klaswerk & tutoriale: 5%, Laboratorium/Praktiese werk: 20%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summative assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamenleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

Semester 1

FMSG412

NQF level / NKR vlak: 8

Credits / Krediete: 16

Title: Pharmaceutics IIIA / Titel: Farmaseutika IIIA

Module outcomes:

On completion of this module the student should be able to demonstrate:

- the ability to integrate and apply foundational scientific knowledge and principles in areas of dosage form design and development (including in the preformulation, formulation, manufacturing, packaging, labelling and evaluation phases);
- the ability to apply knowledge on the chemical stability and degradation routes of drugs to the determination of the shelf-life and expiration date of medicines (including the application of chemical kinetic principles);
- the ability to integrate and apply knowledge of product design and formulation to the manufacturing and packaging of medicines and associated pharmaceutical products according to the guide for Good Manufacturing Practices [GMP] and current relevant legislation;
- define, evaluate, implement and/or manage a Quality Management System (QMS) and Quality Control System (QCS) for the manufacture, packaging, labelling and evaluation of pharmaceutical products on and industrial level;
- the ability to complete an application for the registration of medicines with the MCC (using supplied or generated information/data).

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- die vermoë om basiese wetenskaplike kennis en beginsels in areas van doseervormontwerp en -ontwikkeling te kan toepas (insluitend in fases soos preformulering, formulering, vervaardiging, verpakking, etikettering en evaluering);
- die vermoë om kennis aangaande die chemiese stabiliteit en afbraakmeganismes van geneesmiddels toe te pas in die berekening van die rakleef tyd en vervaldatum van medisyne (insluitend toepassing van die beginsels van chemiese kinetika);
- die vermoë om kennis en beginsels van produkontwerp en formulering te kan integreer en toe te pas tydens die vervaardiging en verpakking van medisyne en geassosieerde farmaseutiese produkte in ooreenstemming met die riglyne van Goeie Vervaardigingspraktyke [GVP] van medisyne in Suid-Afrika en huidige relevante wetgewing;
- 'n kwaliteitsversekeringsstelsel (QAS) en kwaliteitskontrole-sisteme (QCS) binne 'n kwaliteitsbestuursstelsel (QMS) te kan definieër, implementeer en/of bestuur as deel van die ontwikkeling, vervaardiging, verpakking, etikettering en evaluering van farmaseutiese produkte op 'n industriële skaal, en
- die vermoë om 'n aansoek om medisyneregistrasie by die Medisyne Beheerraad (aan die hand van gegewe inligting) te voltooi.

Assessment methods - Formal formative:

The following methods of assessment are employed in this module: formal written assessment, assessment of project work, group work, ability to do presentations and give oral feedback; assessment of leadership and ability to plan, design, construct, evaluate and reflect.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (@20-25% each): 65%, Class work and assignments: 15%, Practical component (laboratory work): 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Assesseringsmetodes wat in hierdie module gebruik word sluit in: formele geskrewe assesserings, assesserings van projekwerk, vermoë om voorleggings te maak maak en voordragte te lewer, assesserings van leierskap, en vermoë om te kan beplan, ontwerp, ontwikkel, evalueer en reflekteer.

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatiewe assesserings (100 punte).

Assesseringsplan:

3x formele geskrewe assesserings (@20-25% elk): 65%, Klaswerk en opdragte: 15%, Praktiese komponent (laboratoriumwerk): 20%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semester eksamen geleentheid (minimum DNP van 35% / 40% vir eksamen toelating).

Die deelnamepunt en eksamenpunt (summative assessment mark) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamen geleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: FNPG421	Semester 2	NQF level / NKR vlak: 8 Credits / Krediete: 32
Title: Pharmaceutical Project / Titel: Farmaseutiese Navorsingsprojek		
Module outcomes: After completion of this module the student should be able to: • explain the principles of qualitative and quantitative research; • formulate a research proposal; • undertake ethical research that is in line with existing research methodology; and • obtain results and draw conclusions from the research and present them verbally and in writing in line with certain research principles. Module-uitkomst: Na voltooiing van hierdie module behoort die student: • die beginsels van kwalitatiewe en kwantitatiewe navorsing te kan verduidelik; • 'n navorsingsvoorstel te kan formuleer; • etiese navorsing te kan onderneem wat in lyn is met bestaande navorsingsmetodologie; • resultate verkry en gevolgtrekkings kan maak vanuit die navorsingsprojek en dit verbaal en skriftelik te kan voordra in lyn met bepaalde navorsingspraktyke.		
Assessment methods - Formal formative: The following type of formative assessments are employed in this module: written tests; assessment of a research proposal (written or verbal); laboratory-related assessments; clinical-related assessments; assessment of literature investigations (primarily within a group context). Assessment methods – Summative: Presentation of final research project or overview article Final written research proposal or overview article. Assessment plan: The various formative assessments within each of the projects of each subject group are incorporated into a participation mark, whilst and "examination mark" is determined from the presentation and written report/overview article. A module mark is calculated from these 2 components (participation mark and "examination mark" in a 1:1 ratio). No formal written summative exam during the formal examination session. A module mark of at least 50% is required as a pass rate for this module. Assesseringsmetodes – Formeel formatief: Die volgende tipes assesserings sal tydens hierdie module gebruik word: geskrewe toetse; assessering van 'n navorsingsvoorstel (geskrewe of verbaal); laboratorium-gerigte assesserings; klinies-gerigte assesserings (hoofsaaklik in groepsverband). Assesseringsplan: Die verskillende formatiewe assesserings binne die projekte in elke vakgroep word verwerk tot 'n deelnamepunt (DNP), terwyl 'n "eksamenpunt" (EP) bereken word uit die voordrag en geskrewe navorsingsverslag / oorsigartikel. Die finale modulepunt (MP) word bereken uit die DNP en EP in verhouding 1:1. Geen finale geskrewe summatiewe assessering tydens die eksamenleentheid nie. 'n Finale modulepunt (MP) van 50% word gestel as slaagvereiste vir die module.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code: FNSM111	Semester 1	NQF level: 5 Credits: 18
Title: Fundamental Nursing Science and Practicals		
Module outcomes: • Application of the knowledge of physiological needs in assessing and planning for the care of individuals, families and communities. • Utilization of the nursing process in meeting the physiological human needs.		
Method of delivery: Full-time		
Module code: FNSM122	Semester 2	NQF level: 5 Credits: 18
Title: Fundamentals of Nursing Science and Practicals		
Module outcomes: • Application of the knowledge of safety and security, love and belonging, self-esteem and self-actualization needs in assessing and planning for the care of individuals, families and communities. • Identification of hazards that individuals, families and communities are faced with.		

Utilization of the nursing process in meeting the human needs and preventing occurrence of these hazards.		
Method of delivery: Full-time		
Module code / Modulekode: FPGF121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Clinical Pharmacy /B / Titel: Kliniese Farmasie /B		
Module outcomes: After completion of this module the student must be able to: - demonstrate thorough knowledge of general anatomical terminology (regional, systemic, clinical, position, planes, relationships, movement, and variations) by applying that knowledge in problem solving; - produce evidence of a thorough knowledge of human anatomy and use it confidently in analyses and evaluations of scenarios and sets of facts; - participate successfully in group work and take control if necessary; - collect information, verify it and contain it in the form of a report in order to communicate it to an audience with the use of IT equipment; and - act ethically correctly on the basis of an established value system. Module-uitkomst: Na voltooiing van hierdie module moet die student in staat wees om: - deeglike kennis van algemene anatomie terminologie (streeks, sistemies, klinies, posisie, vlakke, verhoudings, beweging en variasies) te kan demonstreer deur daardie kennis op probleemoplossing toe te pas; - bewyse te kan verskaf van 'n grondige kennis van menslike anatomie en dit met vertroue in ontledings en evaluerings van scenario's en stelle feite te gebruik ; - met sukses aan groepwerk te kan deelneem en beheer te neem indien nodig; - inligting te kan versamel, dit te verifieer en dit in 'n verslag te vervat ten einde dit met behulp van IT-toerusting aan 'n gehoor oor te dra; en - eties korrek te kan optree aan die hand van 'n gevestigde waardestelsel.		
Assessment methods - Formal formative: Formative assessments include group activities, individual assignments and assessments (both prepared and unprepared), laboratory/practical work and practical assignments. Assessment methods – Summative: 1x2 hour written assignment (70-75 marks) during the formal examination session Assessment plan: 3x Individual assessments (to a total of): 70%, Practical/Laboratory work (assignments and assessments): 15%, Individual assignments and group activities: 10%, Class attendance: 5% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% / 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module. Assesseringsmetodes – Formeel formatief: Formatiewe assesserings sluit in groepsaktiwiteite, individuele opdragte; individuele assesserings (voorbereid en onvoorbereid), praktiese werk en 'n praktiese assessering. Assesseringsmetodes – Summatief: 1x2 uur geskrewe assessering (70-75 punte) gedurende die formele eksamenleentheid Assesseringsplan: 3x individuele assesserings (tot 'n maksimum van): 70%, Praktiese/Laboratoriumwerk (opdragte en assesserings): 15%, Individuele opdragte en groepopdragte: 10%, Klasbywoning: 5% Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 35% / 40% vir eksamentoeilating). Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamenleentheid) word 'n raaisel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time/ Metode van aflewering: Voltyds		

Module code / Modulekode: FPFG211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Clinical Pharmacy I/A / Titel: Kliniese Farmasie I/A		
Module outcomes: After completion of this module, the student should be able to: - define and distinguish between pathology and disease, as well as morbidity and mortality; - use basic descriptive vocabulary of disease processes (medical terminology); - define, understand, and discuss human diseases as an alteration of normal structure and function (as learned from anatomy and physiology), e.g., state that pathologic change is represented by abnormal structure and function. The abnormality may be grossly obvious or sub-cellular and molecular; - demonstrate thorough knowledge of general pathological processes such as acute and chronic inflammatory reactions, reactions related to hypersensitivity, - circulatory interferences and cell reactions to injuries by applying that knowledge in problem solving; - correlate the concepts and underlying general pathology with specific diseases in different organ systems, e.g., inflammatory reactions are similar whether in the heart, lungs, or other organ system; - infer the interdependence of anatomic and functional systems, e.g., pituitary and thyroid, heart and lungs, prostate/bladder/kidney and recognize the sequence of events when one part is affected; - interpret common terms used in clinical medicine and pathology and the - frequently used suffixes and prefixes, e.g. -itis, -emia, dys-(as in dysplasia), etc.; - participate successfully in group work and take control if necessary; - collect information, verify it and contain it in the form of a report in order to communicate it to an audience with the use of IT equipment; - act ethically correct on the basis of an established value system. Module-uitkomst: Nadat jy hierdie module voltooi het behoort die student: - tussen patologie en siekte, asook tussen morbiditeit en mortaliteit te kan onderskei en die terme te kan definieer; - basiese beskrywende woordeskat van siekteprosesse (mediese terminologie) te kan gebruik; - menslike siektes as 'n verandering in normale struktuur en funksie te kan definieer, verstaan en bespreek (soos jy uit die bestudering van anatomie en fisiologie geleer het), dit byvoorbeeld kontrasteer dat patologiese verandering deur abnormale struktuur en funksie verteenwoordig word; te weet dat die abnormaliteit erg ooglopend of subselelulêr en molekuleêr kan wees; - by wyse van deeglike kennis van algemene patologiese prosesse soos akute en chroniese inflamatoriese reaksies, alle reaksies wat met hipersensitiviteit verband hou, bloedsomloopsteurings en selreaksies, kennis te demonstreer deur die toepassing van daardie verworwe kennis by wyse van probleemoplossing; - die begrippe en onderliggende algemene patologie met bepaalde siektes in verskillende orgaanstelsels te kan korreleer, byvoorbeeld inflamatoriese reaksies is soortgelyk of dit nou in die hart, longe of ander orgaanstelsels voorkom; - die interafhanklikheid van anatomiese en funksionele stelsels, byvoorbeeld die pituitêre klier en die tiroïed, die hart en longe, die prostaat of blaas of nier te kan aflei en die volgorde van gebeure te kan herken wanneer een deel aangetas is; - algemene terme wat in kliniese medisyne en patologie gebruik word, te kan interpreteer, asook die agter-en voorvoegsels wat dikwels gebruik word, byvoorbeeld -itis, -emie, dis- (soos in displasie), ensovoorts; - met welslae aan groepwerk te kan deelneem en om die leiding te neem indien dit benodig word; - inligting te kan insamel, verifieer en dit in verslagvorm te kan saamvat ten einde dit aan 'n gehoor te kan oordra met behulp van IT-toerusting; - eties korrek te kan optree aan die hand van 'n gevestigde waardestelsel. Assessment methods - Formal formative: Assessment methods include: group activities, independent assignments, practical work, formal assessments (prepared and unprepared) and a practical test. Assessment methods – Summative: 1x 3 hour summative assessment (100 marks) during the examination session. Assessment plan: 3x formative assessments (individual): 60%, Class attendance & participation: 15%, Practical/Laboratory work: 25% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.		

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Assesseringsmetodes sluit in: groeppraktiwiteite, onafhanklike opdragte, groepsopdragte, praktiese werk, klastoetse (voorbereid en onvoorbereid) en 'n praktiese toets.

Assesseringsmetodes – Summatief:

1x 3-uur summatiewe assessering (100 punte) gedurende die eksamenperiode.

Assesseringsplan:

3x Formatiewe assesserings (individueel): 60%, Klasbywoning & -deelname: 15%, Praktika/Laboratoriumwerk: 25%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semesterksamengeleentheid (minimum DNP van 40% vir eksamentoeelating).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (ksamengeleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

FPFG221

Semester 2

NQF level / NKR vlak: 6

Credits / Krediete: 8

Title: Clinical Pharmacy //B / Titel: Kliniese Farnasie //B

Module outcomes:

After completion of this module, the student should be able to:

- practise pharmaceutical care within the scope of the diagnostic and laboratory testing, by means of the application of skills and the interpretation of clinical test results;
- demonstrate knowledge which will make him/her competent to render primary health care services in the pharmacy;
- implement the pharmaceutical care principles in practice and to manage them according to the standards of the SAPC;
- professionally practise the profession by means of good communication skills and ethical conduct.

Module-uitkomst:

Na voltooiing van hierdie module moet die student in staat wees om:

- farmaseutiese sorg binne die bestek van diagnostiese en laboratorium toetse te beoefen, deur middel van die toepassing van verworwe vaardighede en die interpretasie van kliniese toetse se uitslae;
- die nodige kennis te demonstreer wat hom/haar bevoeg maak om primêre sorg dienste in die apteek te lewer;
- die farmaseutiese sorg beginsels in praktyk te implementeer en dit te bestuur volgens die standaarde van die SAAR;
- deur middel van goeie kommunikasievaardighede en etiese optrede sy/haar beroep professioneel te beoefen.

Assessment methods - Formal formative:

The following assessment methods are employed in this module: class tests & tutorials

Assessment methods – Summative:

1x2 hours written summative assessment (70-75 marks).

Assessment plan:

2x formal written assessments (@2x25% each): 50%, Assessment of participation and evaluation of practical works & laboratory skills: 50%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende metodes van assessering word in hierdie module gebruik: klastoetse en tutoriale

Assesseringsmetodes – Summatief:

1x2 uur geskrewe summatiewe assessering (70-75 punte).

Assesseringsplan: 2x formatiewe geskrewe assesserings (@2x25% elk): 50%, Assesering van deelname aan en evaluering van praktiese werk en laboratoriumvaardighede: 50% Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semestereksamengeleentheid (minimum DNP van 40% vir eksamentoeleing). Die deelnamepunt en eksamenpunt (summatiewe assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assesserings (eksamengeleentheid) word 'n raaisel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time/ Metode van aflewering: Voltyds		
Module code / Modulekode: FPG312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Clinical Pharmacy IIIA/ Titel: Kliniese Farnasie IIIA		
Module outcomes: After completion of this module the student should: - possess a deeply founded knowledge of the disease states and identify the typical symptoms of the disease state and to demonstrate the importance of the conditions to the practicing pharmacist; - know the etiology (causes) and pathophysiology of the various disease states (conditions); - be capable to take a patient history in such a way to critically evaluate the diagnosis and treatment regime; - treat patient with dignity and respect; - prove that he or she practices on a sound ethical basis; - be capable to furnish practical patient advice, including advice regarding the disease and the correct and safe use of medicine supplied and to communicate with empathy to the patient.		
Module-uitkomst: Na voltooiing van hierdie module behoort die student: 'n diepgaande kennis van siektetoestande te besit en die tipiese simptome van die siektetoestand te kan identifiseer en om die belang van die toestande vir die praktiserende apteker te demonstreer; - die etiologie (oorsake) en patofisiologie van die verskillende siektetoestande te ken; - in staat te wees om 'n pasiënt se geskiedenis sodanig te neem om die diagnose en behandelingskedule krities te evalueer; - die pasiënt met waardigheid en respek te behandel; - in staat te wees om praktiese raad aan die pasiënt te voorsien, insluitend raad oor die siekte en die korrekte en veilige gebruik van die medisyne verskaf en om met empatie met die pasiënt te kommunikeer.		
Assessment methods - Formal formative: The following types of assessments are employed in this module: formal (written) assessments; assessments of tutorials and practical work done in a laboratory.		
Assessment methods – Summative: 1x3 hour (written) assessment (100 marks).		
Assessment plan: 3x formal (written) assessments (to a total of): 50%, Assessment of participation in tutorials and practical/laboratory work: 50% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module.		
Assesseringsmetodes – Formeel formatief: Die volgende tipes assesserings word in die module gebruik: formele (geskrewe) assesserings; assesserings van tutoriale en praktiese werk gedoen in 'n laboratorium.		
Assesseringsmetodes – Summatief: 1x3 uur (geskrewe) assesserings (100 punte)		
Assesseringsplan: 3x formele (geskrewe) assesserings (tot 'n totaal van): 50%, Praktiese werk en deelname aan tutoriale: 50% Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semestereksamengeleentheid (minimum DNP van 40% vir eksamentoeleing).		

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamengeleentheid) word 'n raaisel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time/ Metode van aflewering: Voltyds		
Module code / Modulekode: FPG322	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Clinical Pharmacy IIIB / Titel: Kliniese Farnasie IIIB		
Module outcomes: After completion of this module the student should: • possess a profound knowledge of the diseases; • be able to identify the typical symptoms of the diseases; • be able to demonstrate the significance of the conditions to the practising pharmacist; • know the etiology (causes) of the various diseases (conditions); • be capable of taking a patient history in such a way as to make a differential diagnosis and draw up a treatment regime; • treat patients with dignity and respect; • prove that they practise on a sound ethical basis; • be capable of furnishing practical patient advice, including advice on the disease, the correct and safe use of medicine supplied and to communicate with the patient with empathy. Module-uitkomste: Na voltooiing van hierdie module behoort die student: • 'n diepgaande kennis van die siektetoestande te besit; • in staat te wees om die tipiese simptome van die siektetoestand te kan identifiseer; • die belang van die toestande vir die praktiserende apteker te kan demonstree; • die etiologie (oorsake) van die verskillende siektes (siektoestande) te ken; • in staat te wees om 'n pasiëntgeskiedenis op so 'n wyse af te neem dat 'n differensiële diagnose en 'n behandelingskiedule gemaak kan word; • die pasiënt met waardigheid en respek te kan behandel; • te kan bewys dat hulle op 'n gesonde etiese basis praktiseer; • in staat te wees om praktiese pasiënt raad aan te bied, insluitend raad oor die siekte en die korrekte en veilige gebruik van die gegewe medisyne en om dit met empatie aan die pasiënt oor te dra.		
Assessment methods - Formal formative: The following assessment methods are employed in this module: Class tests, assignments (individual and groups) and participation in tutorials/practical work Assessment methods – Summative: 1x3 hour (written) summative assessment (100 marks). Assessment plan: 3-4x formal (written) assessments (to a total of): 50%, Tutorials and Practical/laboratory work: 50% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module. Assesseringsmetodes – Formeel formatief: Die volgende assesseringsmetodes word in die module gebruik: klastoetse, opdragte (individueel en in groepsverband) en deelname aan tutoriale en praktiese werk. Assesseringsmetodes – Summatief: 1x3 uur (geskrewe) summatiewe assessering (100 punte) Assesseringsplan: 3-4x (geskrewe) formele assesserings (tot 'n totaal van): 50%, Tutoriale en Praktiese/Laboratoriumwerk: 50% Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenleentheid (minimum DNP van 35% / 40% vir eksametoelating). Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamenleentheid) word 'n raaisel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		

Method of delivery: Full-time Metode van aflewering: Voltyds		
Module code / Modulekode: FPFG412	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Clinical Pharmacy IVA / Titel: Kliniese Farnasie IVA		
Module outcomes: After completion of this module the student should be able to: • understand the environment of pharmacotherapy within the context of the pharmaceutical care plan; • follow a pathophysiological approach in an understanding of pharmacotherapy; • demonstrate sound knowledge regarding critical knowledge used in the decision making concerning drug therapy in the clinical environment; • have at your disposal adequate knowledge regarding the use of medication; • apply in practice the principles of pharmacotherapy by developing a pharmaceutical care plan; and • demonstrate competency by applying pharmacotherapy information via effective communication and ethical conduct. Module-uitkomst: Na voltooiing van hierdie module behoort die student: • die omgewing van farmakoterapie te verstaan in die konteks van die farmaseutiese sorg plan; • patofisiologiese benadering te kan volg in die verstaan van farmakoterapie; • grondige kennis van kritiese inligting wat gebruik word in die besluitneming van geneesmiddelterapie in die kliniese omgewing te demonstreer; • oor genoegsame kennis te beskik aangaande die gebruik van medikasie ; • die beginsels van farmakoterapie in die praktyk te kan toepas om 'n farmaseutiese sorg plan te ontwikkel; • bekwaamheid te demonstreer deur farmakoterapie-inligting toe te pas deur middel van goeie kommunikasievaardighede en etiese gedrag.		
Assessment methods - Formal formative: Knowledge, skills and competencies relevant to the content and outcome of the module is assessed by means of formal written assessments, tutorials, class assignments and attendance of and participation in contact sessions and practical or laboratory work. Assessment methods – Summative: 1x3 hour written summative assessment (100 marks) Assessment plan: 3x written assessments (to a total of): 50%, Practical work and tutorials: 50% The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark. During the summative assessment an examination sub minimum of 40% is required. A module mark of at least 50% is required to pass the module. Assesseringsmetodes – Formeel formatief: Kennis, vaardighede en vermoëns word in hierdie module geassesseer deur middel van: geskrewe assesserings, klasopdragte, tutoriale en klasbywoning- en -deelname en praktiese - of laboratorium werk. Assesseringsmetodes – Summatief: 1x3 uur geskrewe summatiewe assessering (100 punte). Assesseringsplan: 3x geskrewe assesserings (tot 'n totaal van): 50%, Praktiese werk en tutoriale: 50% Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamenengeleentheid (minimum DNP van 40% vir eksamentoeleting). Die deelnamepunt en eksamenpunt (summative assessment mark) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt. Gedurende die summatiewe assessering (eksamenengeleentheid) word 'n vraestel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: FPKG112	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Pharmacy Practice IA / Titel: Farnasiepraktyk IA		
Module outcomes: After completion of this module the student must be able to:		

- demonstrate knowledge and informed understanding of key terms, concepts, principles and criteria of relevant rules to the field of medicine management of theory in this field;
- select , order, procure, store, distribute, pre-pack and dispose of medicine as indicated in the medicine management cycle;
- gather, in a professional and ethical manner, relevant information on patients, analysing data and evaluating patients against standards of pharmaceutical care, communicating findings via applicable media;
- understand and apply the National Drug Policy and Good Pharmacy Practice, in accordance with the acceptable professional conduct of a Pharmacist; and
- to operate as part of a group and make appropriate contributions to observation reports founded in evidence based theory.

Module-uitkomst:

Na die voltooiing van die module moet die student die volgende kan doen:

- kennis en ingeligte begrip van die sleutel terme, konsepte, beginsels en kriteria van relevante reëls tot die veld van medisyne bestuur te kan demonstreeer;
- om op 'n professionele en etiese wyse die relevante inligting van pasiënte bymekaar te maak, data te analiseer, pasiënte te evalueer volgens standaarde van farmaseutiese sorg en om die bevindinge te kommunikeer met behulp van die gepaste media;
- oor die vermoë beskik om medikasie soos aangedui in die medisynebestuursiklus te selekteer, te bestel, te verkry, te stoor, te versprei , te herverpak en te vernietig;
- begrip en toepassing van die Nasionale Medisyne Beleid sowel as Goeie Apteek Praktyk volgens aanvaarbare professionele gedrag van 'n Apteker te kan toepas; en
- die vermoë hê om as deel van 'n groep te funksioneer en om toepaslike insette tot observasie verslaggewing te lewer wat gefundeer is op bewese medisynegebruik.

Assessment criteria:

After completion of this module the student must be able to demonstrate:

- knowledge and informed understanding of key terms, concepts, principles and criteria of relevant rules to the field of medicine management of theory in this field;
- ability to select , order, procure, store, distribute, pre-pack and dispose of medicine as indicated in the medicine management cycle;
- gather, in a professional and ethical manner, relevant information on patients, analysing data and evaluating patients against standards of pharmaceutical care, communicating findings via applicable media;
- understanding and application of the National Drug Policy and Good Pharmacy Practice, in accordance with the acceptable professional conduct of a Pharmacist; and
- the ability to operate as part of a group and make appropriate contributions to observation reports founded in evidence based theory.

Assessment methods - Formal formative:

A mixture of the following types of assessments are employed in this module: Individual written assessments; Class attendance and participation; Practical assignments (group work); Assessment of work-related videos (group activity)

Assessment methods – Summative:

1x2 hour written assessment (75-80 marks) during formal assessment period (examination session)

Assessment plan:

Formative written assessments (x2): 50%, Class attendance (3 max): 10%, Practical assignment (x2): 20%, Video assessments (x2): 10%, Individual practical assessment: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module

Assesseringskriteria:

Na die voltooiing van die module moet die student die volgende kan demonstreeer:

- kennis en ingeligte begrip van die sleutel terme, konsepte, beginsels en kriteria van relevante reëls tot die veld van medisyne bestuur;
- om op 'n professionele en etiese wyse die relevante inligting van pasiënte bymekaar te maak, data te analiseer, pasiënte te evalueer volgens standaarde van farmaseutiese sorg en om die bevindinge te kommunikeer met behulp van die gepaste media;
- die vermoë om medikasie soos aangedui in die medisynebestuursiklus te selekteer, te bestel, te verkry, te stoor, te versprei , te herverpak en te vernietig;

- die begrip en toepassing van die Nasionale Medisyne Beleid sowel as Goeie Apteek Praktyk volgens aanvaarbare professionele gedrag van 'n Apteker; en
- die vermoë om as deel van 'n groep te funksioneer en om toepaslike insette tot observasie verslaggewing te lewer wat gefundeer is op bewese medisynegebruik.

Assesseringsmetodes – Formeel formatief:

'n Mengsel van die volgende tipe assesseringsmetodes word in die module gebruik: Individuele geskrewe assesserings; klasbywoning en -deelname; praktiese opdragte (groepwerk); assesserings/beoordeling van werkverwante videos (groepswerk)

Assesseringsmetodes – Summatief:

1x2 uur geskrewe assesserings (75-80 punte) gedurende formele eksamentydsperk

Assesseringsplan:

2x Formatiwe geskrewe assesserings: 50%, 3x klasteenwoordigheidskontrole: 10%, 2x Praktiese opdragte: 20%, 2x groepsopdragte (Assesserings van videos): 10%, 1x Individuele praktiese assesserings: 10%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiwe assesserings tydens die semester eksamen geleentheid (minimum DNP van 35% / 40% vir eksamentoeelating).

Die deelnamepunt en eksamenpunt (summatiwe assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiwe assesserings (eksamen geleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: FPKG113	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Pharmacy Practice /B / Titel: Farmasiepraktik /B

Module outcomes:

After completion of this module the student should be able to:

- demonstrate knowledge and an informed understanding of the underlying social and behavioral principles and theories relevant to the patient's illness perspective and experience and pharmaceutical care;
- integrate and apply foundational social and behavioral principles and knowledge regarding the patient's illness perspective to be able to provide pharmaceutical care;
- distinguish, evaluate and solve routine or new problems relevant to the patient's illness perspective and pharmaceutical care in familiar contexts, and to apply the necessary solutions; and
- operate as part of a group or team to make appropriate contributions in order to successfully complete a task or project, taking co-responsibility for learning progress and the outcome achievement of the group.

Module-uitkomst:

Na voltooiing van hierdie module moet die student in staat wees om:

- kennis en ingeligte begrip te toon wat die onderliggende sosiale en gedragsbeginsels en -teorieë betref en wat tersaaklik is vir die pasiënt se siekteperspektief en ervaring van farmaseutiese sorg;
- grondliggende sosiale en gedragsbeginsels en kennis met betrekking tot die pasiënt se siekteperspektief te kan integreer en toepas ten einde farmaseutiese sorg te kan verskaf;
- roetine of nuwe probleme wat in bekende verband met die pasiënt se siekte-perspektief en farmaseutiese sorg verband hou, te kan onderskei, evalueer en te kan oplos en om die nodige oplossings toe te pas; en
- as deel van 'n groep of span toepaslike bydraes te lewer om 'n taak of projek suksesvol te voltooi en terselfdertyd medeverantwoordelikheid vir die leervordering en die bereiking van uitkomst van die groep te aanvaar.

Assessment methods - Formal formative:

Written assessments (individual), Class attendance (individual), PowerPoint presentation (group work) Patch-Adams group presentation (group work), Pharmaceutical Care project integrated with the Allegra program (individual)

Assessment methods – Summative:

1x2 hour written assessment (75-80 marks) during formal examination period

Assessment plan:

3x written assessments (to a total of): 70%, Class attendance (Roll-call): 5%, PowerPoint presentation: 5%, Patch-Adams presentation: 5%, Pharmaceutical Care project(integrated with the Allegra program): 15%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 35% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module

Assesseringsmetodes – Formeel formatief:

Geskrewe assesserings (individueel)

Klasbywoning (individueel), PowerPoint aanbieding (groepwerk), Patch-Adams groepvoordrag (groepwerk), Farmaseutiese Sorgprojek geïntegreerd met die Allegraprogram (individueel)

Assesseringsmetodes – Summatief:

1x2 uur geskrewe assessering (75-80 punte) gedurende formele eksamengeleentheid **Assesseringsplan:**

3x geskrewe assesserings (tot 'n totaal van): 70%, Klasbywoning ("Roll-call"): 5%, PowerPoint aanbieding: 5%, Patch-Adams: 5%, Farmaseutiese Sorgprojek (geïntegreer met die Allegraprogram): 15%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatielike assessering tydens die semestereksamengeleentheid (minimum DNP van 35% / 40% vir eksamentoelating).

Die deelnamepunt en eksamenpunt (summatielike assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatielike assessering (eksamengeleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel

Method of delivery: Full-time / Metode van aflerwing: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 6
FPKG211		Credits / Krediete: 16

Title: Pharmacy Practice I/A / Titel: Farmasiepraktyk I/A

Module outcomes:

After completion of this module the student should be able to:

- demonstrate detailed knowledge and understanding of key terms, concepts, facts, principles, rules, theories, etc. regarding interpersonal communication of a pharmacist in a health context and how this knowledge relates to applicable knowledge regarding behaviour change within the field of health and the provision of pharmaceutical care.
- demonstrate, select, evaluate and apply with discernment those applicable communication skills and strategies to solve fundamental problems in a defined environment in the field of interpersonal health communication.
- identify and solve interpersonal communication problems in unfamiliar health contexts and to apply the solutions in such a way that it supports pharmaceutical care.
- demonstrate an understanding of the ethical implications of decisions, actions and practices specifically relevant to the pharmacist-patient relationship.
- monitor your own learning progress regarding the acquisition of communication skills as well as apply relevant learning strategies, known and new resources to successfully realise all outcomes of this module.
- Although you will be expected to master the basic principles and the theory, one of the most important objectives is the continued improvement of your communication skills. If you experience problems with this, it is important that you bring it to the attention of the lecturer.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student:

- oor uitvoerige kennis en begrip van sleuteltermes, konsepte, feite, beginsels, reëls, teorieë, ens. oor die interpersoonlike kommunikasie van 'n apteker in 'n gesondheidskonteks te beskik en te verstaan hoe hierdie kennis verband hou met toepaslike kennis oor gedragsverandering binne die gesondheidsveld en die voorsiening van farmaseutiese sorg.
- oor die vermoë beskik om die toepaslike kommunikasievaardighede en -strategieë te demonstreer, selekteer, evalueer en met goeie oordeel toe te pas om fundamentele probleme in 'n gedefinieerde omgewing op die gebied van interpersoonlike gesondheidskommunikasie op te los.
- oor die vermoë te beskik om interpersoonlike kommunikasieprobleme in onbekende gesondheidskonteste te identifiseer en op te los, en om die oplossings op so wyse toe te pas dat dit farmaseutiese sorg ondersteun.
- sy begrip van die etiese implikasies van besluite, aksies en praktyke spesifiek van toepassing op die apteker-pasiëntverhouding te demonstreer.
- in staat te wees om sy eie leervordering aangaande die verwerwing van kommunikasievaardighede te monitor, en tersaaklike leerstrategieë asook bekende en nuwe hulpbronne toe te pas om alle uitkomstes van hierdie module suksesvol te bereik.
- Hoewel daar van jou verwag word om die basiese beginsels en die teorie te bemeester, is een van die belangrikste doelwitte die volgehoue verbetering van jou kommunikasievaardighede. Indien jy probleme hiermee ondervind, is dit belangrik dat jy dit onder die aandag van die dosent bring.

Assessment methods - Formal formative:

The following types of assessments are employed in this module: Videos of individuals and groups assessing competencies, analysis of own videos and transcriptions, narrative, portfolio of group (including class work), peer evaluation of group videos, formative assessments (written tests), and attendance and participation in class and practical activities.

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

2x formal written assessments (to a max of): 60%, Individual assignments: 20%, Group assignments: 20%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende tipes assesserings word in hierdie module gebruik: Video van individue en groepe wat vaardighede demonstreer, analise van eie videos en transkripsies, narratief, portfolio van groep (wat klaswerk insluit), eweknie-evaluering van groepprojekts, formatiewe assesserings (geskrewe klastoetse) en presensie en deelname in klas- en praktiese aktiwiteite.

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatiewe assesserings (100 punte).

Assesseringsplan:

2x formele geskrewe assesserings (tot 'n maks. van): 60%, Individuele opdragte: 20%, Groep opdragte: 20%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semestereksamenleentheid (minimum DNP van 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summatiewe assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamenleentheid) word 'n raaisel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
FPKG221		Credits / Krediete: 8

Title: Pharmacy Practice //B / **Titel:** Farnasiepraktyk //B

Module outcomes:

After completion of this module the student should be able to demonstrate:

- a detailed knowledge and understanding of a) the laws affecting applicable to the practice of Pharmacy in South Africa, with special reference to the Pharmacy Act, 1974 (Act 53 of 1974), as amended, and the Medicines and Related Substances Control Act, 1965 (Act 101 of 1965), as amended, and b) the origin and development of, and critical understanding of the necessity of and motivation behind, the passing of such laws and regulations;
- the ability to select, interpret, motivate and apply with discernment those laws and regulations applicable to the solving of familiar and unfamiliar contextual and fundamental problems in the field of Pharmacy Practice, offering appropriate solutions from a sound judicial perspective;
- an understanding of the ethical implications of decisions, actions and practices specifically relevant to legalities associated with Pharmacy as occupation, and the skill to implement the legal requirements applicable to the Pharmacist in practice.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde kennis van, en insig in, a) die wette wat 'n invloed het op/van toepassing is op die praktykvoering van aptekers in Suid-Afrika, met spesifieke verwysing na die Wet op Apteke, 1974 (Wet 53 van 1974), soos gewysig en die Wet op Beheer van Medisyne en Verwante Stowwe, 1965 (Wet 101 van 1965), soos gewysig, b) die ontstaan en ontwikkeling van, en kritiese denke van die noodsaaklikheid van en motivering agter die toepassing van sodanige wetgewing en regulasies;
- die vermoë om hierdie wette en regulasies van toepassing op die oplossing van bekende en onbekende kontekstuele en fundamentele probleme in die aptekers praktyk te identifiseer, interpreteer, motiveer en toe te pas met die nodige oordeelsvermoë deur toepaslike, deurdragte, oplossings gebaseer op juridiese perspektiewe te bied;

- begrip van, en insig in, die etiese implikasies van besluite, aksies en praktyke spesifiek relevant tot die regsaspekte geassosieer met Aptekerswese as beroep te verstaan, die nodige vaardighede om regsvereistes te implementeer/toe te pas op die Apteker in praktyk.

Assessment methods - Formal formative:

The following methods of assessments are used in this modules: standard written assessments (class tests); assessment of class preparation; assignments; simulation practicals & group work.

Assessment methods – Summative:

1x2 hour written summative assessment (70-75 marks).

Assessment plan:

2x formal written assessments (225% each): 50%, 1x Assignment + preparation for classes: 25%, Practical examination: 25%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende tipes assesserings word in hierdie module gebruik: standaard geskrewe assesserings (klastoetse); assesserings van klasvoorbereiding; opdragte; simulasiëpraktika & groepwerk.

Assesseringsmetodes – Summatief:

1x2 uur geskrewe summatiewe assesserings (70-75 punte).

Assesseringsplan:

2x formele geskrewe assesserings (@25% elk): 50%, 1x Opdrag en klasvoorbereidingsassesserings: 25%, Praktiese eksamen: 25%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semestereksamenleentheid (minimum DNP van 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summative assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamenleentheid) word 'n vraestel subminimum van 40% vereis. 'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:
FPKG313

Semester 1

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Pharmacy Practice IIIA / Titel: Farmasiepraktyk IIIA

Module outcomes:

After completion of this module the student should be able to:

- provide advice in health promotion, disease prevention and disease management in terms of the use of medicinal and non-medicinal options.
- design tools to inform the public on health care and life style, in health promotion, disease prevention, disease management and medicine usage, in addition to enabling the recognition and management of risk factors.
- offer promotive health services in terms of current health policy, epidemiological information and current legislative requirements.
- assist the public to recognise and manage health risk factors in terms of medication and disease states.
- use screening tests to assist in counseling, therapeutic intervention, referral and early detection of disease.
- keep appropriate records and monitor therapeutic outcomes.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student:

- advies in gesondheidsbevordering, siektevoorkoming en siektebestuur ingevolge die gebruik van medisinale en nie-medisinale opsies te kan verskaf.
- hulpmiddels te kan ontwerp om die publiek in te lig oor gesondheidsorg en lewenstyl in gesondheidsbevordering, siektevoorkoming, siektebestuur en die gebruik van medisyne, bykomend daartoe om die herkenning en bestuur van risikofaktore moontlik te maak.
- bevorderende gesondheidsdienste ingevolge huidige gesondheidsbeleid, epidemiologiese inligting en huidige regsvereistes te kan bied.
- die publiek te kan help om gesondheidsrisikofaktore te herken en te bestuur ten opsigte van medikasie en sieketoestande.

- siftingstoetse te kan gebruik om met berading, terapeutiese ingrepe, verwysings en vroeë opsporing van siekte te help.
- toepaslike rekords te kan hou en terapeutiese uitkomst te kan monitor.

Assessment methods - Formal formative:

The following types of assessment are used in this module: formal written assessments; assessments based on class attendance and participation, unscheduled class tests, assignments and practical/laboratory work (attendance/reflection/presentation & Pharmaceutical Care Plan).

Assessment methods – Summative:

1x3 hour written summative assessment (100 marks).

Assessment plan:

3x formal written assessments (to a max. of): 50%, Class participation: 10%, Practical/Laboratory work: 40%
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende assesseringsmetodes word in die module gebruik: formele geskrewe assesserings, en assesserings gebaseer op klasbywoning/deelname, ongeskeduleerde klastoetse; opdragte en praktiese/laboratoriumwerk (bywoning/refleksie/voordrag & Farmaseutiese Sorg plan)

Assesseringsmetodes – Summatief:

1x3 uur geskrewe summatiewe assessering (100 punte)

Assesseringsplan:

3x formele geskrewe assesserings (tot 'n maks. van): 50%, Klasdeelname: 10%. Praktiese/laboratoriumwerk: 40%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assessering tydens die semestereksamengeleentheid (minimum DNP van 35% / 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summatiewe assessering) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assessering (eksamengeleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

Semester 2

NQF level / NKR vlak: 7

FPKG324

Credits / Krediete: 8

Title: Pharmacy Practice IIIB / Titel: Farmasiepraktyk IIIB

Module outcomes:

After completion of this module, the student will demonstrate the following:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply principles and procedures of managed healthcare instruments and information systems to different areas of decision-making within the field of healthcare management;
- ability to select, evaluate and apply a range of different but appropriate procedures and principles and scientific methods of qualitative and quantitative enquiry to do focused research and resolve problems that will effect change within practice;
- ability to identify, analyse, critically reflect on and address complex health- and medicine-related problems in the field of managed healthcare, and apply evidence-based solutions with theory-driven arguments; and
- accurate and coherent written and verbal communication by means of appropriate technologies, of the results of a team project completed in managed healthcare practice keeping in mind rules on copyright and plagiarism.

Module-uitkomst:

Na voltooiing van hierdie module sal die student die volgende kan demonstreer:

- geïntegreerde kennis en begrip sowel as die vermoë te hê om beginsels en prosedures van bestuurde gesondheidsorginstrumente en inligtingstelsels op verskillende gebiede van besluitneming binne die veld van gesondheidsorgbestuur korrek te kan evalueer en te kan toepas;
- die vermoë te beskik om 'n reeks verskillende maar toepaslike prosedures en beginsels, en wetenskaplike metodes van kwalitatiewe en kwantitatiewe navrae te kies, te evalueer en toe te pas om gefokusde navorsing te doen en probleme op te los wat 'n verandering in praktyk te weeg sal bring;

- die vermoë te beskik om komplekse gesondheids- en medisyneverwante probleme op die gebied van bestuurse gesondheidsorg te identifiseer, te ontleed en krities daaroor te besin, en om bewysde oplossings binne teoriegedrewe argumente toe te pas; en
- akkurate, samehangende verbale en geskrewe terugvoer te kan gee van die resultate van 'n voltooide groep- / spanprojek in bestuurse gesondheidsorgpraktike deur van gepaste tegnologieë gebruik te maak met die inagneming van kopiereg en plagiaat.

Assessment methods – Formal formative:

The following assessment methods are used in this module: formal written assessments; assessments of assignments and class participation and preparation for contact sessions.

Assessment methods – Summative:

1x2 hour written summative assessment (70-75 marks).

Assessment plan:

3x written assessments (@25% each): 75%, Class assignments: 10%, Class participation: 5%, Preparation for contact sessions: 10%

The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment). The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

Die volgende assesseringsmetodes word in hierdie module gebruik: formele geskrewe assesserings; assesserings van opdragte, klasdeelname en voorbereiding vir kontakssessies.

Assesseringsmetodes – Summatief:

1x2 uur geskrewe summatiewe assesserings (70-75 punte).

Assesseringsplan:

3x geskrewe assesserings (@25% elk): 75%, Klasopdragte: 10%, Klasdeelname: 5%, Voorbereiding vir kontakssessies: 10%

Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semestereksamenleentheid (minimum DNP van 40% vir eksamentoeleing).

Die deelnamepunt en eksamenpunt (summatiewe assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamenleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 8
FPKG414		Credits / Krediete: 16

Title: Pharmacy Practice IVA / Titel: Farmasiepraktik IVA

Module outcomes:

On completion of this module students should possess:

- integrated knowledge of and engagement in basic financial- and human resource management principals and critical understanding and application of these principles relevant to the monitoring function of a manager of pharmacy practice;
- an ability to critically interrogate multiple sources on knowledge within the field of general pharmacy practice management, and critically analyse, evaluate and apply such knowledge;
- the ability to apply and critically judge the professional practice standards related to the general management of pharmacy practice and to effect change in conduct where necessary;
- understanding and transfer of the complex theoretical concepts related to general pharmacy management in the practice of a pharmaceutical environment via analysis and solving of complex and hypothetical case studies; and
- operate effectively within a system and manage a group/system in order to adhere to quality improvement strategies relevant to the field of management, monitoring the progress of the group and taking responsibility for related quality matters.

Module-uitkomst:

Na voltooiing van hierdie module behoort die student die volgende te kan demonstreer:

- geïntegreerde kennis van en betrokkenheid by basiese finansiële- en mensehulpbronsbestuursbeginsels asook die kritiese begrip en toepassing van hierdie beginsels relevant tot die kontrole funksie van 'n bestuurder binne farmasiepraktik;

- die vermoë om veeltallige bronne krities te ondersoek vir kennis binne die veld van algemene farmasiepraktykbestuur, en krities die kennis te analiseer, evalueer en toe te pas;
- die vermoë om professionele praktyk standaarde verwant aan algemene bestuur van farmasiepraktyk toe te pas en krities te oordeel, en verandering in handelinge te bewerkstellig waar nodig;
- verstaan en oordra van komplekse teoretiese beginsels relevant tot algemene farmasiepraktykbestuur in die praktyke van 'n farmaseutiese omgewing d.m.v. analisering en oplossing van kompleks en hipotetiese gevallestudies; en
- doeltreffend binne 'n sisteem te werk en die bestuur van 'n groep/sisteem ten einde te voldoen aan kwaliteitsverbeteringsstrategieë relevant tot die veld van bestuur, kontroleer die vordering van die groep en verantwoordelikheid te neem vir verwante kwaliteitsake.

Assessment methods - Formal formative:

The module employ individually written class tests; group assessment on class preparation and individual; attendance of contact sessions and practicals as formative assessment methods.

Assessment plan:

3x written assessments (between 10-20% each): 50%, 7-8x individual weekly preparation tests: 20%
7-8x group/team preparation: 20%, 10x Attendance and participation of contact sessions and practicals : 10%
The various formative assessment components are computed to provide a participation mark (PM) which, in conjunction with a "Proof of Participation", grant a student access to the summative assessment during the semester examination session (with a minimum PM of 40% required for access to the summative assessment).
The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsmetodes – Formeel formatief:

In die module word individuele geskrewe en groepsvoorbereidingstoetse; individuele klastoetse (geskrewe); bywoning van en deelname aan kontakssessies en praktika vir formatiewe assesserings gebruik.

Assesseringsplan:

3x geskrewe assesserings (tussen 10-20% elk): 50%, 7-8x individuele weeklikse voorbereidings toetse: 20%, 7-8x groep/span voorbereiding: 20%, 10x Bywoning en voorbereiding vir kontakssessies en praktika : 10%
Die verskillende assesseringskomponente word verwerk tot 'n deelnamepunt (DNP) wat saam 'n "Bewys van Deelname" aan die student toelating gee tot die finale summatiewe assesserings tydens die semestereksamenleentheid (minimum DNP van 35% / 40% vir eksamentoeelating).
Die deelnamepunt en eksamenpunt (summatiewe assesserings) word in 'n verhouding van 1:1 verwerk tot 'n modulepunt.

Gedurende die summatiewe assesserings (eksamenleentheid) word 'n vraestel subminimum van 40% vereis.

'n Modulepunt van minstens 50% word as slaagvereiste vir die module gestel.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:
FSKS113

Semester 1

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Physics for Biology I / Titel: Fisika vir Biologie I

Module outcomes:

After completion of the module FSKS113, the student should demonstrate:

- General knowledge and informed understanding of the concepts underpinning the subthemes of physics, i.e., kinematics, Newtonian laws of motion, torques, work and energy, power, fluid mechanics, theory of heat, and thermodynamics.
- An awareness of the development of physical measurements and theories that shaped the progress of physics;
- The ability to solve relevant problems (both previously seen and new ones, but within a familiar context) by selecting and manipulating the correct formulae, and substituting correct constants and numerical values; to evaluate the answers and apply them to phenomena within a well-defined and familiar environment.
- Effective utilisation of basic research skills, such as conducting experiments, measuring basic observable quantities related to special and controlled cases of natural processes, and processing these data. The ability to reliably communicate these discipline-specific ideas by writing a report in an accurate and coherent way while showing respect for conventions related to copyright and plagiarism.
- The ability to manage his or her learning and implement the discipline-specific learning strategies given in the FSKS113 study guide to address learning problems.
- The ability to work in a group and make appropriate contributions and sharing resources to successfully complete the practical sessions and thereby taking co-responsibility for the attainment of the outcomes by the group.

- Conduct in the academic environment that adheres to the rules as stipulated by the North-West University code of conduct.

Module-uitkomst:

Na voltooiing van die module FSXS113, behoort die student die volgende te demonstreer:

- Algemene kennis en ingeligte begrip van die konsepte van die volgende subtemas van fisika, nl. kinematika, Newton se bewegingswette, wringkragte, arbeid en energie, drywing, fluidemeganika, warmteleer en termodinamika;
- 'n Bewustheid van die ontwikkeling van fisiese waarnemings en teorieë wat die ontwikkeling van fisika gevorm het;
- Die vermoë om toepaslike probleme (beide bekende en onbekende probleme, maar binne 'n bekende konteks) op te los deur die korrekte formules te selekteer en te manipuleer, en die korrekte konstantes en numeriese waardes in te vervang; evaluering van die antwoorde en toepassing daarvan m.b.t. verskynsels binne 'n goed-gedefinieerde en bekende omgewing.
- Aanwending van basiese navorsingsvaardighede, soos uitvoering van eksperimente, meting van basiese waarneembare groothede, en dataverwerking. Die vermoë om vakspesifieke idees skriftelik in 'n verslag te kommunikeer op 'n koherente, akkurate en betroubare wyse met inagneming van die konvensies rakende kopiereg en plagiaat.
- Die vermoë om sy of haar leeraktiwiteite te bestuur en vakspesifieke leerstrategieë, soos aangetoon in die FSXS113 studiegids, te implementeer om leerprobleme aan te spreek.
- Die vermoë om in 'n groep te kan werk en gepaste bydraes te maak en hulpbronne te deel om die praktiese sessies suksesvol af te handel; om sodoende mede-verantwoordelikheid te neem vir die bereiking van die uitkoms deur die groep.
- Gedrag in die akademiese omgewing wat voldoen aan die gedragskode van die Noordwes-Universiteit.

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Describe (Bloom level 1 – knowledge) the core concepts underpinning the subthemes included in this module.
- Demonstrate (Bloom level 2 – understanding) how physics occurs in natural science phenomena introduced in this module.
- Complete (Bloom level 3 – applying) or derive the correct equations for solving the given problems.
- Select (Bloom level 4 – analysing) and apply the correct problem solving techniques.
- Relate and contrast (Bloom level 4 – analysing) the problems set in the context of relevant physics concepts, relations, and laws.
- Apply (Bloom level 3 – applying) the rules of the North-West University code of conduct when being assessed in this module.
- Execute and Complete (Bloom level 3 – applying) practical experiments in gathering information or to test a physical law.
- Report (Bloom level 2 – understanding) your results of the experiment in a complete written report.
- Apply (Bloom level 3 – applying) the knowledge and skills the student has mastered to successfully complete the FSXS113 module.
- Plan and Manage (Bloom level 4 – analyse) his or her time and conduct so as to complete the practical sessions successfully and timeously.

Assessment methods - Formal formative:

For the theoretical component the formative assessments include class assignments, class tests, tutorials and a semester test, while the experimental section will be assessed using practical reports and tests.

Assessment methods – Summative:

The summative assessment consists of an exam paper that will be written at an appointed time by every student. The duration is 3 hours, with a maximum of 140 marks.

Assessment plan:

Theory component (75 %)

The theory participation mark consists of class assignments, class tests, tutorials and a semester test.

Practical component (25 %)

The practical participation mark will be calculated using submitted practical reports and tests.

The participation mark and examination contribute equally to the final module mark.

The participation mark and examination mark (summative assessment mark) are used in a 1:1 ratio to compute the module mark.

During the summative assessment an examination sub minimum of 40% is required.

A module mark of at least 50% is required to pass the module.

Assesseringsplan:

Teorie-komponent (75 %)

Die teorie-deelnamepunt bestaan uit klasopdragte, klastoetse, tutoriale en 'n semestertoets.

Praktiese component (25 %) Die praktiese deelnamepunt sal bereken word deur te verwys na ingehandigde praktiese verslae en toetse. Die deelnamepunt en eksamen tel gelyke gewig t.o.v. die finale modulepunt		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: FSKS123	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Physics for Biology II / Titel: Fisika vir Biologie II		
Module outcomes: After completion of the module FSKS123, the student should demonstrate: • General knowledge and informed understanding of the concepts underpinning the subthemes of physics, i.e., electricity, magnetism, nuclear physics, vibrations and waves, sound, and optics; • An awareness of the development of physical measurements and theories that shaped the progress of physics; • The ability to solve relevant problems (both previously seen and new ones, but within a familiar context) by selecting and manipulating the correct formulae, and substituting correct constants and numerical values; to evaluate the answers and apply them to phenomena within a well-defined and familiar environment; • Effective utilisation of basic research skills, such as conducting experiments, measuring basic observable quantities related to special and controlled cases of natural processes, and processing these data. The ability to reliably communicate these discipline-specific ideas by writing a report in an accurate and coherent way while showing respect for conventions related to copyright and plagiarism; • The ability to manage his or her learning and implement the discipline-specific learning strategies given in the FSKS123 study guide to address learning problems; • The ability to work in a group and make appropriate contributions and sharing resources to successfully complete the practical sessions and thereby taking co-responsibility for the attainment of the outcomes by the group; • Conduct in the academic environment that adheres to the rules as stipulated by the North-West University code of conduct. Module-uitkomst: Na voltooiing van die module FSKS123, behoort die student die volgende te demonstreer: • Algemene kennis en ingeligte begrip van die konsepte van die volgende subtemas van fisika, nl. elektrisiteit, magnetisme, kernfisika, trillings en golwe, klank en optika; • 'n Bewustheid van die ontwikkeling van fisiese waarnemings en teorieë wat die ontwikkeling van fisika gevorm het; • Die vermoë om toepaslike probleme (beide bekende en onbekende probleme, maar binne 'n bekende konteks) op te los deur die korrekte formules te selekteer en te manipuleer, en die korrekte konstantes en numeriese waardes in te vervang; evaluering van die antwoorde en toepassing daarvan m.b.t. verskynsels binne 'n goed-gedefinieerde en bekende omgewing; • Aanwending van basiese navorsingsvaardighede, soos uitvoering van eksperimente, meting van basiese waarneembare groothede, en dataverwerking. Die vermoë om vakspesifieke idees skriftelik in 'n verslag te kommunikeer op 'n koherente, akkurate en betroubare wyse met inagneming van die konvensies rakende kopiereg en plagiaat; • Die vermoë om sy of haar leeraktiwiteite te bestuur en vakspesifieke leerstrategieë, soos aangetoon in die FSKS123 studiegids, te implementeer om leerprobleme aan te spreek; • Die vermoë om in 'n groep te kan werk en gepaste bydraes te maak en hulpbronne te deel om die praktiese sessies suksesvol af te handel; om sodoende mede-verantwoordelikheid te neem vir die bereiking van die uitkoms deur die groep; • Gedrag in die akademiese omgewing wat voldoen aan die gedragskode van die Noordwes-Universiteit. Assessment criteria: Candidates have mastered the outcomes if they are able to: • Describe (Bloom level 1 – knowledge) the core concepts underpinning the subthemes included in this module. • Demonstrate (Bloom level 2 – understanding) how physics occurs in natural science phenomena introduced in this module. • Complete (Bloom level 3 – applying) or derive the correct equations for solving the given problems. • Select (Bloom level 4 – analysing) and apply the correct problem solving techniques. • Relate and contrast (Bloom level 4 – analysing) the problems set in the context of relevant physics concepts, relations, and laws. • Apply (Bloom level 3 – applying) the rules of the North-West University code of conduct when being assessed in this module.		

- Execute and Complete (Bloom level 3 – applying) practical experiments in gathering information or to test a physical law.
- Report (Bloom level 2 – understanding) your results of the experiment in a complete written report.
- Apply (Bloom level 3 – applying) the knowledge and skills the student has mastered to successfully complete the FSKS123 module.
- Plan and Manage (Bloom level 4 – analyse) his or her time and conduct so as to complete the practical sessions successfully and timeously.

Assessment methods - Formal formative:

For the theoretical component the formative assessments include class assignments, class tests, tutorials and a semester test, while the experimental section will be assessed using practical reports and tests.

Assessment methods – Summative:

The summative assessment consists of an exam paper that will be written at an appointed time by every student. The duration is 3 hours, with a maximum of 140 marks.

Assessment plan:

Theory component (75 %)

The theory participation mark consists of class assignments, class tests, tutorials and a semester test.

Practical component (25 %)

The practical participation mark will be calculated using submitted practical reports and tests.

The participation mark and examination contribute equally to the final module mark.

Assesseringsplan:

Teorie-komponent (75 %)

Die teorie-deelnamepunt bestaan uit klasopdragte, klastoetse, tutoriale en 'n semestertoets.

Praktiese komponent (25 %)

Die praktiese deelnamepunt sal bereken word deur te verwys na ingehandigde praktiese verslae en toetse.

Die deelnamepunt en eksamen tel gelyke gewig t.o.v. die finale modulepunt.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code: GNSM111	Semester 1	NQF level: 5 Credits: 24

Title: General Nursing Science I and Practicals

Module outcomes:

- Learners should be able to assess, diagnose, plan, implement and evaluate the management of patients with respiratory conditions.
- Relate the clinical manifestations of the respiratory conditions to the patho-Physiology.
- Advise individuals, families and the communities regarding the promotive and preventive measures of the respiratory conditions.
- Demonstrate the knowledge of causes, contributory and potential problems of the respiratory conditions

Method of delivery: Full-time

Module code: GNSM122	Semester 2	NQF level: 5 Credits: 18

Title: General Nursing Science I and Practicals

Module outcomes:

- Learners should be able to assess, diagnose, plan, implement and evaluate the management of patients with skeleto-muscular and immunity conditions.
- Relate the clinical manifestations of the skeleto-muscular and immunity conditions to the patho physiology.
- Advise individuals, families and the communities regarding the promotive and preventive measures of the skeleto-muscular and immunity conditions.
- Demonstrate the knowledge of causes, contributory and potential problems of the skeleto-muscular and immunity conditions.
- Provide pre, intra and post operative nursing care and care for those under anesthesia.

Method of delivery: Full-time

Module code: GNSM222	Semester 2	NQF level: 7 Credits: 12

Title: General Nursing Science II and Practicals

Module outcomes:

- Learners should be able to assess, diagnose, plan, implement and evaluate the management of patients with skeleto-muscular and immunity conditions.
- Relate the clinical manifestations of the skeleto-muscular and immunity conditions to the patho physiology.
- Advise individuals, families and the communities regarding the promotive and preventive measures of the skeleto-muscular and immunity conditions.

• Demonstrate the knowledge of causes, contributory and potential problems of the skeleto-muscular and immunity conditions. • Provide pre, intra and post operative nursing care and care for those under anaesthesia.		
Method of delivery: Full-time		
Module code: GNSM311	Semester 1	NQF level: 7 Credits: 12
Title: General Nursing Science III		
Module outcomes: • Application of leadership theories and styles to manage health care units. • Demonstration of effective leadership skills in the management of health care units. • Application of the leadership process for effective management of health care services.		
Method of delivery: Full-time		
Module code: GNSM321	Semester 2	NQF level: 7 Credits: 18
Title: General Nursing Science III		
Module outcomes: • Application of organisational culture and climate to manage health care units. • Demonstration of effective management processes in the management of health care units. • Application of the decision-making processes and conflict resolution through effective utilization of human, material and financial resources. • Debate ethical issues in health care settings.		
Method of delivery: Full-time		
Module code / Modulekode: HMDC111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Supplementation and energy systems / Titel: Supplementasie en energiesisteme		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • basic knowledge to identify the different energy systems • an informed understanding on how different components affect the delivery of energy during various sporting codes; • the ability to differentiate between the different categories of supplements; • acquired knowledge to report and discuss the ethical implications found in sport Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • basiese kennis om die verskillende energie sisteme te identifiseer; • 'n goeie begrip van hoe verskillende komponente die lewering van energie beïnvloed binne verskillende sportkodes; • die vermoë om te kan onderskei tussen die verskillende kategorieë van supplemente; • verwerfde kennis om etiese implikasies binne sport te rapporteer en bespreek		
Assessment criteria: Students have mastered the outcomes if they are able to: • apply the basic knowledge to identify the different energy systems • identify the different components that affect the delivery of energy during various sporting codes; • differentiate between the different categories of supplements; • use the acquired knowledge to report and discuss the ethical implications found in sport. Assessment methods - Formal formative: Class tests, Assignments, Class debate Assessment methods – Summative: Theory exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • die basiese kennis toe te pas om die verskillende energie sisteme te identifiseer • die verskillende komponente wat die lewering van energie beïnvloed binne verskillende sportkodes te identifiseer; • te onderskei tussen die verskillende kategorieë van supplemente; • verwerfde kennis te gebruik om etiese implikasies binne sport te rapporteer en bespreek		

Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte, Klasdebat Assesseringsmetodes – Summatief: Teorie eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMDC112	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Long term athlete development / Titel: Langtermyn atleetontwikkeling		
Module outcomes: On completion of the module, the student should be able to demonstrate: • comprehensive understanding of the key factors in Long-term athlete development; • fundamental knowledge of the stages of Long-term athlete development; • the ability to apply the correct terminology with regards to long-term athlete development Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • omvattende begrip oor die sleutelfaktore in langtermyn atleetontwikkeling; • fundamentele kennis oor die fases van langtermyn atleetontwikkeling; • die vermoë om die korrekte terminologie rakende langtermyn atleetontwikkeling toe te pas		
Assessment criteria: Students have mastered the outcomes if they are able to: • evaluate the training phases in long-term athlete development; • apply the correct terminology regarding long-term athlete development; • compile a periodization plan Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • oefenfases van langtermyn atleetontwikkeling kan evalueer; • korrekte terminologie kan toepas rakende langtermyn atleetontwikkeling; • periodiseringsplan kan saamstel Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time/ Metode van aflewering: Voltyds		
Module code / Modulekode: HMDC121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Basic anatomy and sport physiology / Titel: Basiese anatomie en sportfisiologie		
Module outcomes: On completion of the module, the student should be able to demonstrate: • fundamental knowledge in defining and applying different anatomic principles; • informed understanding of the anatomic structures; • the ability to identify, analyse and evaluate sport physiological problems; • ethical and professional behaviour in proposing solutions in the conditioning program to improve performance. Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis in die definiëring en toepassing van verskillende anatomiese beginsels; • ingeligte begrip van die anatomiese strukture; • die vermoë om sportfisiologiese probleme te identifiseer, analiseer en evalueer;		

- etiese en professionele gedrag om oplossings binne die kondisioneringsprogram voor te stel om prestasie te verbeter

Assessment criteria:

Students have mastered the outcomes if they are able to:

- define and apply different principles in the identification and description of the various skeletal- and muscular structures;
- apply basic knowledge and understanding of facts, key terms, principles, rules and theories of obesity, resistance and interval training as well as exercise equipment and techniques
- identify and describe the anatomic structures of the different bones (skeletal system) and joints (articular system), as well as the primary muscles (muscular system);
- formulate physiological funded solutions to evaluate weight loss and conditioning programs to improve performance;
- act in an ethical and professional manner when conducting conditioning programs

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- verskillende beginsels in die identifisering en beskrywing van verskillende skeletale en muskulêre strukture kan definieer en toepas;
- anatomiese strukture van die verskillende bene (skeletale sisteem) en gewrigte (artikulêre sisteem) asook die primêre spiere (muskulêre sisteem) kan identifiseer en beskryf;
- basiese kennis en begrip aan te wend van feite, sleuteltermes, beginsels, reëls en teorieë oor obesiteit, weerstand en interval oefeninge asook oefeningsapparate en -tegnieke;
- fisiologiese gefundeerde oplossings te formuleer om gewigsverlies- en kondisioneringsprogramme te evalueer om prestasie te verbeter;
- eties en professioneel op te tree tydens die uitvoering van kondisioneringsprogramme.

Assesseringsmetodes – Formeel formatief:

Klastoets, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit:

Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time/ Metode van aflewering: Voltyds

Module code / Modulekode:

HMDC211

Semester 1

NQF level / NKR vlak: 6

Credits / Krediete: 8

Title: Introduction to sport injuries/ Titel: Inleiding tot sportbeserings

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- comprehensive understanding of a multi-disciplinary approach to acute sport injuries;
- profound knowledge and understanding of common musculo-skeletal injuries and conditions,
- fundamental knowledge of incidence, symptoms and possible causes of common musculo-skeletal injuries;
- the ability to recognise possible signs and symptoms indicating emergency medical attention, acute management and possible further investigation or referral of the injured patient

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- omvattende begrip van 'n multi-dissiplinêre benadering tot akute sportbeserings;
- diepgaande kennis en begrip van algemene muskuloskeletale beserings en toestande;
- fundamentele kennis van gebeure, simptome en moontlike oorsake van algemene muskuloskeletale beserings;
- die vermoë om moontlike tekens en simptome te erken wat dui op aandag vir mediese noodgeval, akute bestuur en moontlike verdere ondersoek of verwysing van beseerde pasiënt

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply a comprehensive understanding of a multi-disciplinary approach to acute sport injuries;
- demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions,

- identify incidence, symptoms and/or possible causes of common musculo-skeletal injuries;
- recognise possible signs and symptoms indicating emergency medical attention, acute management and further investigating or referral of the patient.

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- omvattende begrip van 'n multi-dissiplinêre benadering tot akute sportbeserings toe te pas;
- diepgaande kennis en begrip van algemene muskuloskeletale beserings en toestande te demonstreer;
- fundamentele kennis van gebeure, simptome en moontlike oorsake van algemene muskuloskeletale beserings te identifiseer;
- moontlike tekens en simptome te erken wat dui op aandag vir mediese noodgeval, akute bestuur en moontlike verdere ondersoek of verwysing van beseerde pasiënt te erken

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time/ Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 6
HMDC212		Credits / Krediete: 16

Title: Sport specific perceptual skills / Titel: Sportspesifieke perseptuele vaardighede

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- detailed knowledge on the various perceptual skills in sport;
- informed explanations of the visual system in conjunction with the path of visual information and gaze behaviours, as well as the effect thereof on performance
- fundamental knowledge in perceptual skill training;
- the ability to evaluate existing interventions, methods and equipment utilised in the perceptual expertise with regard to pattern recognition, attentional focus, and sport vision

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde kennis oor die verskeie perseptuele vaardighede in sport;
- ingeligte verduidelikings van die visuele sisteem in samewerking met die pad van visuele inligting en aanstaar gedrag, asook die effek daarvan op prestasie
- fundamentele kennis in perseptuele vaardigheidsopleiding;
- die vermoë om bestaande intervensies, metodes en toerusting wat aangewend word in perseptuele kundigheid te evalueer, met betrekking tot patroonherkenning, aandagfokus en sportvisie

Assessment criteria:

Students have mastered the outcomes if they are able to:

- demonstrate a thorough understanding of the different perceptual skills utilised in sport;
- explain the integration of various perceptual skills and the effect thereof on performance;
- apply fundamental knowledge to identify important perceptual skills;
- compile a perceptual training program based on scientific evidence

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of:

Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- deeglike begrip te demonstreer van die verskillende perseptuele vaardighede wat aangewend word in sport;

• die integrasie van die verskillende perseptuele vaardighede te verduidelik asook die effek daarvan op prestasie; • fundamentele kennis aan te wend om belangrike perseptuele vaardighede te identifiseer; • 'n perseptuele oefenprogram saam te stel wat gebaseer is op wetenskaplike bewyse Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMD221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Game analysis and preparation / Titel: Spelanalise en -voorbereiding		
Module outcomes: On completion of the module the student should be able to demonstrate: • basic skills to conduct game analyses; • fundamental knowledge interpret the results; • the ability to conduct performance indicator analysis as well as time motion analyses; • ethical and professional behaviour during the analysis process Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • basiese vaardighede om spelanalise uit te voer; • fundamentele kennis om resultate te interpreteer; • die vermoë om prestasie-indikator analise sowel as tyd-beweging analise uit te voer; • etiese en professionele gedrag tydens die analiseringsproses		
Assessment criteria: Students have mastered the outcomes if they are able to: • present proper, analysed video footage; • deliver a structured presentation to a schools' governing body on the need for sport analyses; • act ethical and professional while analysing video footage Assessment methods - Formal formative: Class tests, Assignments, Analyse video footage Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hul in staat is om: • gepaste geanaliseerde videomateriaal voor te dra; • 'n gestruktureerde aanbieding te lewer aan 'n skool se beheerraad oor die behoefte aan sportanaliseerders • eties en professioneel op te tree tydens die analisering van videomateriaal Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte, Analise video-opnames Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPA111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Games skills development in Athletics / Titel: Spelvaardigheidsontwikkeling in Atletiek		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • factual knowledge concerning the different aspects of successful athletic coaching, • fundamental knowledge to compile lesson plans and acquiring of skills and rules in athletics; • understanding of effective coaching to coach athletes in order to establish correct techniques in athletics; • ethical and professional behaviour in coaching athletics		

Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • feitelike kennis rakende die verskillende aspekte van suksesvolle afrigting in atletiek; • fundamentele kennis in die opstelling van lesbeplanning en aanleer van vaardighede en reëls in atletiek; • begrip van effektiewe afrigting tydens die afrigting van atlete om sodoende korrekte tegnieke te vestig in atletiek; • etiese en professionele gedrag in die afrigting van atletiek		
Assessment criteria: The outcomes have been mastered when the student can: • demonstrate how to coach a skill to an athlete by applying the scientific coaching methodology; • apply good communication skills; • identify the characteristics that may influence fault correction of techniques in athletics • act ethically and professional when coaching athletes Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • te demonstreer hoe om 'n vaardigheid vir 'n atleet aan te leer deur die wetenskaplike afrigtingsmetode toe te pas; • goeie kommunikasievaardighede toe te pas; • die karakteristieke te identifiseer wat foutkorrigerig van atletiekvaardighede kan beïnvloed; • eties en professioneel op te tree tydens die afrigting van atlete Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPA121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Game skills application in Athletics / Titel: Spelvaardigheidstoepassing in Atletiek		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • fundamental knowledge to coach athletes in the application of skills in competition preparation; • systematic knowledge to coach athletes by applying the scientific coaching methodology; • understanding of the basic terminology to coach athletics • the role of biomechanics in movements in athletic techniques; • ethical and professional behaviour in coaching athletes Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis om atlete af te rig deur die toepassing van vaardighede vir die voorbereiding van kompetisies; • sistematiese kennis om atlete af te rig deur die toepassing van die wetenskaplike afrigtingsmetode; • begrip van die basiese terminologie in die afrigting van atletiek; • die rol van biomeganika in die beweging van atletiektegniese; • etiese en professionele gedrag in die afrigting van atlete		
Assessment criteria: The outcomes have been mastered when the student can: • implement and coach different athletics methods and techniques; • analyse the different athletics events scientifically; • identify and remediate common errors occurring in athletics; • demonstrate an ethically and professional attitude in coaching athletes; Assessment methods - Formal formative: Class tests, Assignments		

Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • verskillende metodes en tegnieke van atletiek af te rig en te implementeer; • die verskillende atletiek items wetenskaplik te analiseer; • algemene foute in atletiek te identifiseer en remedeer; • etiese en professionele gedrag te demonstreer tydens die afrigting van atlete Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPA211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science practice in Athletics 1 / Titel: Afrigtingskundepraktik in Atletiek 1		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • fundamental knowledge of biomechanics in movements in athletics techniques; • comprehensive knowledge to implement and coach different athletic methods and techniques; • the ability to analyse and evaluate athletic skills • ethical and professional behaviour in coaching athletics Module-uitkomste: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis om die rol van biomeganika in bewegings by atletiektegnike te ken en toe te pas; • omvattende kennis om verskillende atletiekmetodes en tegnieke te ken, implementeer en af te rig; • vermoë om atletiekvaardighede te analiseer en evalueer; • etiese en professionele gedrag in die afrigting van atletiek		
Assessment criteria: The outcomes have been mastered when the student can: • demonstrate analytical and evaluative thinking in the analysis and remediation of athletic skills; • implement and coach different athletic methods and techniques; • collaborate in groups and teams • analyse the different athletics events scientifically and identify and remediate errors; • act ethically and professional when coaching athletes Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • analitiese en evaluerende denke by die ontleding en remediëring van atletiekvaardighede te demonstreer • verskillende atletiekmetodes en tegnieke te ken, implementeer en af te rig; • saam te werk in groepe en spanne; • verskillende atletiekitems wetenskaplik te ontleed en foute te identifiseer en te remedeer; • eties en professioneel op te tree wanneer atlete afgerig word Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: HMPA221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Coaching science practice in Athletics 2 / Titel: Afrigtingskundepraktik in Atletiek 2		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: - comprehensive understanding of the nature and essence of an athletics coach's function - fundamental knowledge of what the planning and duties of an athletics coach entails in the off-season and pre-season; - comprehensive knowledge to plan efficient and effective athletics training sessions; - the ability and skills to teach athletes the different techniques and skills in athletics by using appropriate training methods Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: - omvattende begrip oor die aard en wese van 'n atletiek-afrigter se werksaamhede; - fundamentele kennis oor wat behels die beplanning en pligte van 'n atletiek-afrigter in die af-en voorseisoen; - omvattende kennis om doelmatige en effektiewe atletiek-oefensessies te beplan; - vermoë en vaardighede om vir atlete met behulp van die gepaste oefenmetodes die verskillende tegnieke aan te leer		
Assessment criteria: The outcomes have been mastered when the student can: - communicate more effectively, credibly, positively and consistently with athletes; - perform the duties as a selector responsibly and competently; - identify four different systems to use to teach skills to athletes; - develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values Assessment methods - Formal formative: Assignments Assessment methods – Summative: Practical exam Assessment plan: Module mark consist of: Assignments 60%, Practical Exam 40% Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle in staat is om: - op 'n meer effektiewe, geloofwaardige, positiewe en konsekwente wyse met atlete te kommunikeer; - as keurder die pligte op 'n verantwoordelike en bekwame wyse uit te voer; - vier verskillende sisteme te identifiseer om te gebruik om vaardighede vir atlete aan te leer; - om 'n positiewe en sportiewe gesindheid te ontwikkel teenoor die sport en opponente deur die voorbeeld wat u stel en die waardes waarop u klem lê in afrigting Assesseringsmetodes – Formeel formatief: Opdragte Assesseringsmetodes – Summatief: Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Opdragte 60%, Praktiese eksamen 40%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPG211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science in Golf / Titel: Afrigtingskunde in Gholf		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: - fundamental knowledge to execute basic Golf skills; - basic knowledge to apply Golf rules; - systematic knowledge and skills to function successfully as a golf coach - ethical and professional behaviour towards players and other staff members. Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: - fundamentele kennis om basiese gholfvaardighede uit te voer; - basiese kennis om gholfreëls toe te pas; - sistematiese kennis en vaardighede om as 'n suksesvolle gholf-afrigter te funksioneer;		

- eties en professioneel op te tree teenoor spelers en ander personeellede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply the laws and regulations of Golf during a tournament;
- apply the basic golf rules;
- coach basic golf skills to kids;
- act ethical and professional towards players and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- wette en regulasies van gholff toe te pas tydens 'n toernooi;
- basiese golfreëls toe te pas;
- basiese gholffaardighede vir kinders aan te leer;
- eties en professioneel op te tree teenoor spelers en ander personeellede

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 5
HMPR111		Credits / Krediete: 12

Title: Games skills development in Rugby / **Titel:** Spelvaardigheidsontwikkeling in Rugby

Module outcomes:

After successful completion of this module, the student should be able to demonstrate:

- factual knowledge concerning the different aspects of successful rugby coaching,
- fundamental knowledge to compile lesson plans and acquiring of skills and rules in rugby;
- understanding of effective coaching to coach rugby players in order to establish correct rugby techniques

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- feitlike kennis rakende die verskillende aspekte van suksesvolle afrigting in rugby;
- fundamentele kennis in die opstelling van lesbeplanning en aanleer van rugbyvaardighede en -reëls;
- begrip van effektiewe afrigting tydens die afrigting van rugbyspelers om sodoende korrekte rugbytegnieke te vestig

Assessment criteria:

The outcomes have been mastered when the student can:

- demonstrate how to coach an individual skill to a rugby player by applying the scientific coaching methodology;
- apply good communication skills;
- identify the characteristics that may influence fault correction of individual skills in rugby

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle in staat is om:

- te demonstreer hoe om 'n individuele vaardigheid vir 'n rugbyspeler aan te leer deur die wetenskaplike afrigtingsmetode toe te pas;
- goeie kommunikasievaardighede toe te pas;
- die karakteristieke te identifiseer wat foutkorrigering van individuele vaardighede kan beïnvloed in rugby

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPR121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Game skills application in Rugby / Titel: Spelvaardigheistoepassing in Rugby		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • fundamental knowledge to coach rugby in the application of skills in competition preparation; • systematic knowledge to coach rugby by applying the scientific coaching methodology; • understanding of the basic terminology to coach rugby • the role of biomechanics in movements in rugby skills Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis om rugby af te rig deur die toepassing van vaardighede vir die voorbereiding van kompetisies; • sistematiese kennis om rugby af te rig deur die toepassing van die wetenskaplike afrigtingsmetode; • begrip van die basiese terminologie in die afrigting van rugby; • die rol van biomeganika in die beweging van rugbyvaardighede		
Assessment criteria: The outcomes have been mastered when the student can: • implement and coach different rugby methods and techniques; • analyse the different rugby skills scientifically; • identify and remediate common errors occurring in rugby; • demonstrate an ethically and professional attitude in coaching rugby players; Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle in staat is om: • verskillende metodes en tegnieke om rugby af te rig en te implementeer; • die verskillende rugbyvaardighede wetenskaplik te analiseer; • die verskillende rugbyvaardighede te identifiseer en remedieer; • etiese en professionele gedrag te demonstreer tydens die afrigting van rugbyspelers Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPR211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science practice in Rugby 1 / Titel: Afrigtingskundepraktik in Rugby 1		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • fundamental knowledge of biomechanics in movements in rugby skills; • comprehensive knowledge to implement and coach different rugby skills and techniques; • the ability to analyse and evaluate rugby skills • ethical and professional behaviour in coaching rugby Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis om die rol van biomeganika in bewegings by rugbyvaardighede te ken en toe te pas; • omvattende kennis om verskillende rugbyvaardighede en tegnieke te ken, implementeer en af te rig;		

- vermoë om rugbyvaardighede te analiseer en evalueer;
- etiese en professionele gedrag in die afrigting van rugby

Assessment criteria:

The outcomes have been mastered when the student can:

- demonstrate analytical and evaluative thinking in the analysis and remediation of rugby skills;
- implement and coach different rugby skills and techniques;
- collaborate in groups and teams
- analyse the different rugby skills scientifically and identify and remediate errors;
- act ethically and professional when coaching rugby players

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle in staat is om:

- analitiese en evalueerende denke by die ontleding en remediëring van rugbyvaardighede te demonstreer
- verskillende rugbyvaardighede en tegnieke te ken, implementeer en af te rig;
- saam te werk in groepe en spanne;
- verskillende rugbyvaardighede wetenskaplik te ontlee en foute te identifiseer en te remedeer;
- eties en professioneel op te tree wanneer rugbyspelers afgerig word

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen, Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:
HMPR221

Semester 2

NQF level / NKR vlak: 6
Credits / Krediete: 16

Title: Coaching science practice in Rugby 2 / Titel: Afrigtingskundepraktik in Rugby 2

Module outcomes:

After successful completion of this module, the student should be able to demonstrate:

- comprehensive understanding of the nature and essence of an rugby coach's function
- fundamental knowledge of what the planning and duties of a rugby coach entails in the off-season and pre-season;
- comprehensive knowledge to plan efficient and effective rugby training sessions;
- the ability and skills to teach rugby players the different techniques and skills by using appropriate training methods

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- omvattende begrip oor die aard en wese van 'n rugbyfrigter se werksaamhede;
- fundamentele kennis oor wat behels die beplanning en pligte van 'n rugbyfrigter in die af-en voorseisoen;
- omvattende kennis om doelmatige en effektiewe rugby oefensessies te beplan;
- vermoë en vaardigheid om vir rugbyspelers met behulp van die gepaste oefenmetodes die verskillende tegnieke aan te leer

Assessment criteria:

The outcomes have been mastered when the student can:

- communicate more effectively, credibly, positively and consistently with rugby players;
- perform the duties as a rugby selector responsibly and competently;
- identify four different systems to use to teach skills to rugby players;
- develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values

Assessment methods - Formal formative:

Assignments

Assessment methods – Summative:

Practical exam

Assessment plan: Module mark consist of: Assignments 60%, Practical Exam 40% Assesseringskriteria: Studente het die uitkomst bemeester wanneer hulle in staat is om: • op 'n meer effektiewe, geloofwaardige, positiewe en konsekwente wyse met rugbyspelers te kommunikeer; • as rugbykeurder die pligte op 'n verantwoordelike en bekwame wyse uit te voer; • vier verskillende sisteme te identifiseer om te gebruik om vaardighede vir rugbyspelers aan te leer; • om 'n positiewe en sportiewe gesindheid te ontwikkel teenoor die sport en opponente deur die voorbeeld wat u stel en die waardes waarop u klem lê in afrigting Assesseringsmetodes – Formeel formatief: Opdragte Assesseringsmetodes – Summatief: Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Opdragte 60%, Praktiese eksamen 40%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPS111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Games skills development in Soccer / Titel: Spelvaardigheidsontwikkeling in Sokker		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • factual knowledge concerning the different aspects of successful soccer coaching, • fundamental knowledge to compile lesson plans and acquiring of skills and rules in soccer; • understanding of effective coaching to coach soccer players in order to establish correct techniques; • ethical and professional behaviour in coaching soccer Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • feitlike kennis rakende die verskillende aspekte van suksesvolle afrigting in sokker; • fundamentele kennis in die opstelling van lesbeplanning en aanleer van vaardighede en reëls in sokker; • begrip van effektiewe afrigting tydens die afrigting van sokkerspelers om sodoende korrekte tegnieke te vestig; • etiese en professionele gedrag in die afrigting van sokker		
Assessment criteria: The outcomes have been mastered when the student can: • demonstrate how to coach a skill to a soccer player by applying the scientific coaching methodology; • apply good communication skills; • identify the characteristics that may influence fault correction of techniques in soccer • act ethically and professional when coaching soccer players Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50% Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester wanneer hul in staat is om: • te demonstreer hoe om 'n vaardigheid vir 'n sokkerspeler aan te leer deur die wetenskaplike afrigtingsmetode toe te pas; • goeie kommunikasievaardighede toe te pas; • die karakteristieke te identifiseer wat foutkorrigering van sokkervaardighede kan beïnvloed; • eties en professioneel op te tree tydens die afrigting van sokkerspelers Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: HMPS121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Game skills application in Soccer / Titel: Spelvaardigheidstoepassing in Sokker		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • fundamental knowledge to coach soccer players in the application of skills in competition preparation; • systematic knowledge to coach soccer players by applying the scientific coaching methodology; • understanding of the basic terminology to coach soccer; • the role of biomechanics in movements in soccer techniques; • ethical and professional behaviour in coaching soccer players Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis om sokkerspelers af te rig deur die toepassing van vaardighede vir die voorbereiding van kompetisies; • sistematiese kennis om sokkerspelers af te rig deur die toepassing van die wetenskaplike afrigtingsmetode; • begrip van die basiese terminologie in die afrigting van sokker; • die rol van biomeganika in die beweging van sokkertegnieke; • etiese en professionele gedrag in die afrigting van sokkerspelers		
Assessment criteria: The outcomes have been mastered when the student can: • implement and coach different soccer methods and techniques; • analyse the different soccer tactics scientifically; • identify and remediate common errors occurring in soccer; • demonstrate an ethically and professional attitude in coaching soccer players; Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam, Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • verskillende metodes en tegnieke van sokker af te rig en te implementeer; • die verskillende sokkertaktiek wetenskaplik te analiseer; • algemene foute in sokker te identifiseer en remedieer; • etiese en professionele gedrag te demonstreer tydens die afrigting van sokkerspelers Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMPS211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science practice in Soccer 1 / Titel: Afrigtingskundepraktik in Sokker 1		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • fundamental knowledge of biomechanics in movements in soccer skills; • comprehensive knowledge to implement and coach different soccer skills and techniques; • the ability to analyse and evaluate soccer skills • ethical and professional behaviour in coaching soccer Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis om die rol van biomeganika in bewegings by sokkervaaridghede te ken en toe te pas; • omvattende kennis om verskillende sokkervaaridghede en tegnieke te ken, implementeer en af te rig; • vermoë om sokkervaaridghede te analiseer en evalueer; • etiese en professionele gedrag in die afrigting van sokker		

Assessment criteria:

The outcomes have been mastered when the student can:

- demonstrate analytical and evaluative thinking in the analysis and remediation of soccer skills;
- implement and coach different soccer skills and techniques;
- collaborate in groups and teams
- analyse the different soccer skills scientifically and identify and remediate errors;
- act ethically and professional when coaching soccer players

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam, Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- analitiese en evaluerende denke by die ontleding en remediëring van sokkervaardighede te demonstreer
- verskillende sokkervaardighede en tegnieke te ken, implementeer en af te rig;
- saam te werk in groepe en spanne;
- verskillende sokkervaardighede wetenskaplik te ontleed en foute te identifiseer en te remedeer;
- eties en professioneel op te tree wanneer sokkerspelers afgerig word

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen, Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
HMPS221		

Title: Coaching science practice in Soccer 2 / **Titel:** Afrigtingskundepraktik in Soccer 2

Module outcomes:

After successful completion of this module, the student should be able to demonstrate:

- comprehensive understanding of the nature and essence of a soccer coach's function
- fundamental knowledge of what the planning and duties of a soccer coach entails in the off-season and pre-season;
- comprehensive knowledge to plan efficient and effective soccer training sessions;
- the ability and skills to teach soccer players the different techniques and skills by using appropriate training methods

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- omvattende begrip oor die aard en wese van 'n sokkerafrigter se werksaamhede;
- fundamentele kennis oor wat behels die beplanning en pligte van 'n sokkerafrigter in die af-en voorseisoen;
- omvattende kennis om doelmatige en effektiewe sokker oefensessies te beplan;
- vermoë en vaardighede om vir sokkerspelers met behulp van die gepaste oefenmetodes die verskillende tegnieke aan te leer

Assessment criteria:

The outcomes have been mastered when the student can:

- communicate more effectively, credibly, positively and consistently with soccer players;
- perform the duties as a soccer selector responsibly and competently;
- identify four different systems to use to teach skills to soccer players;
- develop a positive and sporting attitude to the sport and opponents by setting an example and emphasising values

Assessment methods - Formal formative:

Assignments

Assessment methods – Summative:

Practical exam

Assessment plan:

Module mark consist of: Assignments 60%, Practical Exam 40%

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hulle in staat is om:

- op 'n meer effektiewe, geloofwaardige, positiewe en konsekwente wyse met sokkerspelers te kommunikeer;
- as sokkerkeurder die pligte op 'n verantwoordelike en bekwame wyse uit te voer;
- vier verskillende sisteme te identifiseer om te gebruik om vaardighede vir sokkerspelers aan te leer;
- om 'n positiewe en sportiewe gesindheid te ontwikkel teenoor die sport en opponente deur die voorbeeld wat u stel en die waardes waarop u klem lê in afrigting

Assesseringsmetodes – Formeel formatief:

Opdragte

Assesseringsmetodes – Summatief:

Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit:

Opdragte 60%, Praktiese eksamen 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: HMSA111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Functional Anatomy / Titel: Funksionele Anatomie

Module outcomes:

After successful completion of this module, the student should demonstrate fundamental knowledge of:

- the different concepts used in anatomy in the identification and description of the different skeletal, articular and muscular structures;
- the anatomical structures of the different bones (skeletal system) and joints (articular system), as well as primary muscles (muscular system) and differentiate which structures (skeletal-, articular and muscular systems) can be identified in a superficial examination of the body;
- the functions of each of the structures (bones, bursae, muscles and ligaments) which constitute the articular system;
- the origins(s), implant(s) and action(s) that are found in the primary muscles of the neck, pectoral girdle, humerus, radius, ulna, hand, spine, abdomen, femur, tibia, fibula and foot.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the fundamental knowledge of anatomical concepts to describe position, structures and movement in the skeletal, articular and muscular systems.
- identify the different structures in the skeletal-, articular- and muscular systems both orally from models and real human samples and in writing.
- describe functions of bony and soft tissue structures in the articular systems both orally and in writing.
- describe in writing and practically indicate the origin(s) and insertion(s) of primary muscles, and practically demonstrate primary muscle functions in the human body.

Assessment methods - Formal formative:

Practical group assignments after each practical sessions, Written class test on each study unit

Assessment methods – Summative:

1 individual practical examination, 1 theoretical examination

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: HMSA121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Applied Anatomy / Titel: Toegepaste Anatomie

Module outcomes:

After successful completion of this module, the student should:

- convey fundamental knowledge of the primary nerves and blood supply (vessels) that are important in the human body and apply this knowledge to determine the functions of each of these structures on the muscular system. Also differentiate which of these structures can be identified in a superficial examination of the human body;
- be able to implement knowledge of muscular functions in order to perform handdrolic tests for primary muscle movement in the human body;
- demonstrate the ability to analyse primary multi-joint movements (such as crawling and walking) by applying the basic knowledge of musculoskeletal anatomy, as well as indicating the different muscular systems working as units in the kinetic chain during the execution of the mentioned multi-joint movements;
- indicate in your engagement with anatomy, anatomical samples and clients that there is an underlying, established value system and that conduct takes place ethically correct and within desired parameters.

Assessment criteria:

The outcomes have been mastered when the student can:

- identify the primary nerves and blood vessels in writing and on models or actual human samples;
- demonstrate an informed understanding of muscular anatomy by using handdrolic tests to practically evaluate different muscle functions;
- use knowledge regarding muscular function to analyse and describe muscle function during different stages of primary multiple-joint movements;
- engage in practical sessions in a respectful manner and act in a professional manner while performing muscle testing and analysing movement patterns.

Assessment methods - Formal formative:

Written class test on nerve and blood supply. Practical group assessments on superficial structures, handdrolic testing and movement analysis. Assignment on describing different muscle functions during the stages of multi-joint movements.

Assessment methods – Summative:

Practical examination demonstrating handdrolic muscle tests. Theoretical examination on nerve and blood supply, as well as multiple-joint movements

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSB321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 24

Title: Applied Biokinetics / **Titel:** Toegepaste Biokinetika

Module outcomes:

After successful completion of this module, the student should:

- have an understanding and detailed knowledge about imaging and surgical procedures of orthopaedic conditions and understand the ethical implications of decisions, actions and practices in accordance with the code of conduct/rules of practice
- select, apply and interpret functional and/or objective assessment measurements for the return to play (sport) after an injury/surgical procedure or return to physical all day activities
- be able to write an applicable exercise programme based on assessment results.
- have a detailed knowledge and understanding of clinical exercise testing, interpretation and exercise prescription.
- be able to perform clinical exercise testing, interpret the outcome/s and write an applicable exercise prescription.indicate in your engagement with anatomy, anatomical samples and clients that there is an underlying, established value system and that conduct takes place ethically correct and within desired parameters.

Assessment criteria:

The outcomes have been mastered when the student can:

- give an thorough explanation on surgical procedures of orthopaedic conditions and imaging and are able to distinguish between certain procedures and imaging and explain the ethical implications of decisions, actions and practices in accordance with the code of conduct/rules of practice
- can select the appropriate functional and/or objective assessment for return to play or return to physical all day activities and is able to perform the test correctly and give clear instructions to the patient.
- interpret the testing findings and write an appropriate exercise prescription for the person.
- can perform clinical exercise testing, interpret the findings and compile an appropriate exercise prescription for the person.

Assessment methods - Formal formative:

Written class tests on clinical exercise testing and program prescription. Written class tests on functional and objective assessment theories. Group work demonstrating knowledge of various exercise techniques.

Group work demonstrating knowledge of application of functional and objective assessments and clinical testing.

Assessment methods – Summative:

Practical evaluation of clinical exercise testing. Practical evaluation on functional and objective assessment measurements. Practical testing of clinical programme prescription and demonstration of exercises. Practical evaluation in form of an osci regarding reports, imaging and surgical procedures.

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSB471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 32

Title: Applied Biokinetic Practice / **Titel:** Toegepaste Biokinetikapraktik

Module outcomes:

After successful completion of this module, the student should:

- demonstrate specialised theoretical and practical knowledge, critical understanding and techniques for the implementation of Biokinetics relevant to practice and management;
- proof an ability to critically interrogate multiple sources of applied knowledge within the field of Biokinetics, and clinically evaluate and review assessments, professional applications, clinical solutions and the manner in which the applied knowledge was produced and interpreted;
- demonstrate an understanding of the complex nature of knowledge transfer from clinical evaluation, diagnosing and application procedures and techniques in Biokinetics to address applicable intervention modalities and scientific methods of enquiry in different populations within Biokinetics scope of practice that contribute to positive change within the outcome;
- operate effectively within a multi-disciplinary context and demonstrate logical and critical understanding of the roles of all components of this system in order to solve Biokinetics-related problems, monitoring the progress of the team/group/process and taking responsibility for task outcomes and application of appropriate resources.

Assessment criteria:

The outcomes have been mastered when the student can:

- constitute and justify a business plan for a Biokinetics practice;
- provide a written proof of patient reports form the basis of clinical applications within the context of applications;
- use acquired knowledge and understanding obtained from clinical evaluations, diagnoses and application procedures and techniques to reach positive outcomes; and
- identify the scope of practice, professional relationship and approach within the multi-disciplinary team.

Assessment methods - Formal formative:

Present a business plan for a Biokinetics practice, Patient reports, Supervisor reports, Clinical record keeping, Patient reports

Assessment methods – Summative:

Present a business plan for a Biokinetics practice, Present a portfolio on the assessment criteria, Practical examination

Method of delivery: Full-time / **Metode van aflerwing:** Voltyds

Module code / Modulekode:

HMSB472

Semester 1 & 2

NQF level / NKR vlak: 8

Credits / Krediete: 32

Title: Biokinetic Practice and Community Service / **Titel:** Biokinetikapraktiek en Gemeenskapsdiens

Module outcomes:

After successful completion of this module, the student should:

- demonstrate specialised theoretical and practical knowledge, understanding and values of applied Biokinetics acts within health, wellness, sport and optimal performance in the public and community;
- be able to implement and manage health policy, health systems and structures, capacity building and interdisciplinary healthcare as required in South African legislation.
- have proper insight into related public health policies, relevant legislative obligations, general practices according to human rights principles and the constitution.
- apply specialised knowledge, understanding, skills and attitudes related to health promotion, health education and health related aspects of exercise and physical activity in individual, community and work context.
- plan, implement and interpret a variety of different evaluation protocols for different individuals and groups in therapeutic and recreational contexts.
- implement appropriate and scientifically based therapeutic recreation programmes for different groups/populations.

Assessment criteria:

The outcomes have been mastered when the student can:

- provide written proof on the application of Biokinetics acts within health, wellness, sport and optimal performance in the public and community ;
- identify certain shortcomings and problems with regards to health management and policies, health systems and structures, capacity building and interdisciplinary healthcare within public sector and recommend the solutions or methods that can be implemented to address and help alleviate these problems
- use acquired knowledge and understanding on public health policies, relevant legislative obligations, general practices according to human rights principles and the constitution to evaluate existing systems and recommend solutions to problems.

Assessment methods - Formal formative:

Reports, Supervisor reports, Patient education sessions, Group activities within public sector

Assessment methods – Summative:

Present a portfolio for community Biokinetics, Practical examination

Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSB473	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Applied Laboratory Practice and Professional Development Titel: Toegepaste Laboratorium en Professionele Ontwikkeling		
Module outcomes: After successful completion of this module, the student should: - be able to demonstrate specialised theoretical and practical knowledge, critical understanding and techniques for sports and remedial massage therapy, sports taping and water rehabilitation relevant to the health, sport and exercise; - provide proof of an ability to clinically evaluate and review assessments, professional applications and solutions that contributes to a positive change within the outcome; - be able to operate effectively within a multi-disciplinary context and demonstrate logical and critical understanding of the roles of all components of this system in order to solve problems, applied related interventions, monitoring the progress of the team/group/process and taking responsibility for task outcomes and application of appropriate resources.		
Assessment criteria: The outcomes have been mastered when the student can: - provide a written proof of on remedial massage therapy, sports taping/strapping and water rehabilitation relevant to the health, sport and exercise environment; - provide written proof of patient reports on the basic assessments, professional applications and solutions that contributes to a positive change within the outcome - identify the scope of practice, professional relationship and approaches within the multi-disciplinary team involved in physical activity, health and wellness. Assessment methods - Formal formative: Patient reports, Clinical record keeping Assessment methods – Summative: Accredited certificate, Present a portfolio on the assessment criteria		
Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSC111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Health Promotion and Wellness / Titel: Gesondheidsbevordering en Welstand		
Module outcomes: After successful completion of this module, the student should: - demonstrate informed knowledge and understanding of: lifestyle diseases, special considerations in children, health promotion, physical inactivity, health benefits, health behavior as well as various wellness constructs across the lifespan; - be able to communicate verbally or in writing, in an accurate and coherent manner to enhance behavioral change, lifestyle modification and health education, as well as to display an increased awareness and sensitivity for effective communication in a multicultural context across the lifespan - be able to identify, evaluate and solve defined, routined and new problems within the field of health promotion, wellness and physical inactivity within a multicultural context across the lifespan - address the ethical responsibility of health, wellness and physical activity as part of a healthy lifestyle for all people in the country		
Assessment criteria: The outcomes have been mastered when the student can: - use and apply the basic knowledge and understanding he/she have mastered regarding the origin and development of lifestyle diseases, health promotion, and health benefits within a multicultural context across the lifespan - communicate or write an accurate and coherent report or propose ideas regarding lifestyle modification and health education; - Act in an ethical and professional manner while fulfilling his/her role as health scientist to improve health and wellness - hypothesize the outcome/dangers of new problems within the field of lifestyle diseases, wellness and physical inactivity Assessment methods - Formal formative: Individual assignments, Group assignments, Written class tests Assessment methods – Summative: Open conversation & debating in class, Multi-choice tests, Theoretical examination on HP & Wellness concepts		

Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC112	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Motor learning and control / Titel: Motoriese leer en -beheer		
Module outcomes: After completion of the module, the student should be able to demonstrate: • fundamental knowledge related to perceptual motor and fundamental abilities development, as well as the principles of motor learning and control; • acquired knowledge on a life perspective outlook related to human movement; • informed understanding about the growth and maturation of the human body; • the ability to identify the factors that could influence the motor learning and motor control processes as well as the facilitation of effective motor learning principles during the learning and practice of movement skills Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • fundamentele kennis wat verband hou met perseptuele motoriese en fundamentele vermoë ontwikkeling, sowel as die beginsels van motoriese leer en beheer; • verwerfde kennis op 'n lewensperspektiewe uitkyk wat verband hou met menslike beweging; • ingeligte begrip oor die groei en rypwording van die menslike liggaam; • die vermoë om die faktore te identifiseer wat die motoriese leer en motoriese beheer prosesse kan beïnvloed		
Assessment criteria: Students have mastered the outcomes if they are able to: • apply the fundamental knowledge about perceptual motor and fundamental abilities development, as well as the principles of motor learning and control, on a life perspective outlook; • identify certain elements on growth and maturation of the human body • explain how growth and maturation influence the motor learning process and movement scheme – especially in children; • use the fundamental knowledge to demonstrate the application to a specific movement skill; Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam Assessment plan: Module mark consist of: Participation mark 50%, Exam 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • die fundamentele kennis oor perseptuele motoriese en fundamentele vermoëns ontwikkeling kan toepas, sowel as die beginsels van motoriese leer en beheer op 'n lewensperspektiewe uitkyk; • sekere elemente van groei en rypwording van die menslike liggaam te identifiseer • te verduidelik hoe groei en rypwording die motoriese leerproses en bewegingskema - veral in kinders; • die fundamentele kennis te gebruik om die toepassing tot 'n spesifieke beweging te demonstreer Assesseringsmetodes – Formeel formatief: Klastoetse . Opdragte Assesseringsmetodes – Summatief: Teorie eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC113	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Physical Activity Epidemiology / Titel: Fisieke Aktiwiteit Epidemiologie		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: • knowledge and informed understanding of - (a) key terms, concepts, facts, principles, rules, such as exercise, fitness, principles of exercise training, general health, fitness and performance effects of physical activity and exercise, maximizing performance, adaptation, exercise conditioning and the shifting paradigm of the promotion of public health benefits through physical activity in the field of Human Movement Science and Sport and Exercise Science;		

(b) physical activity, exercise physiology, movement science, sport and exercise psychology, training theories and principles, regarding health and fitness benefits of physical activity and exercise theories, theorists, pioneers etc. of knowledge relevant to the field of Human Movement Science, and Sport and Exercise Science and/or; • ability to select, plan, implement and manage standard procedures/methods/ skills/formulas/skills etc. necessary for physical activity training program, exercise/fitness training program, physical activity or training pre-habitation program, rehabilitation program for injured/chronic disease of lifestyle people within the field of Human Movement Science and Sport and Exercise Science, in order to plan and manage an implementation process within a well-defined, and supported environment; • ability to distinguish, evaluate and solve routine or new chronic disease of lifestyle, sport injuries, sport performance, talent identification, deficiencies in motor development in familiar contexts and to apply the solutions to support progress in the practice of physical activity and epidemiology; • be able to demonstrate basic research skills such as gathering and verifying information from various sources such as textbook, published research articles, achieves, library sources, interviews and other related materials relevant, analysis and summary key aspects such as theories/principles of human movement and health; • the ability to communicate concepts of Physical Activity Epidemiology, verbally or in writing, via different technologies and media like e-fundi, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; • the ability to operate as part of a group/team/pair and make appropriate contributions to successfully complete a given task, project or profile etc related to Physical Activity Epidemiology, taking co-responsibility for learning progress and outcome realization of the group/team/pair; and • monitor own learning progress, implement relevant learning strategies in mastering program design in physical activity, exercise training, rehabilitation to improve learning, and manage resources such as available reading sources, physical activity/exercise training laboratories effectively to successfully realize task outcomes.

Assessment criteria: The outcomes have been mastered when the student can: • use the knowledge and understanding you have mastered regarding concepts of Physical Activity Epidemiology, as well as the underlying philosophy and key concepts origin and the development of knowledge within the field of Public Health and Sport and Exercise Science; • insight into the different perspectives on and world views of Physical Activity Epidemiology and Sport Exercise Science in the Public Health domain in order to develop a personal philosophical framework for functioning as an independent Biokineticists, Kinderkinticists and Sport Exercise Scientists in this domain; • ability to identify health-related and sport performance s needs of different communities/cultures in different urban and rural settings and to apply correct methods to manage and solve fundamental health problems and sport performance in a supported environment; • act in an ethical and professional manner during contact class sessions in the HMSC113 module as part of team; • write an integrated and coherent research report (±600 words; correct sources references at least 4) applicable to the School for Biokinetics, Recreation and Sport Science with consideration to the rules on plagiarism and copyright, of the state of a specific community and presentation with; • be able to use verbal/written communication to present the task/project in the HMSC113 module; • can use fundamental knowledge in HMSC113 as a foundation in other subdisciplines within Human Movement Science. Assessment methods - Formal formative: Able to identify and classify key concepts, theories, terms and principles relevant to HMSC113; Able to discuss task/project in a group discussion Able to demonstrate judgement in theories, concepts, terms and principles in HMSC113. Assessment methods – Summative: Able to describe, explain, criticise, analyse, justify concepts, terms, theories and principles in HMSC113 Semester test and examination, Individual or group written assignments. Project according to a certain framework. Able to analyse, paraphrase and synthesis sources relevant to HMSC113		
Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSC114	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Sports Vision, Development and TID / Titel: Sportvisie, ontwikkeling en talentidentifisering		
Module outcomes: After successful completion of this module, the student should:		

- have systematic knowledge about adapting fundamental movement skills to sport-specific skills in selected sports, as to present complete sport-specific development programmes for young children.
- be able to identify factors and apply basic principles that can improve sports vision needed for designing and presenting a basic and advanced sports vision development programme.
- be able to test and evaluate visual skills in different sport environments.
- apply knowledge about the principles on which talent identification and sport development are based, addressing the complexity of the process and applying talent development models based on development and ethical perspective within the South African context.

Assessment criteria:

The outcomes have been mastered when the student can:

- apply the systematic knowledge on fundamental movement and vision skills development to present a complete sport-specific development programmes for young children in the sport of your choice.
- use the systematic knowledge of factors and basic principles related to sports vision for presenting a basic development skills programme in a class situation.
- do a practical session demonstrating sport specific vision skills
- write a basic vision skills development programme.
- take account by addressing ethical implications when applying systematic knowledge about the principles on which talent identification and sport are based, the complexity of the process, and applying talent development models based on development and ethical perspective within the South African context.

Assessment methods - Formal formative:

Written class tests theoretical module units; Group work discussions demonstrating communication on theoretical content.

Assessment methods – Summative:

Practical evaluation of sport-specific and vision programmes, Formal theoretical examination

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

HMSC121

Semester 2

NQF level / NKR vlak: 5

Credits / Krediete: 12

Title: Generic Coaching Science / **Titel:** Generiese Afrigtingskunde

Module outcomes:

On completion of this module the student should be able to demonstrate:

- basic knowledge and informed understanding of sport coaching;
- the ability to teach technical sport skills by communicating effectively within a group;
- fundamental knowledge to identify basic shortcomings that may exist as important variables in a coaching setup;
- ethical and professional behaviour in the coaching setup.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te kan demonstree:

- basiese kennis en ingeligte begrip oor sportafrigting;
- die vermoë om tegniese sportvaardighede aan te leer deur effektief te kommunikeer met 'n groep;
- fundamentele kennis om tekortkominge te identifiseer wat kan voorkom as belangrike veranderlikes binne afrigting;
- etiese en professionele gedrag binne afrigting

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply basic knowledge in teaching technical skills to a group;
- identify basic shortcomings that may exist in a coaching set-up;
- distinguish between different leadership styles;
- act ethical and professional in the coaching setup

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- basiese kennis kan toepas met die aanleer van 'n tegniese vaardighede aan 'n groep;
- identifiseer basiese tekortkominge wat mag voorkom in afrigting;
- onderskeid kan tref tussen verskillende leierskapstyle;

eties en professioneel optree binne afrigting Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen Assesseringsplan: Module punt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC122	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Sport Psychology / Titel: Sportpsigologie		
Module outcomes: After successful completion of this module, the student should be able to demonstrate: - basic knowledge creating a solid foundation for conducting mental training; - acquired knowledge to develop and implement sport participants' mental training tools; - the ability to enhance, implement and integrate sport participants' mental training tools and skills; - acceptable ethical behavior and integrity when applying Sport Psychology Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: - basiese kennis om 'n soliede fondasie te skep waarop verstandelike inoefening uitgevoer kan word; - verwerfde kennis om verstandelike inoefeningsgereedskap vir sportlui te ontwikkel en implementeer; - die vermoë om verstandelike inoefeningsgereedskap en vaardighede van sportlui te verbeter, implementeer en te integreer; - aanvaarbare etiese gedrag en integriteit wanneer Sportpsigologie toegepas word		
Assessment criteria: The outcomes have been mastered when the student can: - explain and discuss the creation of a solid foundation for conducting mental training. - identify weaknesses in a sport participant's mental training tool; - develop and implement mental skills. - apply acceptable ethical behavior and integrity in Sport Psychology Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theory exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester wanneer hul in staat is om: - die skep van 'n soliede fondasie om verstandelike inoefening te kan uitvoer te verduidelik en bespreek - swakpunte in sportlui se verstandelike inoefeningsgereedskap te identifiseer - verstandelike vaardighede te ontwikkel en implementeer - aanvaarbare etiese gedrag en integriteit in Sportpsigologie toepas Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teorie eksamen Assesseringsplan: Module punt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Sport Injuries / Titel: Sportbeserings		
Module outcomes: On completion of the module the student should be able to demonstrate: - profound knowledge of common musculo-skeletal injuries and conditions; - the ability to explain the pathophysiology and recovery of injuries; - comprehensive understanding of a multidisciplinary approach to acute sport injuries; - integrated knowledge to implement appropriate injury prevention strategies for different individuals and groups;		

- ethical and professional behaviour during patient evaluations

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- indiepte kennis van algemene muskulo-skeletale beserings en kondisies;
- die vermoë om die patofisiologie en herstel van beserings te verstaan en weer te gee;
- omvattende begrip van 'n multi-dissiplinêre benadering tot akute sportbeserings;
- integreerde kennis om geskikte strategieë vir die voorkoming van beserings te implementeer vir verskillende individue en groepe;
- etiese en professionele gedrag tydens die evaluering van pasiënte

Assessment criteria:

Students have mastered the outcomes if they are able to:

- demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions, including their occurrence, symptoms and/or possible causes;
- recognise possible signs and symptoms indicating emergency medical attention is required, acute management and further investigating or referral of the patient;
- propose, prescribe and implement injury prevention strategies for different individuals and groups;
- act ethical and professional when evaluating patients

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul in staat is om:

- grondige kennis te demonstreer van algemene muskulo-skeletale beserings en kondisies, insluitende hul voorkoms, simptome en/of moontlike oorsake;
- moontlike tekens en simptome te erken wat aandui op mediese noodbehandeling, akute bestuur en verdere ondersoek of verwysing van die pasiënt;
- strategieë vir die voorkoming van beserings voor te stel, voor te skryf en implementeer vir individue en groepe;
- eties en professioneel op te tree tydens evaluering van pasiënte

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Module punt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 6
HMSC212		Credits / Krediete: 16

Title: Sports Management and Organisation / **Titel:** Sportbestuur en Organisasie

Module outcomes:

After successful completion of this module, the student should:

- demonstrate detailed knowledge on how to manage, market and organise a sports club
- understand and apply risk management in a sports club
- operate effectively in monitoring the progress of the students for identifying and solving sports management-related problem
- take responsibility for task outcomes and application of appropriate resources.
- give a reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of sports management

Assessment criteria:

The outcomes have been mastered when the student can:

- demonstrate how to evaluate the management, marketing and organization of a sports club
- apply risk management principles to a sports club
- reflect on all values, ethical conduct and justifiable decision making appropriate to sports management and organisation
- identify the scope of sports club management, professional relationship and approach within the South African sports context.

Assessment methods - Formal formative: Class tests, Semester test, Theoretical exam Assessment methods – Summative: Present a marketing plan in class and as an assignment. Present a sports club development plan as an assignment. Present a risk management plan for group discussion in class		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC213	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Kinanthropometrics / Titel: Kinantropometrie		
Module outcomes: On completion of the module the student should be able to demonstrate: • detailed knowledge and clear understanding of terminology, procedures, principles and concepts in the field of kinanthropometry; • insight into and understanding of the theoretical aspects of basic anatomy; • systematic knowledge in body measurement on patients / athletes; • awareness on the foundations of ethical rules and norms in dealing with people when conducting body measurements. Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • detail kennis en duidelike begrip van terminologie, prosedures, beginsels en konsepte binne die veld van Kinantropometrie; • insig in en begrip van die teoretiese aspekte van basiese anatomie; • sistematiese kennis in die liggaamsmeting op pasiënte / sportlui uit te voer; • bewustheid van die grondslag rakende etiese reëls en norme by die hantering van persone tydens liggaamsmeting		
Assessment criteria: Students have mastered the outcomes if they are able to: • demonstrate an informed understanding of measuring skin folds, circumferences, body mass, stature and breadths according to international standards; • describe determining percentage body fat, somatotyping, basic anatomy and the measuring error in data collection; • apply appropriate technique when doing kinanthropometrical measurements; • act in an ethical and professional manner as a level 1 kinanthropometrist. Assessment methods - Formal formative: Class test, Group assignments Assessment methods – Summative: Theory exam, Practical sessions Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester wanneer hul in staat is om die volgende te doen: • demonstreer 'n ingeligte begrip van die korrekte neem van velvoue, omtrekke, liggaamsmassa, liggaamslengte en deursneemates; • beskryf die bepaling van vetpersentasie, somatotipering, basiese anatomie, en die metingsfout in data insameling; • pas geskikte tegniek toe wanneer kinantropometriese metings gemaak word; • tree op in 'n etiese en professionele wyse as 'n vlak 1 kinantropometris Assesseringsmetodes – Formeel formatief: Klastoetse, Groepopdragte Assesseringsmetodes – Summatief: Teorie eksamen, Praktiese sessies Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Biomechanics / Titel: Biomeganika		
Module outcomes: After successful completion of this module, the student should:		

- demonstrate detailed knowledge and understanding of the laws of physics and the related mathematical calculations as it relates to and influence human movement in kinetics and kinematics
- have the ability to select, evaluate and effectively apply with discernment those standard methods and formulas to solve fundamental problems in a defined environment in the field of biomechanics with a view to understand human movement across the lifespan on land and in water
- demonstrate discipline specific methods and techniques of scientific enquiry and information gathering on human movement across the lifespan from upper limb, lower limb, spine and sports specific movement patterns, analyse, evaluate and synthesize the information and apply research to a given context in the field of Biomechanics
- be able to compile an accurate and coherent written report on Biomechanics as part of a group or individually measuring the success of the task completion against given criteria.

Assessment criteria:

The outcomes have been mastered when the student can:

- indicate knowledge on the set topics
- calculate the forces and movement patterns by means of physics formulas.
- generate a report after testing.
- have knowledge on the equipment used in Biomechanical analyses of movement

Assessment methods - Formal formative:

Writing of class tests, Calculating kinetics and kinematics of human movement

Assessment methods – Summative:

Generation of reports based on practical application of theory incorporating general movement patterns and sport specific patterns from across the lifespan

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

HMSC222

Semester 2

NQF level / NKR vlak: 6

Credits / Krediete: 16

Title: Sport and Exercise Science Practice / **Titel:** Sport- en Oefenkunde praktyk

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- integrated knowledge and understanding of exercise physiology and anatomy;
- informed understanding of the various exercise techniques and exercise apparatus relating to basic resistance-, interval-, flexibility and plyometric programming;
- acquired knowledge on the execution of the various techniques within a gymnasium and/or field environment
- the ability to consider specific exercise guidelines and client needs in motivating, evaluating, adjusting and executing training programmes;
- behaviour in accordance with the code of conduct of an exercise practitioner

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstree:

- geïntegreerde kennis en begrip van oefenфизиologie en anatomie;
- ingeligte begrip van die verskillende oefentegnieke en -apparate wat verband hou met basiese weerstandsoefeninge, intervaloefeninge, buigbaarheid en pliometriese programmering;
- verworpen kennis oor die uitvoering van die verskillende tegnieke in 'n gimnasium of buite op die sportveld;
- die vermoë om spesifieke oefenriglyne en kliënte behoeftes in ag te neem tydens, motivering, evaluering, aanpassing en uitvoering van oefenprogramme;
- gedrag wat ooreenstem met die gedragskode van 'n oefenkundige

Assessment criteria:

The outcomes have been mastered when the student is able to:

- successfully demonstrate, evaluate and correctly apply the various exercise techniques in a gymnasium or field environment;
- integrate the various exercise guidelines and programming rules and guidelines into an executable exercise or resistance training programme;
- evaluate the programmes and techniques and apply relevant strategies to adjust the programmes for specific needs;
- act according to the code of conduct of a exercise practitioner

Assessment methods - Formal formative:

Class tests, Assignments, Group work

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

• die verskillende oefentegnieke in 'n gimnasium of sportveld suksesvol te kan demonstreer, evalueer en korrek toepas; • die verskillende oefenriglyne en programmeringsreëls en riglyne te integreer in 'n uitvoerbare oefen- of weerstandsprogram; • programme en tegnieke te evalueer en relevante strategieë aan te wend om die programme aan te pas vir spesifieke behoeftes; • op te tree volgens die gedragskode van 'n oefenkundige Assesseringsmetodes – Formeel formatief: Klastoets, Opdragte, Groepwerk Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Health Care Management and Ethics / Titel: Gesondheidsorgetiek en bestuur		
Module outcomes: After successful completion of this module, the student should: • demonstrate systematic, comprehensive and integrated knowledge about the public health sector, health policies and multi-disciplinary team work with regards to your professional scope of practice as well as how the South African context compares internationally • have extensive and integrated knowledge on the characteristics, competencies, and procedures involved in the planning and functioning of a service business within the health and fitness industry in South Africa • apply and integrate the knowledge obtained in the planning of a health care practice within the health and fitness industry • be able to communicate the knowledge and skill obtained in the form of a business plan as well as demonstrate oral communication skills indicating the integration of the information • have a value driven attitude toward developing ethically sound business practices within the profession toward tasks, management and professional conduct.		
Assessment criteria: The outcomes have been mastered when the student can: • communicate by means of appropriate electronic technologies the differences in healthcare systems and policies of South Africa and selected international countries • draft a business plan Assessment methods - Formal formative: Communicate through appropriate electronic media on various topic addressed in the module Assessment methods – Summative: Compile an integrated report on business practices addressing the and integrating the knowledge obtained		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Sport development, Commercialization and Sport law		
Titel: Sportontwikkeling, Kommersialisering en Sportreg		
Module outcomes: On completion of the module, the student should be able to demonstrate: • integrated knowledge on the scope of sport commercialization; • fundamental knowledge in applying law enforcement in sport; • the ability to act ethically and professionally when developing a sport club; • acquired understanding of the sport structure in South Africa Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • integreerde kennis oor die omvang van sportkommersialisering; • fundamentele kennis oor die aanwending van wetgewing in sport; • die vermoë om eties en professioneel op te tree in die ontwikkeling van 'n sportklub; • aangeleerde begrip oor die sportstrukture in Suid-Afrika		
Assessment criteria: Students have mastered the outcomes if they are able to: • apply integrated knowledge on the scope of sport commercialization; • apply law enforcement in sport taking general, criminal and civil law into consideration; • act ethically and professional when developing a sport club;		

- identify and understand the sport structures in South Africa

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- integreerde kennis toe te pas oor die omvang van sportkommersialisering;
- wetgewing toe te pas in sport, met inagneming algemene, kriminele en siviele wetgewing;
- eties en professioneel op te tree in die ontwikkeling van 'n sportklub;
- die sportstrukture in Suid-Afrika te identifiseer en verstaan

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
HMSC321		Credits / Krediete: 16

Title: Clinical Exercise Physiology / **Titel:** Kliniese Oefenfisiologie

Module outcomes:

After successful completion of this module, the student should:

- demonstrate integrated and extensive systematic knowledge of the pathophysiology of diseases and conditions present across the lifespan that are improved by physical activity and exercise
- evaluate and apply programme prescription criteria.
- understand and communicate the adaptations that physical activity, acute and chronic exercise as well as deconditioning and bed rest have on the diseases and conditions in persons from across the lifespan as well as in specialised populations with intellectual and physical disabilities and during pregnancy.
- ability to identify, analyse, critically reflect on and address complex health issues across the lifespan individually and in groups by applying the most appropriate testing procedures to resolve the issues through applicable exercise prescription.
- accurate and coherent written and verbal communication of the information gathered through exercise testing and research to communicate and educate clients and patients appropriately to each situation of exercise prescription by addressing the condition/s and disease/s associated with inactivity.

Assessment criteria:

The outcomes have been mastered when the student can:

- give a formal research-based power-point presentation on the pathophysiology of chronic conditions of lifestyle, pregnancy and intellectual disability
- perform exercise testing of these persons
- prescribe exercises for persons with chronic disease, intellectual/physical disability or pregnancy
- communicate and educate the applied knowledge to the patient/client

Assessment methods - Formal formative:

Writing of structured tests

Assessment methods – Summative:

Presenting by means electronic sources, the integrated procedures to be followed during the clinical assessment of person's chronic diseases and special considerations. Class group discussions and debate on exercise related health issues

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
HMSC322		Credits / Krediete: 16

Title: Therapeutic Recreation / **Titel:** Terapeutiese Rekreasie

Module outcomes:

After successful completion of this module, the student should:

- combine critical and creative thinking in the use of science, research and technology with the necessary theoretical knowledge (models and theory, etc) to develop and apply skills and values in the field of Therapeutic Recreation.

- identify recreation and functional problems in individuals, groups and communities and to plan and implement basic intervention programs in an ethical and responsible manner in various socio-cultural circumstances.
- demonstrate competencies as entrepreneur to gather real, complex and therapeutic recreation based information with regard to groups and communities, to analyse and interpret so that this information can be communicated by means of verbal responses, written reports and assignments.
- address the challenges and future tendencies within the therapeutic recreation in a creative and innovative manner and to contribute towards this service within South Africa.

Assessment criteria:

The outcomes have been mastered when the student can:

- analyze and contextualize the concepts of therapeutic recreation within a community environment.
- evaluate the concepts of therapeutic recreation for their applicability to a particular community.
- analyze the models of service delivery for the implementation of a therapeutic recreation program for a variety of settings
- explain the concepts of a professional code of ethics in terms of protecting the status of a profession and the rights of clients.
- development and implementation of an intervention plan within a multi-disciplinary environment.
- a plan includes: referral information, assessment and progress, data, participant diagnosis and needs, goals, objectives, outcome measures, restrictions, contraindications, limitations and precautions, facilitation techniques and interventions employed, referral, discharge, aftercare, and follow-up criteria, quality monitoring and evaluation criteria, and safety and risk protocols.
- analyze the therapeutic recreation accountability model (comprehensive program design) with regards to: analysis, conceptualization, investigation and determination.
- understand the policies and procedures of the organization and include them in a community recreation program.

Assessment methods - Formal formative:

Written class tests on the different phases of the TR module. Group work demonstrating knowledge of various intervention games and activities. Compilation of reports on case studies.

Assessment methods – Summative:

Practical evaluation of TR intervention programmes. Practical examination demonstrating teaching techniques in a variety of settings.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
HMSC323

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 8

Title: Applied Biomechanics / **Titel:** Toegepaste Biomeganika

Module outcomes:

After successful completion of this module, the student should:

- demonstrate extensive and systematic knowledge in the application of the laws of physics related to adaptation in normal biomechanics as a result of disease of injury
- demonstrate extensive and systematic knowledge in the application of the laws of physics in order to optimise performance in land and water based sport and prevent injury.
- integrate the theoretical concepts of human movement with neuro-muscular control with 2 and 3 dimensional analyses systems to analyze movement, calculate forces, vectors and rotation of movement with the purpose to improve and correct human movement in sport disciplines, injury and inborn abnormalities.
- individually and in a team context identify, measure, analyse and interpret biomechanical data collected by 2 and 3 dimensional motion analyses systems and give the applicable feedback based on the current research literature for sport participants, injured and/or disabled persons.

Assessment criteria:

The outcomes have been mastered when the student can:

- indicate extensive knowledge on 2 and 3 dimensional movement and the calculation of forces and momentum
- perform a biomechanical analysis, analyse, interpret and generate a feedback report for performance optimisation in health and sport.
- identify abnormal biomechanics in different sporting techniques and demonstrate the ability to correct the abnormalities.

Assessment methods - Formal formative:

Writing of class tests. Practical training with 2 and 3 dimensional motion analyses systems

Assessment methods – Summative:

Report addressing the integration of technology with real practice issues in sport, injury and disease

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: HMSC324	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Research methodology / Titel: Navorsingsmetodologie		
Module outcomes: On completion of the module, the student should be able to demonstrate: • systematic knowledge based in understanding scientific research • critical understanding of research methods in Human Movement Science • informed understanding to deal with concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments in Human Movement Science • fundamental knowledge to debate research findings • ethical and professional behaviour while conducting research Module-uitkomst: Met voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • sistematiese kennis gebaseer op begrip oor wetenskaplike navorsing; • kritiese begrip oor navorsingsmetodes in Menslike Bewegingswetenskappe; • ingeligte begrip oor hoe om konkrete en abstrakte probleme te hanteer deur gebruik te maak van bewysgebaseerde oplossings en teorie-gedrewe argumente in Menslike Bewegingswetenskappe; • fundamentele kennis om navorsingsbevindinge te debatteer; • etiese en professionele gedrag tydens die uitvoering van navorsing		
Assessment criteria: Students have mastered the outcomes if they are able to: • understand scientific research that includes: nature and purpose of research, scientific method, the research process, develop a research problem using the literature, and writing of a literature review on related topics in Human Movement Science; • apply critical understanding of research rules, concepts, principles and theories, and qualitative and quantitative research methods and an ability to map new knowledge onto a given body of theory; • interpret statistical analyses, tables, descriptive analysis, differences and relationships, experimental and summaries typically presented in research reports; • apply fundamental knowledge to debate research findings and then communicate it orally and in writing; • act in an ethical and professional manner while conducting research Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theoretical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: • begrip te toon oor wetenskaplike navorsing wat insluit: aard en doel van navorsing, wetenskaplike metodes, die navorsingsproses, die ontwikkeling van 'n navorsingsprobleem uit die literatuur, asook die skryf van 'n navorsingsvoorlegging oor verwante onderwerpe in Menslike Bewegingswetenskap; • kritiese begrip toe te pas van navorsing in terme van reëls, konsepte, beginsels en teorieë, asook kwalitatiewe en kwantitatiewe navorsing; • interpreteer statistiese analises, tabelle, beskrywende analises, verskille en verhoudings, eksperimentele navorsing en opsommings wat tipies in navorsingsverslae voorkom; • fundamentele kennis aan te wend om navorsingsbevindinge te debatteer en dit dan mondelings of skriftelik te kommunikeer; • in 'n etiese en professionele wyse op te tree tydens die navorsingsproses Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSC325	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Management in school sport / Titel: Bestuur in skolesport		

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- detailed knowledge on how to manage school sports;
- informed understanding in applying risk management for school sport;
- acquired knowledge to recruit, select and appoint adequate coaches and team managers;
- the ability to effectively organise sporting events for the school

Module-uitkomst:

Met voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- uitgebreide kennis oor hoe om skolesport te bestuur
- ingeligte begrip oor die toepassing van risikobestuur in skolesport
- verwerfde kennis oor hoe om geskikte afrigters en spanbestuurders te werf, selekteer en aan te stel;
- die vermoë om sportbyeenkomste effektief te organiseer vir 'n skool

Assessment criteria:

The outcomes have been mastered when the student can:

- identify concepts that are important to manage in school sports
- apply risk management in school sport
- recruit, select and appoint appropriate coaches and team managers for school sports
- organise sporting events, compiling an event program, and evaluate events

Assessment methods - Formal formative:

Class tests, Assignments, PowerPoint presentation

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- konsepte te identifiseer wat belangrik is om sport in skole te bestuur;
- risikobestuur te kan toepas in skolesport;
- afrigters en spanbestuurders te werf, selekteer en aanstel;
- sportbyeenkomste te organiseer, byeenkomsprogram saam te stel en byeenkomste te evalueer

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte, PowerPoint voordrag

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: HMSC326	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 8

Title: Sport mechanics / Titel: Sportmeganika

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- fundamental knowledge on the laws of physics as it relates to human movement in kinetics;
- the ability to select, evaluate and effectively apply those standard methods and formulas to solve fundamental problems;
- informed understanding on the equipment used in Sport mechanical analyses of movement;
- the ability to conduct ethical behaviour while performing sport mechanical testing

Module-uitkomst:

Met voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- fundamentele kennis oor die fisikawette soos wat dit verband hou met menslike beweging in kinetika te bespreek
- die vermoë om standaard metodes en formules te selekteer, evalueer en effektief toe te pas om fundamentele probleme op te los;
- ingeligte begrip oor die toerusting wat gebruik word in sportmeganiese analise van beweging;
- die vermoë om etiese gedrag ten toon te stel tydens die uitvoering van sportmeganiese toetsings

Assessment criteria:

The outcomes have been mastered when the student can:

- identify and apply the laws of physics;
- solve fundamental problems by selecting, evaluating and applying standard methods and formulas;

- apply informed understanding on how to use the equipment in sport mechanical analysis of movement;
- conduct ethical behaviour while performing sport mechanical testing

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- die fisikawette te identifiseer en toe te pas;
- fundamentele probleme op te los deur standaard metodes en formules te selekteer, evalueer en toepas;
- ingeligte begrip aan te wend oor hoe om die toerusting te gebruik in sportmeganiese analise van beweging;
- etiese gedrag te toon tydens die uitvoering van sportmeganiese toetsings

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: HMSC471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 32

Title: Professional Internship / Titel: Professionele Internskap

Module outcomes:

After successful completion of this module, the student should:

- demonstrate a critical understanding and application of theories, research methodologies, techniques etc. relevant to human movement sciences and exercise science across the lifespan;
- have the ability to critically interrogate multiple sources of knowledge (textbooks, internet sources, observing from practitioners, self-learning) within the field of health, exercise science and sport, and critically evaluate and review that knowledge for the application and implementation on a positive outcome;
- operate effectively as an individual or within a team/system and/or manage a team/group/system in any given discipline-related context and demonstrate logical and critical understanding of the roles of all players/ persons/ elements of this system in order to ensure optimal growth and maturation/health and wellbeing/sports performance, monitoring the progress of the individual/team/group/process and taking responsibility for task outcomes and application of appropriate resources; and
- have the ability to select, evaluate and apply a range of different but appropriate skills (practical techniques, cognitive, behavioral and motor learning) – and scientific methods of enquiry (specialized tests and procedures) to reflect on and then address complex or abstract problems that can contribute to a positive change within the practice.

Assessment criteria:

The outcomes have been mastered when the student can:

- implement the knowledge and understanding within the field of health, exercise science and sport to constitute and implement a positive outcome within your professional field.
- work partly independent as a professional within the scope of practice
- conduct physical evaluations, interpret the results, construct an applicable exercise program and monitor progress on a regular basis

Assessment methods - Formal formative:

Weekly reports, supervisor reports, appropriate record keeping

Assessment methods – Summative:

Present a portfolio on the assessment criteria. Practical examination

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: HMSC472	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 24

Title: Research Methods and Script in Human Movement Science

Titel: Navorsingsmetodologie en –werkstuk

Module outcomes:

After successful completion of this module, the student should:

- be able to integrate knowledge of and engagement in doing research and the critical understanding and application of theories, research methodologies and techniques relevant to the field of Human Movement Science;
- have an ability to critically interrogate multiple sources of knowledge from research articles, books, periodicals, computer search engines, bibliography, use of primary and secondary sources, library information system, as well as scholars within the field of Human Movement Science, and critically evaluate and review that knowledge and the manner in which the knowledge was produced;
- have understanding of the complex nature of knowledge transfer from different perspectives on and world views of Human Movement Science in the Public Health, Sports and Recreation domains in order to develop a personal philosophical framework for functioning as an independent professional in these domains;
- be able to select, evaluate and apply a range of different but appropriate skills on intervention/observational research on health-related/performance needs of different communities/cultural differences in different urban and rural setting and scientific methods of enquiry developing the problem, formulating the hypothesis, gathering the data, analyzing and interpreting results to reflect on and then address complex or abstract problems and contribute to positive change within practice;
- critically judge the ethical conduct of others within different cultural and social environs, and to effect change in conduct where necessary;
- be able to accurately, coherent, appropriately and creatively do presentation and communication of information relevant to the domain of Human Movement Science and tertiary academic environment, via appropriate media and technologies with understanding of and re-spect for intellectual property conventions, copyright and rules on plagiarism;
- operate effectively within a team/system and/or manage a team/group/system in any given discipline-related context and demonstrate logical and critical understanding of the roles of all players/ persons/ elements of this system in order to solve health-related or performance problem, monitoring the progress of the team/group/process and taking responsibility for task outcomes and application of appropriate resources; and
- acquire self-regulated learning skills (specify what is appropriate to your specialization at this level).

Assessment criteria:

The outcomes have been mastered when the student can:

- use the knowledge and understanding you have mastered regarding dynamics of doing research within the domain of Human Movement Science, as well as the underlying philosophy and key concepts concerning Research Methods as a discipline, to solve contextual community health issues, sport and recreation performance individually or as part of the team;
- act in an ethical and professional manner while conducting research to improve the health/ sport performance of community as part of team;
- write an integrated and coherent research report (±5,000 words; correct sources references at least 30) applicable to the School for Biokinetics, Recreation and Sport Science with consideration to the rules on plagiarism and copyright, of the state of a specific community and presentation with;
- be able to use verbal/written communication to present the research report in an ethical way in symposium/conferences;
- can use research findings to enhance his/her professional disciplines within Human Movement Science.

Assessment methods - Formal formative:

Class discussion on relevant sources in development of a research problem, research question, objectives, hypothesis and methods; Group discussion on different types of research findings; Demonstrate comprehension of a research publication and in groups be able to write a research proposal for a research mini-script; Participate in a research project presentation and show competency in answering questions posed by the audience

Assessment methods – Summative:

Semester test and examination; Individual written research assignments according to a certain framework; Type-written scientific report with prescribed format; Able to analyse, paraphrase and interpret and compare research data in relation to relevant literature and theory, and ability to apply the results in a new context; Illustrate understanding by drawing diagrams and tables in of the research data

Method of delivery: Full-time / **Metode van afleëring:** Voltyds

Module code / Modulekode:

HMSE121

Semester 2

NQF level / NKR vlak: 5

Credits / Krediete: 12

Title: Exercise Physiology 1 / **Titel:** Oefeningsfisiologie 1

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate knowledge and informed understanding of homeostasis, energy, energy transfer and energy systems, fatigue, macro and micro nutrients, hydration and digestion in the human body as well as the common pathological conditions that may affect the various body systems.

- be able to demonstrate knowledge and informed understanding of the changes that occur to body systems due to growth (maturation), aging and exercise (acute and chronic).
- have the ability to calculate several energy-related variables in the field of Exercise Physiology.
- have the ability to distinguish between the nutritional and hydration guidelines for different durations and categories of activities; periods of training and competition participation as well as for humans of various age groups and activity levels.
- demonstrate the informed understanding how to gather, analyze and summarize the relevant information from the prescribed and other resources (e.g. web, articles and dissertations) in the field of Exercise Physiology.
- have the ability to communicate the information (research) that are related to all of the above-mentioned points, verbally and in writing as well as to identify ethical issues associated with performance enhancement.
- be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the knowledge and informed understanding to: verbally and/or in writing answer questions related to Exercise Physiology correctly on an individual basis and as part of a team during tests and quizzes.
- show the ability to calculate several energy related variables by correctly solving relevant case studies.
- successfully write, perform and record (by means of a video camera) a live play as part of a group to portray the stepwise functioning of each of the energy systems whilst also addressing relevant ethical issues.
- show the ability to distinguish and apply the nutritional and hydration guidelines for different durations and categories of activities; periods of training and competition participation by completing a coherent research assignment as part of a group and present it as a PowerPoint presentation.
- obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper.

Assessment methods - Formal formative:

Class tests; Group discussion of case studies; Writing and performing of a play; Typed and PowerPoint presentation of research assignments (in groups)

Assessment methods – Summative:

Semester test; Class quizzes that students perform as part of a team; Formal written examination

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSE211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Exercise Physiology 2 / **Titel:** Oefenfisiologie 2

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate detailed knowledge and understanding of the cardiovascular and respiratory systems, common pathological conditions and thermoregulation of these systems during rest and exercise.
- be able to measure and evaluate the functioning of the cardiovascular and respiratory system during different stages and conditions of exercise in the lifespan continuum
- demonstrate specific methods and techniques of scientific enquiry and information related to the above-mentioned systems as well as the common pathological conditions that may affect these systems.
- have the ability to communicate (verbally and in writing) the information (research) that are related to all of the above-mentioned themes.
- have the ability to act as a group member and leader and make a relevant, accurate and successful contribution to the planning, completion and evaluation of group tasks and presentations related to the above-mentioned areas of Exercise Physiology.
- be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the detailed knowledge and understanding to correctly answer (verbally and/or in writing) various questions individually and/or as part of a team during tests and quizzes with regard to aspects related to the cardiovascular and respiratory systems involved in exercise.
- measure and evaluate the functioning of the cardiovascular and respiratory system to explain the results of these tests (methods) in a test report.
- present two PowerPoint presentations on scientifically based solutions/answers of case studies with regard to the cardiovascular and the respiratory system as well as the common pathological conditions that may affect these systems

- as part of a team, successfully participate in a quiz which was compiled by another group of students who must also evaluate the performance of each of the group members. - obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper. Assessment methods - Formal formative: Class tests on each of the relevant learning units; Case studies for class discussion in groups; Type-written report of groups' discussion and conclusions; Type-written research assignment in groups of 6 students each; PowerPoint presentation of the above-mentioned research assignment Assessment methods – Summative: Semester test; Class group quizzes; Formal theoretical examination		
Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSE221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Exercise Physiology 2 / Titel: Oefenfisiologie 2		
Module outcomes: After successful completion of this module, the student should: - be able to demonstrate detailed knowledge and understanding of the functioning of the neuromuscular, endocrine lymphatic and immune systems during various types and levels of exercise as well as commonly associated pathological conditions that may affect it. - identify changes that occur with regard to the above-mentioned body systems due to growth (maturation), aging and exercise (acute and chronic) in human beings. - demonstrate specific methods and techniques of scientific enquiry, information gathering and ability to evaluate and synthesize the information with regard to the above-mentioned systems. - have the ability to communicate (verbally and in writing) the information (research) that are related to all of the above-mentioned themes. - have the ability to act as a group member and leader and make a relevant, accurate and successful contribution to the planning, completion and evaluation of group tasks and presentations related to the above-mentioned areas of Exercise Physiology. - be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module. - be able to manage and implement the learning strategies that are relevant to the Exercise Physiology field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.		
Assessment criteria: The outcomes have been mastered when the student can: - use the detailed knowledge and understanding to correctly answer (verbally and/or in writing) various questions individually and/or as part of a team during tests and quizzes with regard to aspects related to the neuromuscular, endocrine, lymphatic and immune systems as well as the common pathological conditions that may affect these systems during participation in exercise throughout the life-span. - present two PowerPoint presentations on scientifically based solutions/answers of case studies with regard to the neuromuscular, endocrine, lymphatic and immune system as well as the common pathological conditions that may affect these systems during exercise. - successfully write, perform and record (by means of a video camera) a live play as part of a group to portray the stepwise functioning of the immune system whilst continually considering rules on copyright and plagiarism. - successfully evaluate the play performance of another group of students by using evaluation criteria and an evaluation form which was compiled by making use of prescribed and other resources - as part of a team/group, successfully participate in a quiz which was compiled by another group of students who must also evaluate the performance of each of the group members. - obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper. Assessment methods - Formal formative: Class tests on each of the relevant learning units; Case studies for class discussion in groups; Type-written report of groups' discussion and conclusions; Type-written research assignment in groups of 6 students each; PowerPoint presentation of the above-mentioned research assignment; Play written and according to certain guidelines and performed in class; A CD-recording of the above-mentioned play; Typed/written evaluation form Assessment methods – Summative: Semester test; Class group quizzes; Formal theoretical examination		
Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSE311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Exercise Physiology 4 / Titel: Oefenfisiologie 4		

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate integrated knowledge and understanding of gender differences with regard to physiology, sport and exercise sport performance ability at sea level, medium and high altitude as well as the influence of these environments on the physiological functioning of the body, performance enhancing/ergogenic aids and sport performance.
- be able to manage and monitor a group of students who must solve a real-life situation with regard to gender differences of performance in various sports by scrutinizing scientific resources, gather, analyse, evaluate and synthesize relevant information that was found.
- be able to provide practically sound and scientifically based guidelines and protocols in the form of a PowerPoint presentation to athletes who want to train at altitude in order to improve sport performance ability in different types of endurance sports.
- be able to critically evaluate the views of athletes with regard to the use of performance enhancing/ergogenic aids in sport by applying scientific research and position statements.
- be able to do and/or evaluate a PowerPoint presentation on performance enhancement techniques/methods to a panel of students who will assess the quality and the validity of presentation.
- have the ability to communicate relevant information (research) verbally and in writing by using different IT technologies and media in an accurate and coherent manner, whilst continually considering the rules on copyright and plagiarism.
- be able to manage and implement the learning strategies that are relevant to this level of Exercise Physiology by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge and understanding, regarding gender differences with regard to physiology, sport and exercise; sport performances at sea level, medium and high altitude as well as the influence of these environments on the physiological functioning of the body; ergogenic aids and sport performance to correctly answer various questions with regard to these aspects verbally and in writing individually and as part of a team during tests, discussions and presentations.
- successfully manage and monitor a group of students who must solve a real-life situation related to gender differences of performance in various sports by, gathering analyzing, evaluating and synthesizing relevant scientific information.
- do a PowerPoint presentation to athletes using practically sound and scientifically based guidelines and protocols for performance enhancement
- critically evaluate the views of athletes with regard to the use of ergogenic aids/performance enhancing techniques or methods by applying scientific research.
- present feedback concerning the above-mentioned evaluation in the form of a PowerPoint presentation to a panel of students who will assess the quality and the validity of the presentation.
- obtain a mark of at least 50% for answers in class tests, a semester test and an exam paper.

Assessment methods - Formal formative:

Class tests in each of the relevant learning units; Case studies for class discussion in groups; Class group PowerPoint presentations and discussion; Completed, typed/written evaluation forms of presentation

Assessment methods – Summative:

Semester test (scope and format to be discussed); Theoretical examination on ergogenic aids (scope and format to be discussed)

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSK311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 24

Title: Applied Paediatric Exercise Science / **Titel:** Toegepaste Pediatriese Oefenkunde

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate Integrated knowledge and understanding of growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), as well as an ability to correctly integrate/apply it to the assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years.
- have Integrated knowledge and understanding of growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), as well as the ability to correctly identify, analyses and critically evaluate and report the sensory

motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years.

- have the ability to correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and compile the correct program to improve, optimize and repair the aforementioned skills from birth till 13 years.
- have the ability to correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and present the correct program to improve, optimize and repair the aforementioned skills from birth till 13 years.

Assessment criteria:

The outcomes have been mastered when the student can:

- integrate and understand the knowledge behind growth, maturity and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), and correctly integrate and apply it to the evaluation of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years'
- integrate the knowledge of the aforementioned skills, and correctly identify, analyses and critically evaluate and report on the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years;
- show mastery of writing a scientific report based on an assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years;
- correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and design the correct program to improve, optimize and repair the aforementioned skills from birth till 13 years;
- correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture from birth till 13 years, and show the mastery of designing of an appropriate program to improve the shortcomings of the pediatric;
- correctly identify, analyses and critically report on the growth, maturity, and the functioning of the neurological system and body composition of the paediatric population from birth till 13 years (babies, early and late childhood), of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition and –posture, and show competency in presenting the correct program to improve, optimize and repair the aforementioned skills.

Assessment methods - Formal formative:

Group discussions on different case scenarios; Formal reports of case scenario assessments; Class tests
Theoretical and practical oral examinations

Assessment methods – Summative:

A portfolio of required practical assessment hours; A complete practical assessment of the paediatric population (birth till 13 years); Practical lessons for different case scenarios; Presentation of group work

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSK312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 8

Title: Paediatric Exercise Science 1 / **Titel:** Pediatriese Oefenkunde 1

Module outcomes:

After successful completion of this module, the student should:

- understand and integrate the acquired knowledge within the field of the different sensory input systems, the remedial principles and Kinderkinetics and then critically reflect that on all values, and justifiable decision making evaluation to the scope of practice of this field;
- demonstrate the understanding of the perceptual motor theories and understand the structure and functions of the neurological and physiological systems, and critical evaluate the paediatric populations' medical

history in the analysing of movement and movement delays which apply to sensory motor-; perceptual motor development; physical activity; physical fitness and body composition;

- show the ability to identify, analyse, and critically reflect on perceptual motor theories and concepts, the structure and functions of the neurological, physiological systems and the medical history in the report on motor delays which is based on sensory-motor, perceptual motor development; physical activity; physical fitness and body composition in the paediatric population with special movement needs;
- have the ability to design an appropriate program to improve the sensory-motor development, perceptual motor development, physical activity, physical fitness, body image and functional delays within the paediatric populations with special needs that can be rectified by movement programs to improve the performance and health related physical fitness.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge and understanding of the different sensory systems, remedial principles to help solve the motor development delays which occur in the paediatric population with special needs;
- show competency in using and selecting appropriate measuring instruments to evaluate health related physical fitness related abilities as well as other conditions that interfere with motor proficiency in the paediatric environment
- identify, analyse, and critically reflect on perceptual motor theories and concepts, the structure and functions of the neurological, physiological systems and the medical history in the report on motor delays which is based on the sensory-motor, perceptual motor development; physical activity; physical fitness and body composition in the paediatric population with special movement needs;
- demonstrate mastery of writing a scientific report based on an assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition in the paediatric population with motor proficiency ;
- select and apply the best suited adapted programme based on the sensory motor development, perceptual motor development, physical activity, physical fitness, body image and functional delays within the paediatric population with special needs;
- design an appropriate program to improve the shortcomings in the paediatric population who have special needs that can be rectified by movement programs to improve the performance and health related physical fitness.

Assessment methods - Formal formative:

Group discussions on different case scenarios; Formal reports of case scenario assessments; Class tests

Theoretical and practical oral examinations

Assessment methods – Summative:

A portfolio of required practical assessment hours; A complete practical assessment of the paediatric population with special needs; Practical lessons for different case scenarios; Presentation of group work

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSK321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16

Title: Paediatric Exercise Science 2 / **Titel:** Pediatriese Oefenkunde 2

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the advanced testing/measuring instruments to evaluate motor ability in children with special needs, which include the special population with neurological conditions;
- show the ability to identify, analyse, and critically reflect on the growth, maturity, functions of the neurological and physiological systems and body composition of adolescents, and be able to scientifically report on the assessment of body posture and health related physical fitness abilities to improve the performance and health related physical fitness;
- show the competency to design and apply the appropriate programme to improve the growth, maturity, functions of the neurological and physiological systems and body composition, and be able to scientifically design an appropriate program to improve the performance and/or health related physical fitness to optimize the movement execution in the different children populations with special needs;
- understand and integrate the acquired knowledge of the relationship between health related physical fitness, perceptual motor delays and neurological aspects of motor control within the paediatric population and adolescents, and evaluate and design an appropriate rehabilitation- and intervention program to improve the movement and functional skills of children with special needs (e.g. HIV, child obesity, learning disabilities, DCD and ADHD).

Assessment criteria:

The outcomes have been mastered when the student can:

- write a report and show competency by using and selecting appropriate testing/measuring instruments to evaluate health-related physical fitness and motor abilities as well as other conditions that interfere with motor proficiency in children with special needs;
- show mastery of writing a scientific report based on an assessment of the sensory motor development, perceptual motor development, fundamental motor skills, physical activity, physical fitness and body composition in the paediatric population with motor proficiency;
- show competency in designing an appropriate program to improve the shortcomings in children who have special needs that can be rectified by movement programs to improve the performance and health related physical fitness
- show competency in using and selecting appropriate testing/measuring instruments to evaluate health-related physical fitness, perceptual motor delays and neurological aspects of motor control, writing a scientific report based on an assessment, and design an appropriate rehabilitation or an intervention program to improve the shortcomings of children who have special needs (e.g. HIV, child obesity, learning disabilities, DCD and ADHD), that can be rectified by movement programs.

Assessment methods - Formal formative:

Group discussions on different case scenarios; Formal reports of case scenario assessments; Class tests
Theoretical and practical oral examinations

Assessment methods – Summative:

A portfolio of required practical assessment hours; A complete practical assessment of children with special needs; Practical lessons for different case scenarios; Presentation of group work

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSO221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Orthopaedics 1 / **Titel:** Ortopedies 1

Module outcomes:

After successful completion of this module, the student should:

- have detailed knowledge and understanding of the different postural abnormalities, adaptations and deviations of the human musculoskeletal system in the child, adult and the elderly.
- have a comprehensive theoretical foundation (etiology, signs and symptoms) of musculoskeletal injuries, as well as other common orthopaedic conditions in the child, adult and the elderly and understand the role of biomechanical imbalances in the injury / condition.
- use theoretical knowledge of musculoskeletal conditions, postural adaptations and deviations to perform a proper orthopaedic assessment, and be able to effectively apply fundamental and applied anatomy knowledge and implement relevant biomechanical concepts to accurately perform a biomechanical examination.
- understand the involvement of the multidisciplinary team during the clinical examination process in musculoskeletal / orthopaedic pathology and understand the ethical implications of discipline-related decisions and actions.

Assessment criteria:

The outcomes have been mastered when the student can:

- evaluate and identify postural abnormalities, adaptations and deviations in the child, adult and elderly.
- accurately interpret a patient's signs and symptoms to identify any orthopaedic condition and indicate the relevance of biomechanical imbalances in the patient's condition.
- integrate knowledge of anatomy, biomechanical imbalances and orthopaedic conditions in the child, adult, elderly and sports participant to accurately compile an orthopaedic condition-specific evaluation.
- acknowledge other expert/professional fields of practice in the clinical orthopaedic evaluation process and act in a professional and ethical manner during multi-disciplinary decision making.

Assessment methods - Formal formative:

Practical evaluation of posture in individuals over the lifespan. Written class tests on aetiology, signs and symptoms of orthopaedic conditions. Group assignments – report on evaluation of orthopaedic conditions in case studies over the lifespan.

Assessment methods – Summative:

Practical examination – case study. Theoretical examination of module content.

Method of delivery: Full-time / **Metode van aflevering:** Voltyds

Module code / Modulekode: HMSO311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16

Title: Orthopaedics 2 / **Titel:** Ortopedies 2

Method of delivery: Full-time

Metode van aflevering: Voltyds

Module code / Modulekode: HMSP121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Exercise and Sport Psychology 1 / Titel: Sport- en Oefenpsigologie 1		
Module outcomes: After successful completion of this module, the student should: • demonstrate knowledge and informed understanding of the psychological foundation theories related to physical activity and sport. • display the ability to communicate and discuss psychological principles related to participation in physical activity and/or sport in an ethical and professional way. • demonstrate knowledge and informed understanding of the effect of the human psyche on human functioning and performance. • implement the acquired knowledge and informed understanding of the effect of the negative psycho-social factors on individuals and the environment as well as the cultural diversity in the sport/physical activity environment.		
Assessment criteria: The outcomes have been mastered when the student can: • use the knowledge and understanding he/she has mastered regarding the psychological foundation theories in a physical activity/sport context to help solve a contextual issue in the physical activity/sport context individually or as part of a team; • provide written, motivated proof of the knowledge gained regarding the human psyche and its effects on human functioning and performance of participants in a sport or physical activity. • identify certain negative psycho-social factors and use the applicable body of knowledge to help solve a contextual issue individually or as part of a team. • provide written, motivated proof of the knowledge regarding the cultural diversity in the sport/physical activity environment. Assessment methods - Formal formative: Written class tests on the theoretical foundation of all learning outcomes. Class assessment techniques. Group discussion as part of evaluating/monitoring learning progress Assessment methods – Summative: Theoretical examination. Short research-related topic assignments		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMSP211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Exercise and Sport Psychology 2 / Titel: Sport- en Oefenpsigologie 2		
Module outcomes: After successful completion of this module, the student should: • apply discipline-specific methods and techniques of scientific enquiry and information related to psychological assessment from adolescents, adults and elder persons • be able to analyze, evaluate and synthesize the psychological assessment information to a given context within the field of exercise and sport psychology. • demonstrate accurate and coherent written and verbal communication of scientific report writing on the results of the psychological assessment with understanding of, and respect for intellectual property conventions, copyright and rules on plagiarism. • have the ability to evaluate and effectively apply exercise and sport psychology in facilitating psychological growth and development in children involved in exercise or for the improvement in performance in sport as part of improving health and wellness among sport and physical activity participants. • demonstrate understanding of the ethical implication of decisions, actions and practices specifically relevant to exercise and sport psychology and when to refer a client.		
Assessment criteria: The outcomes have been mastered when the student can: • apply the discipline-specific methods and techniques of scientific enquiry and information gathering on psychological assessment from adolescents, adults and elder persons and apply the knowledge to a given context in the field of sport and exercise psychology. • write a comparative report regarding the sport psychological profile of sport/physical activity participants with specific reference to the weak/strong points as well as appropriate intervention strategies for the client's specific problem. • provide motivated written proof of the knowledge regarding the ability to evaluate and effectively apply sport and exercise psychology in facilitating psychological growth and development in children, improvement in performance as well as improvement of health and wellness among sport and physical activity participants.		

act in an ethical and professional manner while fulfilling your role as sport psychological consultant to facilitate psychological growth and development in children, improve performance and health and wellness among sport and physical activity participants. Assessment methods - Formal formative: Written class tests on the theory regarding all learning outcomes. Group discussions in classes on scientific/research basis of exercise and sport psychology. Individual and group class assessment techniques. Assessment methods – Summative: Practical evaluation of the application of the psychological assessment strategies. Practical examination of the application of the psychological assessment strategies. Formal theoretical examination		
Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSS311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 24
Title: Applied Exercise Science Practice / Titel: Toegepaste Oefenkunde Praktijk		
Module outcomes: After successful completion of this module, the student should: - have an integrated knowledge and understanding of various functional and advanced exercise and resistance training exercises and techniques as well as demonstrate and evaluate the execution of these exercises and techniques - be able to demonstrate an integrated knowledge and understanding of the skills necessary to identify, evaluate and solve complex practice-related sport-specific problems by taking programming and specific exercise guidelines, as well as performance goals into consideration in the compilation, substantiation, analysis, evaluation and adaptation of different types of programmes - demonstrate individually or as part of a group, the ability to collect and analyse relevant research information in appropriate literature and use it in the planning of exercise programmes aimed at particular sport-specific needs - be able to substantiate the choice and composition of the programmes and activities and communicate the recommendations in writing and/or orally by means of appropriate IT to an audience of peers and/or professionals with the understanding and respect of intellectual property conventions, as well as plagiarism and copyright rules - reflect the values appropriate to the practice of an exercise practitioner and demonstrate ethical conduct and communication skills.		
Assessment criteria: The outcomes have been mastered when the student can: - use the integrated knowledge they have obtained with regards to advanced training modalities to demonstrate, evaluate, correct and critique the various training methods, techniques and strategies - write, and adapt comprehensive, detailed and relevant exercise training programmes, taking into consideration general exercise and sport specific considerations; - use his/her integrated knowledge to lead a group into exercise or training practice by making use of the correct and applicable exercise or training modalities while reflecting ethical conduct and communications skills as applicable to an exercise practitioner. Assessment methods - Formal formative: Written class tests; Verbal and written reports after client evaluation; Compiling of various exercise programmes; Correction of faulty training programmes Assessment methods – Summative: Practical examination through demonstration of various exercise techniques. Theoretical examination of module content		
Method of delivery: Full-time / Metode van aflevering: Voltyds		
Module code / Modulekode: HMSS312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Laboratory Practice 1 for Sport Science / Titel: Laboratoriumpraktijk 1		
Module outcomes: After successful completion of this module, the student should: - be able to demonstrate integrated knowledge and understanding of: the physiology that underlies each of the tests and methods by which athletes in individual and team sports, respectively can be tested to determine the weak and strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile;; - demonstrate competence in different exercise methods and techniques that can be used to improve individual and team sport participant's weak points and maintain their strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile.		

- be able to scrutinize scientific resources in order to write a scientifically based assignment on the physical, physiological, motor performance, biomechanical and anthropometric profile athletes, whilst continually considering the rules on copyright and plagiarism.
- be able to set up and conduct a testing session during which the physical, physiological, motor performance, biomechanical and anthropometric profile of the last-mentioned athletes are evaluated, a report based on the results of the above-mentioned tests and make scientifically proven recommendations on the improvement of performance in sport and exercise
- be able to manage, monitor, teach and guide a second year group of students within a real gymnasium setting with regard to the execution and spotting of different resistance training exercises for various muscle groups based on the acquired integrated knowledge
- have the ability to communicate the information that are related to all of the above-mentioned aspects, verbally and in writing by making use of different technologies and media, in an accurate and coherent manner,
- be able to manage and implement the learning strategies that are relevant to this field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use and apply the integrated knowledge and understanding of exercise physiology to determine the weak and strong points of athletes, perform applicable tests and answer various questions related to these aspects verbally and in writing.
- successfully write a scientifically based assignment in which the respective profiles of an individual and team sport athlete are described as well as the tests, measurement techniques and norms that will be used to evaluate the various elements associated with performance in sport and exercise.
- as part of a team successfully set up and conduct a testing session during which the physical, physiological, motor performance, biomechanical and anthropometric profile of individual and team sport athletes are evaluated
- compile an accurate report based on the test results and make scientifically justified recommendations for the improvement of performance in exercise and sport.
- successfully manage, monitor, teach and guide a second year group of students within a real gymnasium set-up with regard to the execution and spotting of different resistance training exercises for various muscle groups by applying acquired integrated knowledge of exercise physiology.
- obtain a mark of at least 50% for all practical class tests and exams as well as reports.

Assessment methods - Formal formative:

Practical class tests of each of the relevant learning units. Completed, type-written reports of individual test results

Assessment methods – Summative:

Practical examination of a real testing session; A scientifically based assignment; A practical exam of the 2nd year students

Method of delivery: Full-time / **Metode van aflerwing:** Voltyds

Module code / Modulekode:
HMSS321

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Laboratory Practice 2 for Sport Science / **Titel:** Laboratoriumpraktik 2

Module outcomes:

After successful completion of this module, the student should:

- be able to demonstrate integrated knowledge and understanding of: the physiology that underlies each of the tests and methods by which athletes in individual and team sports, respectively can be tested to determine the weak and strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile;;
- demonstrate competence in different exercise methods and techniques that can be used to improve individual and team sport participants' weak points and maintain their strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile.
- be able to correctly conduct, analyze, calculate and interpret the results of different laboratory and field based tests and measurements to evaluate the physical, physiological, motor performance, biomechanical and anthropometric components of individual and team sport athletes and compile an accurate and scientifically-based report with recommendations based on the results of the conducted tests
- have the ability to communicate the information on exercise and sport performance-related aspects, verbally and in writing by making use of different technologies and media, in an accurate and coherent manner,
- be able to manage and implement the learning strategies that are relevant to this field of study by making use of all the prescribed and other resources of information to obtain the minimum final mark of 50% for this module.

Assessment criteria:

The outcomes have been mastered when the student can:

- use the integrated knowledge and understanding regarding exercise physiology that underlies each of the tests and methods used to a) determine the weak and strong points in the physical, physiological, motor performance, biomechanical and anthropometric profile of the athletes; b) correctly answer various questions with regard to these aspects verbally and in writing during practical tests, reports and in practical exams.
- use the integrated knowledge and understanding, regarding the different exercise methods and techniques that can be used to improve individual and team sport participant's weak points and maintain their strong points in their physical, physiological, motor performance, biomechanical and anthropometric profile to correctly answer various questions with regard to these aspects verbally and in writing individually and/or as part of a team during practical tests, reports and practical exams
- compile an accurate report based on the results of the above-mentioned tests and make scientifically justified recommendations (exercise training and conditioning exercises) according to which the identified weak points in the physical, physiological, motor performance, biomechanical and anthropometric profile of the last-mentioned athletes can be improved.
- obtain a mark of at least 50% for all practical class tests and exams as well as reports.

Assessment methods - Formal formative:

Practical class tests of each of the relevant learning units; Completed, type-written reports of individual test results

Assessment methods – Summative:

Completed, typed/written reports of all test results; Practical examination of a real testing session

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
HMXA211

Semester 1

NQF level / NKR vlak: 6
Credits / Krediete: 8

Title: Coaching science in Athletics / **Titel:** Afrigtingskunde in Atletiek

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques to offer effective coaching methods in athletics
- basic knowledge to operate effectively within the context of athletics;
- logical and critical understanding of the roles of all components of athletics in order to solve athletic-related problems;
- ethical and professional behaviour towards athletes, coaches and other staff members.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- detail teoretiese en praktiese kennis en tegnieke om effektiewe afrigtingsmetodes in atletiek te lewer;
- basiese kennis toe te pas vir die effektiewe funksionering binne die konteks van atletiek;
- logiese en kritiese begrip te toon van die rolle van alle komponente van atletiek om sodoende probleme op te los wat verband hou met atletiek;
- etiese en professionele gedrag teenoor atlete, afrigters en ander personeellede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- demonstrate practical knowledge and techniques to offer effective coaching methods in athletics;
- apply basic knowledge in lesson planning, error analysis, rules and safety of athletics, nutrition guidelines for competitions;
- identify the scope, professional relationships and approaches within athletics;
- act ethical and professional towards athletes, coaches and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theoretical examination, Practical examination

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- praktiese kennis en tegnieke te demonstreer om effektiewe afrigtingsmetodes vir atlete te bied;
- basiese kennis toe te pas in lesbeplanning, analisering van foute, reëls en veiligheid van atletiek, voedingsriglyne vir kompetisie
- die omvang, professionele verhoudings en benaderings binne atletiek te identifiseer
- eties en professioneel op te tree teenoor atlete, afrigters en ander personeellede

Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMXN211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science in Netball / Titel: Afrigtingskunde in Netbal		
Module outcomes: On completion of the module the student should be able to demonstrate: - detailed theoretical and practical knowledge and techniques in netball, to offer effective coaching methods for children; - fundamental knowledge to operate effectively within the context of netball; - acquired knowledge to critically and logically understand the roles of all components of netball in order to solve problems; - ethical and professional behaviour towards participants, coaches and other staff members. Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: - gedetailleerde teoretiese en praktiese kennis en tegnieke in netbal, om effektiewe afrigtingsmetodes vir kinders te lewer; - fundamentele kennis vir effektiewe funksionering binne die konteks van netbal; - aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van netbal om sodoende probleme op te los; - etiese en professionele gedrag teenoor deelnemers, afrigters en ander personeellede		
Assessment criteria: Students have mastered the outcomes if they are able to: - apply detailed theoretical and practical knowledge and techniques to offer effective netball coaching methods to children; - implement fundamental knowledge to do lesson planning, error analysis, rules and safety of netball players, nutrition guidelines for competitions; - reflect acquired knowledge to identify the scope, professional relationships and approaches within netball; - act ethically and professional towards participants, coaches and other staff members Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theoretical examination, Practical examination Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: - gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe netbal afrigtingsmetodes vir kinders te lewer; - fundamentele kennis te implementeer vir die toepassing van lesbeplanning, analisering van foute, reëls en veiligheid van netbalspelers, voedingsriglyne vir kompetisie; - aangeleerde kennis te weerspieël om die omvang, professionele verhoudings en benaderings binne netbal te identifiseer; - eties en professioneel op te tree teenoor deelnemers, afrigters en ander personeellede		
Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMXS211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science in Swimming / Titel: Afrigtingskunde in Swem		

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques regarding swimming, to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of swimming;
- acquired knowledge to critically and logically understand the roles of all components of swimming in order to solve problems;
- ethical and professional behaviour towards participants, coaches and other staff members.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde teoretiese en praktiese kennis en tegnieke van swem, om effektiewe afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis vir effektiewe funksionering binne die konteks van swem;
- aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van swem om sodoende probleme op te los;
- etiese en professionele gedrag teenoor deelnemers, afrigters en ander personeellede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective swimming coaching methods to children;
- implement fundamental knowledge to do lesson planning, error analysis, rules and safety of swimmers, nutrition guidelines for competitions;
- reflect acquired knowledge to identify the scope, professional relationships and approaches within swimming;
- act ethically and professional towards participants, coaches and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theoretical examination, Practical examination

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe swem-afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis te implementeer vir die toepassing van lesbeplanning, analisering van foute, reëls en veiligheid van swimmers, voedingsriglyne vir kompetisie;
- aangeleerde kennis te weerspieël om die omvang, professionele verhoudings en benaderings binne swem te identifiseer;
- eties en professioneel op te tree teenoor deelnemers, afrigters en ander personeellede

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen, Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 6
HMXT211		Credits / Krediete: 8

Title: Coaching science in Tennis / **Titel:** Afrigtingskunde in Tennis

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques regarding tennis, to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of tennis;
- acquired knowledge to critically and logically understand the roles of all components of tennis in order to solve problems;
- ethical and professional behaviour towards participants, coaches and other staff members.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde teoretiese en praktiese kennis en tegnieke in tennis, om effektiewe afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis vir effektiewe funksionering binne die konteks van tennis;
- aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van tennis om sodoende probleme op te los;
- etiese en professionele gedrag teenoor deelnemers, afrigters en ander personeellede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective tennis coaching methods to children;
- implement fundamental knowledge to do lesson planning, error analysis, rules and safety of tennis players, nutrition guidelines for competitions;
- reflect acquired knowledge to identify the scope, professional relationships and approaches within tennis;
- act ethically and professional towards participants, coaches and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theoretical examination, Practical examination

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe tennis afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis te implementeer vir die toepassing van lesbeplanning, analisering van foute, reëls en veiligheid van tennisspelers, voedingsriglyne vir kompetisie;
- aangeleerde kennis te weerspieël om die omvang, professionele verhoudings en benaderings binne tennis te identifiseer;
- eties en professioneel op te tree teenoor deelnemers, afrigters en ander personeellede

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen, Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: HMXG221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Coaching science in Gymnastics / **Titel:** Afrigtingskunde in Gimnastiek

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of gymnastics;
- acquired knowledge to critically and logically understand the roles of all components of gymnastics in order to solve problems;
- ethical and professional behaviour towards gymnasts, coaches and other staff members.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde teoretiese en praktiese kennis en tegnieke, om effektiewe afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis vir effektiewe funksionering binne die konteks van gimnastiek;
- aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van gimnastiek om sodoende probleme op te los;
- etiese en professionele gedrag teenoor gimnaste, afrigters en ander personeellede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective coaching methods to children;
- apply specific assistance during practical performance;

- apply lesson planning, error analysis, rules and safety of gymnastics, nutrition guidelines for competitions;
- identify the scope, professional relationships and approaches within gymnastics;
- act ethically and professional towards gymnasts, coaches and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theoretical examination, Practical examination

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe afrigtingsmetodes vir kinders te lewer;
- spesifieke hulp te bied tydens die uitvoering van gimnastiekbewegings;
- lesbeplanning, analiserings van foute, reëls en veiligheid van gimnastiek en voedingsriglyne vir kompetisies toe te pas
- die omvang, professionele verhoudings en benadering binne gimnastiek te identifiseer;
- eties en professioneel op te tree teenoor gymnaste, afrigters en ander personelede

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen, Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
HMXH221		Credits / Krediete: 8

Title: Coaching science in Hockey / **Titel:** Afrigtingskunde in Hokkie

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques in hockey, to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of hockey;
- acquired knowledge to critically and logically understand the roles of all components of hockey in order to solve problems;
- ethical and professional behaviour towards participants, coaches and other staff members.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde teoretiese en praktiese kennis en tegnieke in hokkie, om effektiewe afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis vir effektiewe funksionering binne die konteks van hokkie;
- aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van hokkie om sodoende probleme op te los;
- etiese en professionele gedrag teenoor deelnemers, afrigters en ander personelede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective hockey coaching methods to children;
- apply specific assistance during practical performance;
- do lesson planning, error analysis, rules and safety of hockey players, nutrition guidelines for competitions;
- identify the scope, professional relationships and approaches within hockey;
- act ethically and professional towards participants, coaches and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theoretical examination, Practical examination

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe hokkie afrigtingsmetodes vir kinders te lewer;
- lesbeplanning, analisering van foute, reëls en veiligheid van hokkiespelers en voedingsriglyne vir kompetisies toe te pas
- die omvang, professionele verhoudings en benadering binne hokkie te identifiseer;
- eties en professioneel op te tree teenoor deelnemers, afrigters en ander personeellede

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen, Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
HMXK221

Semester 2

NQF level / NKR vlak: 6
Credits / Krediete: 8

Title: Coaching science in Cricket / **Titel:** Afrigtingskunde in Krieket

Module outcomes:

On completion of the module the student should be able to demonstrate:

- detailed theoretical and practical knowledge and techniques in cricket, to offer effective coaching methods for children;
- fundamental knowledge to operate effectively within the context of cricket;
- acquired knowledge to critically and logically understand the roles of all components of cricket in order to solve problems;
- ethical and professional behaviour towards participants, coaches and other staff members.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- gedetailleerde teoretiese en praktiese kennis en tegnieke in krieket, om effektiewe afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis vir effektiewe funksionering binne die konteks van krieket;
- aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van krieket om sodoende probleme op te los;
- etiese en professionele gedrag teenoor deelnemers, afrigters en ander personeellede

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply detailed theoretical and practical knowledge and techniques to offer effective cricket coaching methods to children;
- implement fundamental knowledge to do lesson planning, error analysis, rules and safety of cricket players, nutrition guidelines for competitions;
- reflect acquired knowledge to identify the scope, professional relationships and approaches within cricket;
- act ethically and professional towards participants, coaches and other staff members

Assessment methods - Formal formative:

Class tests, Assignments

Assessment methods – Summative:

Theoretical examination, Practical examination

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hulle in staat is om:

- gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe krieket afrigtingsmetodes vir kinders te lewer;
- fundamentele kennis te implementeer vir die toepassing van lesbeplanning, analisering van foute, reëls en veiligheid van krieketspelers, voedingsriglyne vir kompetisie;
- aangeleerde kennis te weerspieël om die omvang, professionele verhoudings en benaderings binne krieket te identifiseer;
- eties en professioneel op te tree teenoor deelnemers, afrigters en ander personeellede

Assesseringsmetodes – Formeel formatief:

Klastoetse, Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen, Praktiese eksamen

Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%.		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: HMXR221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Coaching science in Rugby / Titel: Afrigtingskunde in Rugby		
Module outcomes: On completion of the module the student should be able to demonstrate: - detailed theoretical and practical knowledge and techniques in rugby, to offer effective coaching methods for children; - fundamental knowledge to operate effectively within the context of rugby; - acquired knowledge to critically and logically understand the roles of all components of rugby in order to solve problems; - ethical and professional behaviour towards participants, coaches and other staff members. Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: - gedetailleerde teoretiese en praktiese kennis en tegnieke in rugby, om effektiewe afrigtingsmetodes vir kinders te lewer; - fundamentele kennis vir effektiewe funksionering binne die konteks van rugby; - aangeleerde kennis om logiese en kritiese begrip te hê van die rolle van alle komponente van rugby om sodoende probleme op te los; - etiese en professionele gedrag teenoor deelnemers, afrigters en ander personeellede		
Assessment criteria: Students have mastered the outcomes if they are able to: - apply detailed theoretical and practical knowledge and techniques to offer effective rugby coaching methods to children; - implement fundamental knowledge to do lesson planning, error analysis, rules and safety of rugby players, nutrition guidelines for competitions; - reflect acquired knowledge to identify the scope, professional relationships and approaches within rugby; - act ethically and professional towards participants, coaches and other staff members Assessment methods - Formal formative: Class tests, Assignments Assessment methods – Summative: Theoretical examination, Practical examination Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hulle in staat is om: - gedetailleerde teoretiese en praktiese kennis en tegnieke aan te wend om effektiewe rugby afrigtingsmetodes vir kinders te lewer; - fundamentele kennis te implementeer vir die toepassing van lesbeplanning, analisering van foute, reëls en veiligheid van rugbyspelers, voedingsriglyne vir kompetisie; - aangeleerde kennis te weerspieël om die omvang, professionele verhoudings en benaderings binne rugby te identifiseer; - eties en professioneel op te tree teenoor deelnemers, afrigters en ander personeellede Assesseringsmetodes – Formeel formatief: Klastoetse, Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen, Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: LLAW221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 12
Title: Introductory Labour Law / Titel: Inleidende Arbeidsreg		
Module outcomes: After successful completion of this module, students should have accomplished the following: a detailed knowledge and understanding of the principles of Labour Law with specific reference to:		

- What labour law entails, the different sources and the distinction between individual and collective labour law.
- The nature of a contract of employment.
- The rights and obligations of the employer and employee in an employment relationship.
- The conclusion and termination of a contract of employment as well as remedies for breach of a contract.
- a comprehensive knowledge and understanding of the influence and application of the Constitution of the Republic of South Africa
- ability to select, evaluate and apply legal principles to solve fundamental problems in a defined environment in the field of Labour Law.
- accurate and coherent written and verbal communication of principles,

Assessment criteria:

The student will have reached the outcomes if he/she can do the following:

- know the definition of labour law.
- distinguish a contract of employment from related contracts.
- discuss and apply the principles of the law of contract.
- discuss the rights and obligations of the parties in an employment relationship.
- critically analyse the influence of the field of Labour Law specifically on core labour law legislations.
- resolve a labour law dispute by analysing and deconstructing a given situation.

Assessment methods - Formal formative:

Class tests; Semester tests; Practical assignments

Assessment methods – Summative:

Formal written exam

Assessment plan:

A) Participation mark: Semester Test: 80%, Class Test: 20%

B) Examination mark: Written exam = 100%

Calculation of final mark: Participation mark: 50% of final mark, Examination mark: 50% of final mark

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: MBWK216	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Biomechanics / **Titel:** Biomeganika

Module outcomes:

On completion of the module the student should be able to demonstrate the following:

- detailed knowledge and understanding of the laws of physics and the related mathematical calculations;
- have the ability to select, evaluate and effectively apply standard methods and formulas to solve fundamental problems in the field of biomechanics;
- conduct ethical behavior while performing biomechanical testing.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- uitgebreide kennis en begrip oor die wette van fisika en die verwante wiskundige berekeninge;
- die vermoë om standaard metodes en formules te selekteer, evalueer en effektief toe te pas om fundamentele probleme binne die veld van biomeganika op te los;
- etiese optrede tydens die uitvoering van biomeganiese toetsing.

Method of assessment / Assesseringsmetodes: 50:50

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: MBWK217	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Sport injuries / **Titel:** Sportbeserings

Module outcomes:

On completion of the module the student should be able to demonstrate the following:

- a profound knowledge and understanding of common musculo-skeletal injuries and conditions;
- to understand and explain the patho-physiology and recovery of injuries;
- a comprehensive understanding of a multidisciplinary approach to acute sport injuries;
- the ability to implement appropriate injury prevention strategies for different individuals and groups;
- conduct patient evaluations within the ethics of first aid.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- indiepte kennis en begrip van algemene muskulo-skeletale beserings en kondisies;
- die patofisiologie en herstel van beserings te verstaan en weer te gee;
- 'n omvattende begrip van 'n multi-dissiplinêre benadering tot akute sportbeserings;

- die vermoë om geskikte strategieë vir die voorkoming van beserings te implementeer vir verskillende individue en groepe;
- pasiëntevaluasie binne die etiek van noodhulp te kan toepas.

Assessment criteria:

Students have mastered the outcomes if they are able to do the following:

- demonstrate a profound knowledge and understanding of common musculo-skeletal injuries and conditions, including their occurrence, symptoms and/or possible causes;
- recognise possible signs and symptoms indicating emergency medical attention is required, acute management and further investigating or referral of the patient;
- propose, prescribe and implement injury prevention strategies for different individuals and groups.

Assessment methods – Formal formative:

Class tests; Group assignments; Individual assignments

Assessment methods – Summative:

Theory exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester wanneer hul die volgende kan doen:

- demonstreer grondige kennis en begrip van algemene muskulo-skeletale beserings en kondisies, insluitende hul voorkoms, simptome en/of moontlike oorsake;
- erken moontlike tekens en simptome wat aandui op mediese noodbehandeling, akute bestuur en verdere ondersoek of verwysing van die pasiënt;
- strategieë vir die voorkoming van beserings voor te stel, voor te skryf en implementeer vir individue en groepe

Assesseringsmetodes – Formeel formatief:

Klastoetse; Groepsopdragte; Individuele opdragte

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

MBWK219

Semester 1

NQF level / NKR vlak: 6

Credits / Krediete: 8

Title: Sport and Exercise Science practice I / Titel: Sport- en Oefen fisiologie I

Module outcomes:

On completion of the module the student should be able to demonstrate the following:

- acquired knowledge and clear understanding of various body systems;
- insight and understanding of the changes that occur to various body systems due to growth (maturation), aging and exercise (acute and chronic);
- the ability to calculate several energy-related variables in the field of Exercise Physiology;
- conducting various skill in consideration of the dignity of the individual.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te kan demonstreer:

- verwerfde kennis en duidelike begrip van verskeie liggaamstelsels;
- insig en begrip van die veranderinge wat voorkom by die verskeie liggaamstelsels as gevolg van groei (rypings), veroudering en oefening (akuut en kronies);
- die vermoë om verskeie energie-verwante veranderlikes te bereken binne die veld van Oefen fisiologie;
- die uitvoering van verskeie vaardighede met inagneming die menswaardigheid van die individu

Assessment criteria:

Students have mastered the outcomes if they are able to do the following:

- calculate several energy related variables by correctly solving relevant case studies;
- apply detailed knowledge and clear understanding of various body systems such as: homeostasis, energy, energy transfer and energy systems, fatigue, macro and micro nutrients, hydration and digestion in the human body;
- identify and apply the nutritional and hydration guidelines for different durations and categories of activities; periods of training and competition participation.

Assessment methods – Formal formative:

Class tests; Group discussions; Case studies

Assessment methods – Summative:

Theory exam; Semester test

Assessment plan:

Module mark consist of: Participation mark 60%, Exam mark 40%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- verskeie energie-verwante veranderlikes te bereken om relevante gevallestudies korrek op te los;
- detail kennis en duidelike begrip kan toepas oor verskeie liggaamstelsels, soos: homeostase, energie, energie-oordrag en energie-sisteme, moegheid, makro- en mikronutriënte, hidrasie en vertering in die menslike liggaam;
- die voedingswaarde en hidrasie riglyne te kan identifiseer en toepas vir verskillende duur en kategorieë van aktiwiteite; periodes van oefening en kompetisiedeelname

Assesseringsmetodes – Formeel formatief:

Klastoetse; Groepbesprekings; Gevallestudies

Assesseringsmetodes – Summatief:

Teorie eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 60%, Eksamenpunt 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
MBWK223		Credits / Krediete: 8

Title: Kinanthropometry / **Titel:** Kinantropometrie

Module outcomes:

On completion of the module the student should be able to demonstrate the following:

- detailed knowledge and clear understanding of terminology, procedures, principles and concepts in the field of kinanthropometry;
- insight into and understanding of the theoretical aspects of basic anatomy;
- systematic knowledge in body measurement on patients / athletes;
- awareness on the foundations of ethical rules and norms in dealing with people when conducting body measurements.

Module-uitkomst:

Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- detail kennis en duidelike begrip van terminologie, prosedures, beginsels en konsepte binne die veld van Kinantropometrie;
- insig in en begrip van die teoretiese aspekte van basiese anatomie;
- sistematiese kennis in die liggaamsmeting op pasiënte / sportlui uit te voer;
- bewustheid van die grondslag rakende etiese reëls en norme by die hantering van persone tydens liggaamsmeting

Assessment criteria:

Students have mastered the outcomes if they are able to do the following:

- demonstrate an informed understanding of measuring skin folds, circumferences, body mass, stature and breadths according to international standards;
- describe determining percentage body fat, somatotyping, basic anatomy and the measuring error in data collection;
- apply appropriate technique when doing kinanthropometrical measurements;
- act in an ethical and professional manner as a level 1 kinanthropometrist.

Assessment methods – Formal formative:

Class tests; Group assignments

Assessment methods – Summative:

Theory exam; Practical sessions

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- demonstreer 'n ingeligte begrip van die korrekte neem van velvoue, omtrekke, liggaamsmassa, liggaamslengte en deursneemates;
- beskryf die bepaling van vetpersentasie, somatotipering, basiese anatomie, en die metingsfout in data insameling;
- pas geskikte tegniek toe wanneer kinantropometriese metings gemaak word;
- tree op in 'n etiese en professionele wyse as 'n vlak 1 kinantropometris

Assesseringsmetodes – Formeel formatief:

Klastoetse; Groepopdragte

Assesseringsmetodes – Summatief: Teorie eksamen; Praktiese sessies Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBWK225	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Sport- and Exercise Physiology II / Titel: Sport- en Oefenfisiologie II		
Module outcomes: On completion of this module the student should be able to demonstrate the following: • detailed knowledge and clear understanding of Sport- and Exercise Physiology; • specific methods and techniques of scientific enquiry; • ability to effectively implement practical skills in Sport- and Exercise Physiology; • ability to manage and implement the learning strategies that are relevant to Exercise Physiology. Module-uitkomst: Met die voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • detail kennis en duidelikebegrip van Sport- en Oefenfisiologie • spesifieke metodes en tegnieke van wetenskaplike ondersoek; • vermoë om praktiese vaardighede in Sport- en Oefenfisiologie te implementeer; • vermoë om die leerstrategieë wat relevant is tot Sport- en Oefenfisiologie te bestuur en implementeer.		
Assessment criteria: Students have mastered the outcomes if they are able to do the following: • demonstrate detailed knowledge and clear understanding of the cardiovascular and respiratory systems, common pathological conditions and thermoregulation of these systems during rest and exercise; • measure and evaluate the functioning of the cardiovascular and respiratory system to explain the results of these tests (methods) in a test report; • present two PowerPoint presentations on scientifically based solutions/answers of case studies with regard to the cardiovascular and the respiratory system as well as the common pathological conditions that may affect these systems. Assessment methods – Formal formative: Class tests; PowerPoint presentations; Assignments; Case studies Assessment methods – Summative: Theoretical exam Assessmentplan: Module mark consist of: Participation mark 60%, Exam mark 40% Assesseringskriteria: Studente het die uitkomst bemeester indien hul die volgende kan doen: • demonstreer detail kennis en duidelike begrip van die kardiovaskulêre en respiratoriese sisteme, algemene patologiese kondisies en termoregulering van die sisteme gedurende rus en oefening; • meet en evalueer die funksionering van die kardiovaskulêre en respiratoriese sisteem om die resultate van die toetse (metodes) te verduidelik in 'n toetsverslag; • aanbieding van twee PowerPoint voordragte op wetenskaplik gebaseerde oplossings/antwoorde van gevallestudies met betrekking tot die kardiovaskulêre en respiratoriese sisteem asook die algemene patologiese kondisies wat die sisteme kan affekteer Assesseringsmetodes – Formeel formatief: Klastoetse; PowerPoint voordragte; Opdragte; Gevallestudies Assesseringsmetodes – Summatief: Teoretiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 60%, Eksamenpunt 40%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBWK315	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Applied Exercise Physiology / Titel: Toegepaste Oefenfisiologie		
Module outcomes: On completion of this module, the student should be able to demonstrate the following: • integrated knowledge and coherent understanding of the different fields of Applied Exercise Physiology; • specific exercise guidelines in working out in a gymnasium; • adjusting and executing gym programs in accordance with the code of conduct of an exercise practitioner.		

Module-uitkomst: Met die voltooiing van die module, behoort die student in staat te wees om die volgende te demonstree: - geïntegreerde kennis en samehangende begrip van die verskillende velde van Toegepaste Oefen fisiologie; - spesifieke oefenriglyne tydens oefening in 'n gimnasium; - aanpassing en uitvoering van gimnasiumprogramme in ooreenstemming met die gedragskode van 'n oefenkundige		
Assessment criteria: Students have mastered the outcomes if they are able to do the following: - demonstrate integrated knowledge and coherent understanding of exercise physiology, anatomy, various resistance exercises and exercise apparatus relating to basic resistance-, programming and the execution of the various techniques within a gymnasium environment; - demonstrate, evaluate and correctly apply the various exercise techniques in a gymnasium or field environment; - adjust and execute gym programs in accordance with the code of conduct of an exercise practitioner. Assessment methods – Formal formative: Class tests; Assignments Assessment methods – Summative: Theoretical exam; Practical exam Assessment plan: Module mark consist of: Participation mark 60%, Exam mark 40% Assesseringskriteria: Studente het die uitkomst bemeester indien hul die volgende kan doen: - demonstree geïntegreerde kennis en samehangende begrip van oefen fisiologie, anatomie, verskillende weerstandsoefeninge en oefenapparaat wat in verband staan met weerstandsprogrammering en die uitvoering van verskeie tegnieke binne 'n gimnasium-omgewing; - demonstree, evalueer, en die korrekte toepassing van verskillende oefentegnieke binne 'n gimnasium-omgewing; - aanpassing en uitvoering van gimnasiumprogramme in ooreenstemming met die gedragskode van 'n oefenkundige Assesseringsmetodes – Formeel formatief: Klastoetse; Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen; Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 60%, Eksamenpunt 40%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBWK316	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Biokinetics / Titel: Biokinetika		
Module outcomes: On completion of this module, the student should be able to demonstrate the following: - integrated knowledge and coherent understanding in the application of different Biokinetic-specific theories, terminologies and definitions; - interpret and apply the physiological and exercise-physiologic principles; - elementary knowledge, coherence and critical understanding of the most important ethical problems associated with Biokinetics. Module-uitkomst: Met die voltooiing van die module, behoort die student in staat te wees om die volgende te demonstree: - geïntegreerde kennis en samehangende begrip van die verskillende vakspesifieke teorieë, terminologieë en definisies; - die fisiologiese en oefen fisiologiese beginsels van fisieke aktiwiteit te interpreteer en toepas; - elementêre kennisbasis en samehangende en kritiese begrip van die belangrikste etiese probleme wat met Biokinetika geassosieer word.		
Assessment criteria: Students have mastered the outcomes if they are able to do the following: - reflect integrated knowledge and coherent understanding in the application of different subject-specific theories, terminologies and definitions; - interpret and apply the physiological and exercise-physiologic principles concerning physical activities, physical fitness, and repetitive exercise as preventative and treatment modalities in the working environment; - apply the concept of hypokinesia on health and identify and implement certain lifestyle adjustments;		

- demonstrate elementary knowledge, coherence and critical understanding of the most important ethical problems associated with Biokinetics.

Assessment methods – Formal formative:

Class tests; Assignments

Assessment methods – Summative:

Theoretical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- reflekteer geïntegreerde kennis en samehangende begrip in die aanwending van verskillende vakspesifieke teorieë, terminologieë en definisies;
- die fisiologiese en oefenфизиologiese beginsels van fisieke aktiwiteit, fisieke fiksheid, oefening en inoefening as voorkomende en behandelings modaliteite interpreteer en toe te pas binne die werksomgewing;
- die konsep van hipokinetiek op gesondheid toepas en leefstylaangepassings te identifiseer en implementeer;
- demonstreer elementêre kennisbasis en samehangende en kritiese begrip van die belangrikste etiese probleme wat met Biokinetika geassosieer word.

Assesseringsmetodes – Formeel formatief:

Klastoetse; Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
MBWK325		Credits / Krediete: 16

Title: Applied Exercise Science Practice / Titel: Toegepaste Oefenkundepraktijk

Module outcomes:

On completion of this module, the student should be able to demonstrate the following:

- integrated knowledge and coherent understanding of Applied Exercise Science Practice;
- integrated knowledge and coherent understanding of the skills necessary to identify, evaluate and solve complex practice-related sport-specific problems;
- ability to plan exercise programs aimed at particular sport-specific needs;
- reflect in all communication that an established value system and ethical conduct is considered.

Module-uitkomst:

Met die voltooiing van die module, behoort die student in staat te wees om die volgende te demonstreer:

- geïntegreerde kennis en samehangende begrip oor Toegepaste Oefenkundepraktijk
- geïntegreerde kennis en samehangende begrip van die vaardighede wat nodig is om komplekse praktykgerigte en sport-spesifieke probleme te identifiseer, evalueer en op te los;
- vermoë om oefenprogramme te beplan wat gemik is op bepaalde sportspesifieke behoeftes;
- reflekteer in alle kommunikasie dat 'n gevestigde waardesisteem en etiese gedrag in ag geneem is

Assessment criteria:

Students have mastered the outcomes if they are able to do the following:

- demonstrate, evaluate, correct and critique the various training methods, techniques and strategies;
- take programming and specific exercise guidelines, as well as performance goals into consideration in the compilation, analysis, evaluation and adaptation of different types of programs;
- demonstrate the ability to collect and analyse relevant research information in appropriate literature and use it in the planning of exercise programs aimed at particular sport-specific needs;
- reflect the values appropriate to the practice of an exercise practitioner and demonstrate ethical conduct.

Assessment methods – Formal formative:

Class tests; Assignments

Assessment methods – Summative:

Theoretical exam; Practical exam

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- demonstreer, evalueer, korrigeer en kritiseer verskeie oefenmetodes, tegnieke en strategieë;
- neem programmering en spesifieke oefenriglyne, sowel as prestasiedoelwitte in ag met die samestelling, analiserings, evaluering en aanpassing van die verskillende tipes programme;
- demonstreer die vermoë om relevante navorsingsinligting uit geskikte literatuur in te samel en te analiseer en dan te gebruik in die beplanning van oefenprogramme gemik op bepaalde sport-spesifieke behoeftes;

reflekteer die waardes geskik tot die praktyk van 'n oefenkundige en demonstreer etiese gedrag Assesseringsmetodes – Formeel formatief: Klastoetse; Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen; Praktiese eksamen		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBXA225	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Game Skills Application in Athletics / Titel: Spelvaardigheidstoepassing in Atletiek		
Module outcomes: On completion of this module, the student should be able to demonstrate the following: - fundamental knowledge of biomechanics in movements in athletics techniques; - comprehensive knowledge to implement and coach different athletic methods and techniques; - the ability to analyse and evaluate athletic skills - ethical and professional behaviour in coaching athletics Module-uitkomst: Met die voltooiing van die module, behoort die student in staat te wees om die volgende te demonstreer: - fundamentele kennis om die rol van biomeganika in bewegings by atletiektegnieke te ken en toe te pas; - omvattende kennis om verskillende atletiekmetodes en tegnieke te ken, implementeer en af te rig; - vermoë om atletiekvaardighede te analiseer en evalueer; - etiese en professionele gedrag in die afrigting van atletiek		
Assessment criteria: Students have mastered the outcomes if they are able to do the following: - demonstrate analytical and evaluative thinking in the analysis and remediation of athletic skills; - implement and coach different athletic methods and techniques; - collaborate in groups and teams - analyse the different athletics events scientifically and identify and remediate errors; - act ethically and professional when coaching athletes Assessment methods – Formal formative: Class tests; Assignments Assessment methods – Summative: Theoretical exam; Practical exam Assessment plan: Module mark consist of: Participation mark 50%, Exam mark 50% Assesseringskriteria: Studente het die uitkomst bemeester indien hul die volgende kan doen: - analitiese en evaluerende denke by die ontleding en remediëring van atletiekvaardighede te demonstreer - verskillende atletiekmetodes en tegnieke te ken, implementeer en af te rig; - saam te werk in groepe en spanne; - verskillende atletiekitems wetenskaplik te ontleed en foute te identifiseer en te remedieer; - eties en professioneel op te tree wanneer atlete afgerig word Assesseringsmetodes – Formeel formatief: Klastoetse; Opdragte Assesseringsmetodes – Summatief: Teoretiese eksamen; Praktiese eksamen Assesseringsplan: Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBXR225	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Game Skills Application in Rugby / Titel: Spelvaardigheidstoepassing in Rugby		
Module outcomes: On completion of this module, the student should be able to demonstrate the following: - fundamental knowledge of biomechanics in movements in rugby skills; - comprehensive knowledge to implement and coach different rugby skills and techniques; - the ability to analyse and evaluate rugby skills - ethical and professional behaviour in coaching rugby Module-uitkomst: Met die voltooiing van die module, behoort die student in staat te wees om die volgende te demonstreer:		

- fundamentele kennis om die rol van biomeganika in bewegings by rugbyvaardighede te ken en toe te pas;
- omvattende kennis om verskillende rugbyvaardighede en tegnieke te ken, implementeer en af te rig;
- vermoë om rugbyvaardighede te analiseer en evalueer;
- etiese en professionele gedrag in die afrigting van rugby

Assessment criteria:

Students have mastered the outcomes if they are able to do the following:

- demonstrate analytical and evaluative thinking in the analysis and remediation of rugby skills;
- implement and coach different rugby skills and techniques;
- collaborate in groups and teams
- analyse the different rugby skills scientifically and identify and remediate errors;
- act ethically and professional when coaching rugby players

Assessment methods – Formal formative:

Class tests; Assignments

Assessment methods – Summative:

Theoretical exam; Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- analitiese en evalueerende denke by die ontleding en remediëring van rugbyvaardighede te demonstreer
- verskillende rugbyvaardighede en tegnieke te ken, implementeer en af te rig;
- saam te werk in groepe en spanne;
- verskillende rugbyvaardighede wetenskaplik te ontleed en foute te identifiseer en te remedeer;
- eties en professioneel op te tree wanneer rugbyspelers afgerig word

Assesseringsmetodes – Formeel formatief:

Klastoetse; Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen; Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
MBXS225		Credits / Krediete: 16

Title: Game Skills Application in Soccer / **Titel:** Spelvaardigheidstoepassing in Sokker

Module outcomes:

On completion of this module, the student should be able to demonstrate the following:

- fundamental knowledge of biomechanics in movements in soccer skills;
- comprehensive knowledge to implement and coach different soccer skills and techniques;
- the ability to analyse and evaluate soccer skills
- ethical and professional behaviour in coaching soccer

Module-uitkomste:

Met die voltooiing van die module, behoort die student in staat te wees om die volgende te demonstreer:

- fundamentele kennis om die rol van biomeganika in bewegings by sokkervvaardighede te ken en toe te pas;
- omvattende kennis om verskillende sokkervvaardighede en tegnieke te ken, implementeer en af te rig;
- vermoë om sokkervvaardighede te analiseer en evalueer;
- etiese en professionele gedrag in die afrigting van sokker

Assessment criteria:

Students have mastered the outcomes if they are able to do the following:

- demonstrate analytical and evaluative thinking in the analysis and remediation of soccer skills;
- implement and coach different soccer skills and techniques;
- collaborate in groups and teams
- analyse the different soccer skills scientifically and identify and remediate errors;
- act ethically and professional when coaching soccer players

Assessment methods – Formal formative:

Class tests; Assignments

Assessment methods – Summative:

Theoretical exam; Practical exam

Assessment plan:

Module mark consist of: Participation mark 50%, Exam mark 50%

Assesseringskriteria:

Studente het die uitkomst bemeester indien hul die volgende kan doen:

- analitiese en evaluerende denke by die ontleding en remediëring van sokkervaardighede te demonstreer
- verskillende sokkervaardighede en tegnieke te ken, implementeer en af te rig;
- saam te werk in groepe en spanne;
- verskillende sokkervaardighede wetenskaplik te ontleed en foute te identifiseer en te remedeer;
- eties en professioneel op te tree wanneer sokkerspelers afgerig word

Assesseringsmetodes – Formeel formatief:

Klastoetse; Opdragte

Assesseringsmetodes – Summatief:

Teoretiese eksamen; Praktiese eksamen

Assesseringsplan:

Modulepunt bestaan uit: Deelnamepunt 50%, Eksamenpunt 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: MBXA324 / MBXR324 / MBXS324	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 32

Title: Practical coaching in Athletics OR Rugby OR Soccer

Titel: Afrigtingskunde Praktijk in Atletiek OF Rugby OF Sokker

Module outcomes:

After completion of the module, the student should:

- demonstrate exposure to various aspects regarding the coaching career related to the specific sport, and exercise it practically.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- aan alle fasette rakende die afrigtingsberoep met betrekking tot die betrokke sport blootgestel te wees en kry hulle geleentheid om dit prakties in te oefen.

Methods of assessment: Practical / **Assesseringsmetodes:** Prakties

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: MBXR214	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Sport physiology in Practice / **Titel:** Sportfisiologie in Praktijk

Module outcomes:

After completion of this module, the student will be able to:

- demonstrate knowledge and understanding of facts, key terms, principles, rules and theories of obesity, resistance and interval training as well as exercise equipment and techniques;
- demonstrate skills to apply knowledge, methods and techniques on ethical and responsible ways to identify obesity and to formulate possible physiological funded solutions and to develop weight loss programs that will lead to the ideal results in practice;
- demonstrate the ability to identify, analyse and evaluate sport physiological problems and to implement scientific knowledge and skills on an ethical responsible way to propose solutions in the conditioning program to improve performance;
- to communicate information reliably and accurately either in writing, verbally or in practical demonstrations.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- besondere kennis en begrip te demonstreer van feite, sleuteltermes, beginsels, reëls en teorieë van obesiteit, weerstand en interval werk asook van oefeningsapparate en -tegnieke;
- vaardighede te demonstreer om kennis, metodes en tegnieke op eties verantwoordelike wyse toe te pas om die voorkoms van obesiteit te identifiseer en moontlike fisiologies gefundeerde oplossings te formuleer en gewigsverliesprogramme te ontwikkel om die gewenste resultate te lewer;
- vermoë te demonstreer om sportfisiologiese probleme te identifiseer, te analiseer en evalueer en dan op verantwoordbare wyse wetenskaplike kennis en vaardighede toe te pas om oplossings binne die kondisioneringsprogram te kan voorstel en implementeer om sportprestasie te bevorder;
- resultate en voorstelle op verantwoordelike, betroubare en akkurate wyse skriftelik, mondelings en/of deur demonstrasies te kommunikeer.

Methods of assessment / Assesseringsmetodes: 50:50

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: MBXR216	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Game notational analyses and preparation / Titel: Spelanalises en -voorbereiding		
Module outcomes: After completion of the module, the student should be able to: - differentiate between the various game plans; - conduct game analysis and interpret results; - in the light of aforementioned analysis compile the most suitable game plan for his/her team, and prepare them accordingly (physically and tactically). Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - onderskeid te tref tussen die verskillende wedstrydplanne; - spelanalises te kan doen en die resultate daarvan te kan interpreteer; - in die lig van bogenoemde analises vir sy eie span die mees geskikte wedstrydplan saam te stel en dan sy span diensooreenkomstig fisiek en takties voor te berei.		
Methods of assessment / Asseseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBXR217	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Sport Management / Titel: Sportbestuur		
Module outcomes: After completion of the module, the student should be able to: - apply applicable factual knowledge with regard to management tasks in sport; - know, interpret and reflect the various definitions with regard to sport management; - interpret and reflect management communication skills practically; - understand and develop a financial management system of a sport club. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - toepaslike feitekennis met betrekking tot bestuurstake in sport te kan toepas; - verskeie definisies met betrekking tot sportbestuur te ken en kan weergee; - bestuurs kommunikasievaardighede prakties en teoreties te kan weergee; 'n finansiële bestuurstelsel van 'n sportklub te kan verstaan en self te ontwikkel.		
Methods of assessment / Asseseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: MBXR219	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Sport Organization and Administration / Titel: Sportorganisasie en -administrasie		
Module outcomes: After completion of the module, the student should be able to: - integrate complete knowledge and skills of human movement with the principles of recreation and adventure practices applicable to sport, health and human development in the acquisition of applied skills by problem solving, executing of projects, dealing with true-life case studies and practice-centered scenarios; - attach evidence-driven interpretation through analysis, synthesis and evaluation to research results by founding it theoretically and effectively communicate it individually or in a group in writing by means of Information Technology and verbally to laymen and professional audiences; - demonstrate that in reaching outcomes, reasoning and communication are based on a pure world and life philosophy and an established value system. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - kennis en vaardighede van menslike beweging te integreer met beginsels van rekreasie en avontuurpraktieke wat vir sport, gesondheid en menslike ontwikkeling toepaslik is in die verwerwing van toegepaste bevoegdhede deur probleemoplossing, uitvoering van projekte, hantering van lewenswerkdike gevalle studies en praktykgerigte scenario's; - individueel of in groepe bewysgedrewe interpretasie deur analise, sintese en evaluering aan navorsingsresultate te kan heg deur dit teoreties te kan fundeer en dit met behulp van IT skriftelik en mondeling te kan kommunikeer aan leke en professionele gehore; - dit te kan demonstreer dat in die bereiking van uitkomst, die beredenerings en kommunikasie gebaseer is op 'n suiwer wêreld- en mensbeskouing en 'n gevestigde waardesisteem.		

Methods of assessment / Assesseringsmetodes: 50:50		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code: MIYM311	Semester 1	NQF level: 7 Credits: 24
Title: Midwifery I and Practicals		
Module outcomes: • Ensuring normal pregnancy whenever possible, by maintaining and improving general health of the pregnant woman. • Ensuring early detection, referral and management of complications during pregnancy. • Provision of nursing care and careful screening of all 150 pregnant women to prevent occurrence of complications. • Provision of health education and family planning		
Method of delivery: Full-time		
Module code: MIYM322	Semester 2	NQF level: 7 Credits: 24
Title: Midwifery I and Practicals		
Module outcomes: • Ensuring normal labour whenever possible, by maintaining and improving general health of the pregnant woman. • Ensuring early detection, referral and management of complications during labour. • Provision of nursing care and careful screening of all pregnant women during labour to prevent occurrence of complications. • Ensuring quality midwifery care and prevention of medico-legal hazards during labour		
Method of delivery: Full-time		
Module code: MIYM411	Semester 1	NQF level: 8 Credits: 18
Title: Midwifery II and Practicals		
Module outcomes: • Ensuring normal and healthy newborn whenever possible, by maintaining and improving general health of the pregnant woman. • Ensuring early detection, referral and management of complications of a newborn after delivery. Provision of nursing care and careful screening of all newborn babies to prevent occurrence of complications and medico-legal hazards		
Method of delivery: Full-time		
Module code: MIYM422	Semester 2	NQF level: 8 Credits: 18
Title: Midwifery II and Practicals		
Module outcomes: • Ensuring normal puerperium whenever possible, by maintaining and improving general health of the pregnant woman. • Ensuring early detection, referral and management of complications during puerperium. Provision of nursing care and careful screening of all women during puerperium to prevent occurrence of complications. • Provision of health education and family planning during puerperium. Ensuring quality midwifery care and prevention of medico-legal hazards		
Method of delivery: Full-time		
Module code / Modulekode: MKBN121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Microbiology for Nursing / Titel: Mikrobiologie vir Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: • describe and compare prokaryotic and eukaryotic cell structure and function; • discuss various aspects regarding infectious diseases caused by the most important bacteria, fungi, viruses and protozoa and other selected parasites; • demonstrate expertise with regard to specific and non-specific mechanisms surrounding the host's protection against infectious diseases.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om:		

- 'n oorsig van prokariotiese en eukariotiese selstrukture en selffunksie, mikrobiiese diversiteit en die beheer van mikroörganismes deur fisiese en chemiese middels te kan gee;
- verskillende aspekte rakende infektiewe siektetoestande wat deur die belangrikste bakterieë, fungi, virusse en protosoë veroorsaak word te kan bespreek;
- kundigheid ten opsigte van die spesifieke en nie-spesifieke meganismes van die gasheer se verdediging teen infektiewe siektes te demonstreer.

Methods of assessment / Assesseringsmetodes: 50:50

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: MKBX213	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8

Title: Microbiology for Food and Nutrition / Titel: Mikrobiologie vir Voedsel en Voeding

Module outcomes:

On successful completion of this module, you must be able to demonstrate:

- basic knowledge of prokaryotic and eukaryotic cell structure, diversity and taxonomy;
- understanding the effects of various growth factors on the growth and culture of microorganisms;
- detailed knowledge of food preservation and the role of microorganisms in food spoilage;
- knowledge about the most prevalent foodborne illnesses and ways to prevent disease outbreaks;
- understand the role of different microorganisms and its application in fermentation of foods;
- apply basic laboratory techniques used in microbiological laboratories and demonstrate knowledge of methods for quality control of food;
- maintain strict ethical principles under all circumstances and to continuously show respect for life.

Module-uitkomst:

Na voltooiing van hierdie module moet die student in staat wees om:

- basiese kennis van prokariotiese en eukariotiese selstruktuur, diversiteit en taksonomie;
- verstaan die effekte van verskillende groeifaktore op die groei en kweking van mikroörganismes;
- gedetailleerde kennis van voedselpreservering en die rol van mikroörganismes in voedsel bederf;
- kennis van die mees algemene voedselgedraagde siektes en maniere om siekte uitbrake te voorkom;
- verstaan die rol van verskillende mikroörganismes en hulle toepassing in voedsel fermentasie;
- pas basiese laboratorium tegnieke wat in mikrobiologiese laboratoriums gebruik word toe en demonstreer kennis van die kwaliteitsbeheer van voedsel;
- handhaaf streng etiese beginsels onder alle omstandighede en wys kontinuu respek vir lewe.

Assessment criteria:

The student has reached the module outcomes when he/she can:

- Compare prokaryotic and eukaryotic cell structures and show a basic understanding of diversity and taxonomy.
- Relate the knowledge of reactions of microorganisms to different growth factors and food preservation and spoilage of food.
- Demonstrate knowledge of different methods for food preservation.
- Recognise and discuss factors that determine the composition of food spoilage organisms.
- Discriminate between microorganisms responsible for foodborne diseases and discuss the importance of food poisoning.
- Explain the process of fermentation of different foodstuffs.
- Relate the fermentation process to the interaction between the microorganisms involved.
- Explain the concepts involved in determining and maintaining the microbiological quality of food.
- Execute basic laboratory techniques with regard to Microbiology and report back in this regard.
- Complete practical assignments successfully in group context.
- Understand the ethical issues involved and implications of food associated microorganisms and its socioeconomic impact.

Assessment methods – Formal formative:

3 x Class tests. Written during the first 20 minutes of fixed/scheduled contact sessions. The purpose of these evaluation opportunities is to determine whether students fully understand any terms or concepts that were dealt with in the previous study section. It furthermore serves as an opportunity for any required remedial exercises.

2 x Assignments. Students will be given relevant assignments both during contact sessions and on eFundi.

1 x Semester test. This is a comprehensive evaluation opportunity that occurs in April. The test forms an integral part of the participation mark. It contributes 25% to the module mark.

6 x Practical sessions including tests to prepare students, as well as reports regarding every practical session. Preparatory tests will be written during the initial 15 minutes of each practical session. Evaluation thereof will be aimed at evaluation of your mastery and understanding of the practical session.

Practical assignments must be submitted weekly prior to the start of the next practical session.

Assessment methods – Summative:

1 x Examination paper of 2 hours at the end of the semester according to the academic timetable.

1 x Examination paper of 2 hours as a second for students who have missed the first opportunity or have failed the first examination.

Assessment plan:

Participation mark 50% and examination mark 50% of final module mark.

Assesseringskriteria:

Die student het die module uitkomst bereik indien hy/sy die volgende kan doen:

- Vergelyk prokariotiese en eukariotiese sel strukture en wys 'n basiese begrip van diversiteit en taksonomie.
- Korreleer die kennis van reaksies van mikroörganismes op verskillende groeifaktore en voedselpreservering en voedselbederf.
- Demonstreer kennis oor verskillende metodes van voedselpreservering.
- Herken en bespreek faktore wat die samestelling van voedsel bederf organismes bepaal.
- Onderskei tussen mikroörganismes wat verantwoordelik is vir voedselgedraagde siektes en bespreek die belang van voedselvergiftiging.
- Verduidelik die proses van fermentasie van verskillende voedselsoorte.
- Verbind die fermentasie proses met die interaksie tussen die verskillende mikroörganismes betrokke.
- Verduidelik die konsepte betrokke by die bepaling en handhawing van voedsel kwaliteit.
- Uitvoer van basiese laboratorium tegnieke in Mikrobiologie en terug rapportering van resultate.
- Voltooi praktiese werksopdragte suksesvol in 'n groepsverband.
- Verstaan die etiese beginsels betrokke en die implikasies van voedsel geassosieerde mikroörganismes en die sosio-ekonomiese impak daarvan.

Assesseringsmetodes – Formeel formatief:

3 x Klastoets. Vind plaas tydens die eerste 20 minute van vasgestelde kontakssessies. Hierdie evaluasiegeleentheid is om te toets of die terme/konsepte/begrippe wat die pas afgelope leergedeele bespreek is deur die leerder verstaan word. Dit bied ook geleentheid om, indien nodig, om remediëring te doen.

2x Werksopdragte. Relevante opdragte sal tydens kontakssessies gegee word, asook op eFundi geplaas word.

1x Semestertoets. Dit is 'n omvattende evalueringseleentheid wat tydens April plaasvind. Hierdie is 'n integrale deel van die deelnamepunt en dra 25% by tot die modulepunt.

6 x Praktiese sessies insluitend voorbereidingstoets en verslae vir elke prakties. Voorbereidingstoets sal plaasvind tydens die eerste 15 minute van die praktikumperiode. Die evaluasie sal daarop gerig wees om jou bemeestering en begrip van die praktikum te evalueer.

Praktiese werksukke word weekliks voor die aanvang van die volgende praktikum ingehandig.

Assesseringsmetodes – Summatief:

1 x Eksamen vraestel van 2 uur aan die einde van die semester volgens die akademiese datumrooster.

1 x Eksamen vraestel van 2 uur as 'n tweede geleentheid vir studente wat die eerste geleentheid gemis het of die eksamen gedruip het.

Assesseringsplan:

Deelnamepunt 50% en eksamenpunt 50% van finale modulepunt.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 5
MKPN111		Credits / Krediete: 12

Title: Microbiology for Pharmacy IA / **Titel:** Mikrobiologie vir Farmasie IA

Module outcomes:

At the end of the module the student should be able to:

- demonstrate knowledge of microbiology and its relation to pharmaceutical and occupational health sciences;
- apply knowledge of infectious diseases, infection control and related procedures within the health sciences context;
- demonstrate and apply specific microbiology laboratory techniques;
- exhibit skills in elementary research techniques, group work, report writing and problem solving through case studies;
- uphold strict ethical principles in all situations and show respect for life without exception.

Module-uitkomst:

Aan die einde van die module moet die student in staat wees om:

- kennis van mikrobiologie en die verwantskappe met farmaseutiese en beroepshigiëne wetenskappe te kan demonstreer;
- kennis van infektiewe siektetoestande, infeksie beheer en verwante prosedures binne die konteks van gesondheidsorg toe te kan pas;
- spesifieke mikrobiologie laboratorium tegnieke te kan demonstreer en toe pas;

- vaardighede wat betref elementêre navorsingstegnieke, groepwerk, skryf van verslae en probleemoplossing deur middel van gevallestudies te kan toon;
- streng etiese beginsels in alle omstandighede te kan handhaaf en deurgaans respek vir lewe te kan toon.

Assessment criteria:

- Give an oversight about the development and scope of Microbiology and its relation to health sciences but specifically to pharmaceutical and occupational sciences.
- Compare prokaryotic and eukaryotic cell structure and function and indicate relationships between prokaryotes and eukaryotes, as well as display a basic knowledge of taxonomy.
- Summarise key aspects with regard to microbial diversity related to health sciences.
- Demonstrate sound knowledge related to the growth of micro-organisms as well as the control of microorganisms by means of physical and chemical methods.
- Demonstrate sound knowledge related relevant to chemical antimicrobial agents, its activities and mechanisms that could cause resistance.
- Be able to summarise important key aspects and demonstrate an informed understanding regarding microbial pathogenicity and epidemiology.
- Explain key concepts related to defence mechanisms of the body and the various other lines of defence, as well as the application of these concepts in relation to immune-diagnostics and vaccination.
- Summarise and discuss important key aspect related to the defence mechanisms of the body and selected diseases of various body systems.
- Demonstrate the ability to correctly perform basic techniques in the Microbiology laboratory.
- Complete written and oral assignments as an individual or member of a group in a given context to demonstrate mastering of the outcomes of this module.
- Show responsibility and ethical conduct with regard to academic standards, the use of resources and work submitted as an individual or as a member of a group.

Assessment methods – Formal formative:

Class tests; Assignments; Official scheduled tests; Practical Examinations

Assessment methods – Summative:

Sit-down theory examinations

Assessment plan:

Formative assessments 50% (of which 25% from theoretical component and 25% from practical component),

Summative assessment 50%

Assesseringskriteria:

- 'n Oorsig kan gee oor die ontwikkeling en omvang van Mikrobiologie en die verwantskap daarvan tot gesondheidswetenskappe maar spesifiek farmaseutiese en beroepshigiene wetenskappe.
- Prokariotiese en eukariotiese selstruktuur en funksie te kan vergelyk asook verwantskappe tussen prokariote en eukariote kan toon, en 'n basiese kennis van taksonomie kan demonstreer.
- Sleutelaspekte van mikrobiële diversiteit met betrekking tot gesondheidswetenskappe kan opsom.
- Grondige kennis kan demonstreer betreffende die groei van mikro-organismes asook die beheer van die groei van mikro-organismes deur fisiese en chemiese metodes.
- Grondige kennis kan demonstreer betreffende chemiese antimikrobiële agente, hul aktiwiteite en die meganismes wat tot weerstandigheid kan lei.
- Belangrike konsepte te kan opsom en bespreek asook 'n ingeligte begrip te kan demonstreer wat betrekking het op mikrobiële patogenisiteit en epidemiologie.
- Belangrike kern konsepte betreffende geselekteerde siektes van die verskeie liggaamstelsels te kan opsom en bespreek.
- Sleutel aspekte betreffende verdedigingsmeganismes van die liggaam en die verskeie linies van verdediging te kan verduidelik, asook die toepassing van hierdie konsepte in immuno-diagnostiese prosedures en vaksinerings.
- Die vermoë demonstreer om die basiese tegnieke korrek uit te kan voer in die Mikrobiologie laboratorium.
- Geskrewe en mondelinge opdragte as 'n individu of lid van 'n groep te kan voltooi vir 'n gegewe konteks om bemeestering van die uitkomst van die module te demonstreer.
- Verantwoordelikheid te toon en etiese gedrag handhaaf met betrekking tot akademiese standaarde, die gebruik van hulpbronne en werk wat ingedien word as 'n individu of as 'n lid van 'n groep.

Assesseringsplan:

Formatiewe assesserings 50% (waarvan 25% vanaf teoretiese komponent en 25% vanaf praktiese komponent afkomstig is), Summatiewe assesserings 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: NCHE111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Introductory Inorganic & Physical Chemistry / Titel: Inleidende Anorganiese en Fisiese Chemie		
Module outcomes: After completion of the module, the student should demonstrate: - fundamental knowledge and insight of the properties of substances and compounds, inter molecular interaction, aqueous solutions, chemical equilibria, acids and bases, precipitation and electron transfer reactions. They should be able to apply this knowledge to write down and name chemical formula; - the ability to balance chemical reactions, use and apply stoichiometric and other calculations to find an unknown quantity; - the ability to recognise and apply tendencies from the periodic table (main group elements); - the ability to apply laboratory technique and safety rules; - the ability to explain chemical phenomena, do calculations connected with the phenomena, report results scientifically and to better understand the applications of scientific results in industry and the environment. - the ability to manage chemical reactions by calculating the enthalpy of reactions, determining the rate of reactions, equilibrium constants, and other aspects of aqueous equilibria such as buffer solutions and solubility products. Module uitkomst: Na voltooiing van die module, behoort die student: - fundamentele kennis en insig te demonstreer van die eienskappe van stowwe en verbindinge, intermolekulêre wisselwerking, waterige oplossings, chemiese ewewigte, sure en basisse, neerslagvorming en elektronoordragreaksies en hierdie kennis te kan toepas om chemiese formules te skryf en te benoem, - reaksievergelykings te balanseer, stoïgiometrie en ander berekenings te gebruik om 'n onbekende grootheid te vind; - die bevoegdheid te hê om tendense en verbande uit die periodieke tabel (hoofgroepe) te verklaar; - vaardighede te demonstreer in die toepassing van laboratorium- en veiligheidsreëls; - bevoeg te wees om waargenome chemiese verskynsels te verklaar, berekenings in verband daarmee uit te voer, resultate wetenskaplik te kommunikeer en toepassings daarvan in die nywerheid en omgewing beter te kan begryp. - die vermoë te hê om chemiese reaksies te bestuur deur die entalpie van reaksies te bereken, die tempo van reaksies te bepaal, ewewigskonstantes te bepaal en ander aspekte van waterige ewewigte soos bufferoplossings en oplosbaarheidsprodukte te bereken. Assessment criteria: Candidates have mastered the outcomes if they are able to: - demonstrate that they can interpret and name the properties of given substances and compounds; explain what intermolecular interaction is and how it works, explains what a aqueous solution is and demonstrate why aqueous solutions are important; - use this knowledge to write down chemical formulas as well as the names of the given compounds; - balance a given unbalanced chemical equation and use stoichiometric principles to do calculations to find unknown quantities; - show the ability to recognize and apply tendencies from the periodic table (main group elements); - plan and execute laboratory experiments while still applying laboratory safety rules; - explain chemical phenomena, do calculations connected with the phenomena, report results scientifically in their report books and are able to apply the applications of scientific results in industry and the environment in the level of this first year module. - calculate enthalpy values, reaction rates, equilibria constants, pH values for buffer solutions as well as solubility products for some slightly soluble salts in water. Assessment methods – Formal formative For the theoretical component the formative assessments include assignments, class tests and a semester test, while the experimental section will be assessed using pre-practical preparation tests and practical reports. Assessment methods – Summative The summative assessment consists of an exam paper that will be written at an appointed time by every student. Assessment plan Theory component (80%) The theory participation mark consists of two long written class tests (30%), two to four assignments (10%), two to eight short class tests (some or all of them can be electronic tests) (10%) and a semester test (30%). Practical component (20%) The practical participation mark will be made up from the practical tests and practical reports. The theory and practical components contribute 80% and 20% respectively to the participation mark. The participation mark and exam will each contribute 50% to the module mark.		

Assesseringsplan

Teoriekomponent (80%)

Die teorie deelnamepunt bestaan uit twee lang geskrewe klastoetse (30%), twee tot vier opdragte (10%), twee tot agt kort klastoetse (sommige of almal kan elektroniese toetse wees) (10%) en 'n semestertoets (30%).

Praktiese komponent (20%)

Die praktiese deelnamepunt word opgemaak deur die praktiese voorbereidingstoetse en die praktiese verslae.

Die teorie en praktiese komponente dra onderskeidelik 80% en 20% by tot die deelnamepunt. Die deelnamepunt en die eksamenpunt dra weer elk 50% tot die modulepunt by.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

Semester 2

NQF level / NKR vlak: 5

NCHE121

Credits / Krediete: 12

Title: Introductory Organic Chemistry / **Titel:** Inleidende Organiese Chemie

Module outcomes:

On successful completion of this module the student should be able to demonstrate the following:

- knowledge and informed understanding of the concepts underpinning the subthemes of atomic structure, chemical bonding, molecular geometry, organic nomenclature, and intermolecular forces as well as the most important classes of organic compounds, including alkanes, alkenes, benzenes, haloalkanes, alcohols, amines, ethers, carboxylic acids, acyl halides, anhydrides, esters and amides;
- an ability to evaluate the structures of organic compounds and thereby identify suitable synthesis procedures with a limited number of steps;
- conduct in the academic environment that adheres to the rules as stipulated by the North-West University code of conduct;
- utilisation of basic research skills, such as sourcing and verifying information from various sources and using this information to construct a coherent body of knowledge. Communicate these discipline-specific ideas in writing in an accurate and coherent way while showing respect for conventions around copyright and plagiarism;
- the ability to apply the green chemistry approach to organic chemistry and to show the relation between our approach to chemistry and the long-term survival of the human race.
- the ability to manage his or her learning and implement the discipline-specific learning strategies to improve learning problems.
- the ability to work in a group and make appropriate contributions to successfully complete one or more practical session and thereby taking co-responsibility for the attainment of the outcome by the group.

Module uitkomst:

Na suksesvolle voltooiing van hierdie module, behoort die student die volgende te kan demonstree:

- kennis en ingeligte begrip van die konsepte wat die volgende subtemas van organiese chemie onderlê atoomstruktuur, chemiese binding, molekulêre geometrie, organiese nomenklatuur en intermolekulêre kragte, sowel as die belangrikste klasse van organiese verbindings, insluitende alkane, alkene, bensene haloalkane, alkohole, amiene, eters, karboksiesure, asielhaliede, anhidriede, ester en amiede;
- die vermoë om die strukture van organiese verbindings te evalueer en sodoende geskikte sinteseprosedures met 'n beperkte aantal stappe te identifiseer;
- optrede in die akademiese omgewing wat voldoen aan die gedragskode van die Noordwes-Universiteit;
- aanwending van basiese navorsingsvaardighede, soos insameling en verifikasie van inligting vanuit verskillende bronne en die gebruik van hierdie inligting om 'n koherente geheel saam te stel. Die vermoë om vakspesifieke idees skriftelik te kommunikeer op 'n koherente wyse met inagneming van die konvensies rakende kopiëring en plagiaat;
- die vermoë om die groen chemie benadering toe te pas op organiese chemie en die verwantskap tussen ons benadering tot chemie en die langtermyn oorlewing van die mensdom aan te toon.
- die vermoë om sy of haar leeraktiwiteite te bestuur en vakspesifieke leerstrategieë te implementeer om leerprobleme te verbeter;
- die vermoë om in 'n groep te kan werk en gepaste bydraes te maak om een of meer praktiese sessie suksesvol af te handel om sodoende medeverantwoordelikheid te neem vir die bereiking van die uitkoms deur die groep.

Assessment criteria:

Students have mastered the outcomes of this module if they are able to do the following:

1. Describe (Bloom level 1 – knowledge) the core concepts underpinning the subthemes included in this module.
2. Represent (Bloom level 2 – understanding) the chemical relationship between the different classes of organic compounds included in this module with concept maps.
3. Complete (Bloom level 3 – applying) organic reaction equations for the most important classes of organic compounds.

4. Select (Bloom level 4 – analysing) and write the correct mechanism for a given organic reaction based on the structures of the reagents.
5. Relate (Bloom level 4 – analysing) the physical properties of organic compounds to their structures and prevalent intermolecular forces.
6. Apply (Bloom level 3 – applying) the rules of the North-West University code of conduct when being assessed in this module.
7. Explain (Bloom level 2 – understanding) the need for a green chemistry approach in organic chemistry practical work.
8. Apply (Bloom level 3 – applying) the knowledge and skills you have mastered to successfully complete the module.
9. Manage (Bloom level 4 – analyse) your time and conduct so as to complete a practical session successfully and timeously.

Assessment methods – Formal formative

Class tests, assignments, a semester test and practical reports

Assessment methods – Summative

The summative assessment consists of an exam paper that will be written at an appointed time by every student. An examination, 100 marks, 3 hours.

Assessment plan

The participation mark is calculated from class tests (50%), a semester test (30%) and practical work (20%). The participation mark and examination contribute equally to the final module mark.

Assesseringsplan

Die deelnamepunt word bereken vanuit die punte behaal vir klastoets (50%), 'n semestertoets (30%) en praktiese werk (20%). Die deelnamepunt en eksamenpunt dra elk 50% by tot die finale modulepunt.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code: NCHM111	Semester 1	NQF level: 5 Credits: 18

Title: Community Nursing Science I and Practicals

Module outcomes:

- Identification of trends and indicators affecting health.
- Utilization of the knowledge of epidemiology in determining factors affecting health.
- Demonstration of the ability to accommodate social and cultural diverse individuals and communities.
- Display competence in assessing the communities to identify their health needs, resources and problems.

Method of delivery: Full-time

Module code: NCHM122	Semester 2	NQF level: 5 Credits: 18

Title: Community Nursing Science I and Practicals

Module outcomes:

- Demonstrate the knowledge of basic human needs of individuals, families and communities.
- Demonstrate basic communication processes in interacting with individuals, families and communities.
- Apply the nursing process in the assessment and diagnosis of the basic needs of individuals, families and communities.

Method of delivery: Full-time

Module code: NCHM211	Semester 1	NQF level: 6 Credits: 12

Title: Community Nursing Science II and Practicals

Module outcomes:

- Demonstrate the competence of assessing, diagnosing, preventing, treating and rehabilitating common, non- and communicable diseases.

Method of delivery: Full-time

Module code: NCHM222	Semester 2	NQF level: 6 Credits: 24

Title: Community Nursing Science II and Practicals

Module outcomes:

- Demonstrate knowledge of health care of specific groups in the community.
- Apply relevant policies and legislation in the care of these groups.

Method of delivery: Full-time

Module code: NCHM311	Semester 1	NQF level: 7 Credits: 6
Title: Community Nursing Science III and Practicals		
Module outcomes: • Demonstrate the ability to identify emergency and/or disaster situations in the community. • Display assessment skills in any emergency and/or disaster situation. • Demonstrate the ability to participate in the development of a data base on emergency and disaster management. • Apply relevant policies and legislation in the management of the said situation.		
Method of delivery: Full-time		
Module code: NCHM322	Semester 2	NQF level: 7 Credits: 6
Title: Community Nursing Science III and Practicals		
Module outcomes: • Demonstrate the ability to identify, establish and co-ordinate consultative forums with the relevant stakeholders in the community. • Display assessment skills of available resource utilisation to improve empowerment and capacity building. • Demonstrate the ability to participate in the development of health care projects in collaboration with the necessary stakeholders. • Apply relevant policies and legislation in the management of identified projects		
Method of delivery: Full-time		
Module code: NRMM411	Semester 1	NQF level: 8 Credits: 12
Title: Research Methodology		
Module outcomes: • Demonstrate the knowledge of different research methods. • Demonstrate the knowledge of the research process		
Method of delivery: Full-time		
Module code: NRMM422	Semester 2	NQF level: 8
Title: Research Project		
Module outcomes: • Demonstrate the ability to design a research proposal. • Display the ability to conduct a research study. • Compilation of reports on research findings		
Method of delivery: Full-time		
Module code / Modulekode: NUTB111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Introduction to the professions / Title: Inleiding tot die professies		
Module outcomes: Upon completion of the module, the student must be able to: • demonstrate the knowledge and application of the rules and regulations of the Health Professionals Council of South Africa (HPCSA) within the career; • demonstrate the knowledge of ethical values and human right's system, as well as insight on the professional skills of a qualified dietician and nutritionist; • gather, evaluate and integrate scientific information on ethical behaviour, private practice and lifelong learning within the profession(s), as well as to communicate it orally and in written form in a format that is compliant and acceptable to the discipline; • individually or as part of a group - identify, analyse, evaluate and make recommendations or offer solutions for simple real-life situations and problems regarding the code of conduct for professional nutritionists and/or dietitians as well as the health problems inherent to the South African population.		
Module uitkomst: Na afhandeling van die module, moet die student in staat wees om: • die kennis en toepassing van die reëls en regulasies van die Raad vir Gesondheidsberoepes van Suid-Afrika (HPCSA) binne die loopbaan te demonstreer; • die kennis van etiese waardes en die menseregte stelsel te demonstreer, asook insig in die professionele vaardighede van 'n gekwalifiseerde dieetkundige en voedingkundige		

- wetenskaplike inligting oor etiese gedrag, privaatpraktyk en lewenslange leer binne die beroep (e) te versamel, evalueer en integreer, asook om dit mondeling en skriftelik te kommunikeer in 'n formaat wat aan die dissipline voldoen en aanvaarbaar is.
- as individu of as deel van 'n groep, eenvoudige lewensegte situasies en probleme met betrekking tot die gedragskode vir professionele voedingkundiges en/of dieetkundiges, asook die gesondheidsprobleme eie aan die Suid-Afrikaanse bevolking, te kan identifiseer, ontleed en evalueer, en aanbevelings maak of oplossings daarvoor te bied;

Assessment criteria:

The student can:

- demonstrate, by means of written as well as oral reporting and IT technology, your sound knowledge and insight on the professional skills of a qualified dietitian and nutritionist when applying the relevant rules and regulations of the Health Professionals Council for South Africa during practising and identifying of the main professions of the field;
- identify, analyse, evaluate and make recommendations or offer solutions for simple and current situations and problems related to the code of conduct for the professions of dietetics and nutrition as well as health problems pertinent to South Africa, by means of written report, oral presentation and a collage; and
- collect, evaluate and integrate scientific data in relation to ethical conduct, private practice, lifelong learning in a report that conforms to the applicable format and guidelines of the section as well as communicate it orally to an audience, using IT technology.

Assessment methods – Formal formative

The students must submit assignments and written class tests

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Jy het die uitkomst bereik wanneer jy:

- met 'n geskrewe sowel as 'n mondelinge verslag, deur van IT-tegnologie gebruik te maak, demonstreer dat jy 'n grondige kennis en insig met betrekking tot professionele vaardighede van 'n gekwalifiseerde dieetkundige en voedingkundige het wanneer die relevante wetgewing en regulasies van die Gesondheidsberoepsraad van Suid-Afrika toegepas word tydens praktisering en identifisering van die hoof loopbane van die professie;
- aanbevelings maak of oplossings voorstel vir eenvoudige eietydse situasies en probleme wat verband hou met die gedragskode vir die professies van Dieetkunde en Voedingkunde en ook die gesondheidsprobleme eie aan Suid-Afrika kan identifiseer, ontleed en evalueer deur van 'n geskrewe verslag, mondelinge voordrag en 'n collage gebruik te maak; en
- wetenskaplike inligting versamel, evalueer en ten opsigte van etiese optrede (gedrag), privaatpraktyk, lewenslange leer in 'n verslag integreer wat aan die toepaslike formaat en riglyne van die afdeling voldoen en dit mondeling aan 'n gehoor met behulp van IT-tegnologie kan kommunikeer

Assesseringsplan:

Formatiwe assessering 50%: Summatiewe assessering 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 5
NUTB112		Credits / Krediete: 12

Title: Introduction to nutrition / **Titel:** Inleiding tot voeding

Module outcomes:

Having completed this module, the student should:

- have an understanding of basic nutrition principles;
- be able to evaluate nutritional status and the accompanying health risks associated with malnutrition (including over- and undernutrition);
- be able to evaluate nutritional adequacy of a diet and give advice to optimise the nutritional adequacy thereof;
- be able to plan a balanced diet for the general public;
- be able to plan a balanced diet and provide strategies towards achieving and maintaining a healthy body weight.

Module uitkomst:

Aan die einde van hierdie module behoort die student:

- kennis van basiese voedingsbeginsels te hê;
- voedingstatus en die gepaardgaande gesondheidsrisiko van wanvoeding (insluitende oor- en ondervoeding) te evalueer;

- die voedingstoereikendheid van 'n dieet te evalueer en raad te gee om die voedingstoereikendheid daarvan te optimaliseer;
- om 'n gebalanseerde dieet vir die algemene publiek te beplan;
- om 'n gebalanseerde dieet te beplan en dieetriglyne te verskaf om 'n gesonde liggaamsgewig te bereik en te handhaaf.

Assessment criteria:

The student can demonstrate the following:

- knowledge and understanding of basic nutrition principles;
- evaluate nutritional status and the accompanying health risks associated with malnutrition;
- knowledge of and an ability to plan balanced diets for healthy individuals and modify diets to be nutritionally adequate;
- recommend sensible strategies for achieving and maintaining a healthy body weight.

Assessment methods – Formal formative

The students must submit theoretical and practical assignments and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student kan die volgende demonstreer:

- kennis en verstaan van basiese voedingsbeginsels;
- evaluering van voedingstatus en die gepaardgaande gesondheidsrisiko wat met wanvoeding geassosieer word;
- kundigheid t.o.v. die beplanning van gebalanseerde diëte vir gesonde persone en die vermoë om dit prakties te demonstreer;
- die vermoë om dieetriglyne vir die bereiking en handhawing van 'n gesonde liggaamsgewig aan te beveel.

Assesseringsplan:

Formatiewe assesserings 50%: Summatiewe assesserings 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

Semester 1

NQF level / NKR vlak: 5

NUTB121

Credits / Krediete: 12

Title: Nutrients / Titel: Nutriënte

Module outcomes:

At the end of this module the student should:

- demonstrate knowledge and informed understanding regarding the physical and chemical nature of carbohydrates, metabolic functions and the health effects thereof; the transport of lipids in the blood; protein sources; micronutrients; functional foods and phytochemicals;
- demonstrate the ability to identify, analyse and manage standard dietary problems, analyse and evaluate the value and composition of basic diets and solve general community and individual dietary problems as reflected in given contexts by using appropriate guidelines, principles and theories;
- be able to communicate suggestions for effective dietary management in an appropriate and professional manner, verbally or in writing, using relevant IT, taking note of the rules on plagiarism and copyright, and according to prescribed academic and technical standards.

Module uitkomst:

Aan die einde van hierdie module behoort die student in staat te wees om:

- oor 'n gedetailleerde kennis te beskik om insig te demonstreer met betrekking tot die fisiese en chemiese aard van koolhidrate, metaboliese funksies en die gesondheidseffekte daarvan; die vervoer van lipiede in die bloed; proteïenbronne; mikronutriënte; funksionele voedselsoorte en fitochemikalieë;
- bevoegdhede en vaardighede te demonstreer om dieetprobleme te identifiseer en analiseer; diëte te analiseer en evalueer; dieetprobleme op te los soos voorsien in ware gevallestudies deur gepaste riglyne, beginsels en teorieë toe te pas;
- voorstelle op 'n effektiewe en etiese wyse te kommunikeer, voorstelle en resultate as individu en as deel van 'n span aan ewekniegroepe en beroepsliu voor te lê deur relevante IT, geskrewe verslae en dokumentasie volgens voorgeskrewe standaarde te gebruik.

Assessment criteria:

The student has reached the outcomes when he/she can:

- explain the physical and chemical nature of carbohydrates, metabolic functions and the health effects thereof; give the most important nutritional sources of fatty acids; differentiate between the different chain lengths and the physiological effects thereof; discuss the relationship between dietary lipids and lipids in the

- blood; be able to distinguish between protein sources of good and poor quality; describe the interrelationships between functions of the micronutrients in the body;
- apply appropriate methods to identify a micronutrient deficiency or excess and prescribe dietary adjustments based on the findings;
 - evaluate different sources of information on the role of alternative sweeteners, dietary supplements, functional foods and phytochemicals in maintaining good health according to scientifically based information.

Assessment methods – Formal formative

The students must submit theoretical and practical assignments, written class tests as well as hold a nutrition expo.

Assessment methods – Summative

Portfolio of evidence (20%); Sit-down written examination (30%)

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student het die uitkomst bereik wanneerhy/sy in staat is om:

- die fisiese en chemiese aard van koolhidrate, metabolisme funksies en die gesondheidseffekte daarvan te verduidelik; die belangrikste voedingsbronne van vetsure te verskaf; tussen die verskillende kettinglengtes en die fisiologiese effekte daarvan te onderskei; die verwantskap tussen dieetlipiede en lipiede in die bloed te bespreek; tussen proteïnebronne van goeie en swak gehalte te onderskei; die interverwantskappe tussen funksies van die mikronutriënte in die liggaam te beskryf;
- gepaste metodes toe te pas om 'n mikronutriëntegebrek of -oormaat te identifiseer en dieetaanpassings gebaseer om die bevindinge voor te skryf;
- verskillende inligtingsbronne oor die rol van alternatiewe versoeters, dieetaanvullings, funksionele voedselsorte en fitochemikalieë in die handhawing van goeie gesondheid, volgens wetenskaplik gebaseerde inligting te evalueer;

Assesseringsplan:

Formatiewe assessering 50%: Summatiewe assessering 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time

Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
NUTB211		

Title: Nutrition through the life cycle / **Titel:** Voeding tydens die lewensiklus

Module outcomes:

At the end of this module the student should demonstrate:

- detailed knowledge and a clear understanding of the physiological and sociological factors that influence nutrient requirements and intake during the life cycle, and how such knowledge relates to development and quality of life of individuals and groups during the different phases of the life cycle;
- analyse and evaluate the nutritional adequacy of different diets for healthy adults, the elderly, pregnant women, lactating mothers, infants, young children, school-going children, adolescents and active individuals;
- make practical recommendations, in accordance with the guidelines and professional scope of practice, for individuals or groups in different stages of the life cycle to optimise their nutritional status;
- evaluate and interpret growth norms of infants, young- and school-going children and communicate findings in a coherent and professional manner.

Module uitkomst:

Aan die einde van hierdie module behoort die student oor die nodige kennis, insig en vaardighede te beskik om:

- gedetailleerde kennis te hê van die fisiologiese en sosiologiese faktore wat nutriënt inname en -behoefes gedurende die lewensiklus beïnvloed;
- diëte te evalueer ten opsigte van nutriënt toereikendheid vir gesonde volwassenes, bejaardes, swanger vroue, lakterende moeders, babas, jong kinders, skoolgaande kinders, adolessente en aktiewe individue;
- praktiese aanbevelings te kan maak, in ooreenstemming met die professionele gedragskode, vir individue of groepe in verskillende fases van die lewensiklus, om hul voedingstatus te verbeter;
- groeinoorme van babas, jong en skoolgaande kinders te evalueer en te interpreter.

Assessment criteria:

The student has reached the outcomes when he/she can:

- demonstrate, by means of written as well as oral reporting, sound knowledge and insight on the physiological and sociological factors that influence nutrient intake and requirements during the life cycle and how such knowledge will impact on development and quality of life;
- accurately apply appropriate methods of calculation to evaluate diets, in terms of nutritional adequacy, for healthy adults, the elderly, pregnant women, lactating mothers, infants, young children, school-going children, adolescents and active individuals;

- demonstrate, by means of written as well as oral reporting, sound knowledge and insight by making practical recommendations for individuals and groups in different stages of the life cycle, as well as for physically active individuals, to optimise their nutritional status;
- accurately plot anthropometric data on the appropriate growth charts to evaluate the growth norms of infants, young- and school-going children, and then demonstrate by means of written as well as oral reporting, sound knowledge and insight by accurately interpreting the growth charts.

Assessment methods – Formal formative

The students must submit assignments and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student het die uitkomst behaal wanneer hy/sy die volgende kan toon:

- bewys, deur middel van skriftelike en mondelinge verslagdoening, grondige kennis oor, en insig in, die fisiologiese en sosiologiese faktore wat nutriënt inname en -behoefes gedurende die lewensiklus beïnvloed;
- pas toepaslike berekeningsmetodes toe om diëte te evalueer ten opsigte van nutriënt toereikendheid vir gesonde volwassenes, bejaardes, swanger vroue, lakterende moeders, babas, jong kinders, skoolgaande kinders, adolessente en aktiewe individue;
- bewys, deur middel van skriftelike en mondelinge verslagdoening, grondige kennis en insig deur praktiese aanbevelings te maak vir individue en groepe in verskillende fases van die lewensiklus, asook vir fisies aktiewe individue, om hul voedingstatus te optimaliseer;
- plot antropometrie data akkuraat op die toepaslike groeikaarte om groeिनorme van babas, jong en skoolgaande kinders te evalueer, en bewys dan deur middel van skriftelike en mondelinge verslagdoening, grondige kennis en insig deur die groeikaart akkuraat te interpreteer.

Assesseringsplan:

Formatiewe assesserings 50%: Summatiewe assesserings 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: NUTC222	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Introduction to community nutrition / **Titel:** Inleiding tot gemeenskapsvoeding

Module outcomes:

After successful completion of the module, the student will be able to demonstrate:

- a detailed knowledge of the international and national nutrition situation;
- a detailed knowledge and understanding of food and nutrition security;
- knowledge and understanding of the national nutrition-related policies and programmes, including the Integrated Nutrition Programme (INP);
- a detailed knowledge and understanding as well as the ability to efficiently conduct nutrition promotion, nutrition education, and social behaviour change;
- a detailed knowledge and understanding and the ability to identify, classify and manage malnutrition in the community;
- a detailed knowledge and the ability to address the prevention of communicable and non-communicable diseases of national concern;
- an understanding of the role of a community nutrition dietitian within the public health care system;
- the ability to effectively work together in a team and display an ethically accountable approach to attain the outcomes relevant to this module.

Module uitkomst:

Na suksesvolle voltooiing van die module sal die student oor die volgende kennis beskik:

- 'n gedetailleerde kennis van die internasionale en nasionale voedingsituasie;
- 'n gedetailleerde kennis en begrip van voedsel- en voedingsekeriteit;
- kennis en begrip van die nasionale voedingsverwante beleide en programme, insluitend die geïntegreerde voedingsprogram (IVP);
- 'n gedetailleerde kennis en begrip van, sowel as die vermoë om effektiewe voedingbevordering, voedingsopvoeding en sosiale gedragsverandering te implementeer;
- 'n gedetailleerde kennis en begrip van, sowel as die vermoë om wanvoeding in die gemeenskap te identifiseer, klassifiseer en bestuur;
- 'n gedetailleerde kennis van, sowel as die vermoë om die voorkoming van oordraagbare en nie-oordraagbare siektes van nasionale kommer aan te spreek;
- begrip oor die rol van 'n gemeenskapsvoeding-dieetkundige binne die openbare gesondheidsorgstelsel;

- die vermoë om effektief in 'n span saam te werk en 'n eties verantwoordbare benadering te demonstreer om die uitkomst wat relevant is vir hierdie module te bereik.

Assessment criteria:

The student will have reached the outcomes when he/she is able to:

- critically discuss both the international and national nutrition situation;
- explain the main areas of food and nutrition security, including an understanding of key terms, concepts, principles and frameworks as well as factors contributing towards food and nutrition security;
- describe the national nutrition-related policies and programmes (including the INP), and be able to identify the role of a community nutrition dietitian within these programmes;
- demonstrate what nutrition promotion, nutrition education and social behaviour change entails;
- identify, classify and manage malnutrition in the community;
- list and describe the communicable and non-communicable diseases of national concern, and be able to address the prevention thereof;
- demonstrate the role of a community nutrition dietitian in the community;
- work effectively, either individually or in a team, towards meeting the outcomes of this module.

Assessment methods – Formal formative

The students must submit assignments, written reports and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student sal die uitkomst bereik wanneer hy/sy in staat is om:

- beide die internasionale en nasionale voedingsituasie krities te bespreek;
- die hoofareas van voedsel- en voedingsekeriteit te verduidelik, insluitende begrip van sleutel terme, konsepte, beginsels en raamwerke, sowel as faktore wat bydra tot voedsel- en voedingsekeriteit;
- die nasionale voedingsverwante beleide en programme (insluitende die INP) te beskryf, asook die rol van 'n gemeenskapsvoeding-dieetkundige binne hierdie programme te kan identifiseer;
- te demonstreer wat voedingbevordering, voedingsovoeding en sosiale gedragsverandering behels;
- wanvoeding in die gemeenskap identifiseer, klassifiseer en aanspreek;
- die oordraagbare en nie-oordraagbare siektes van nasionale belang te lys en te beskryf, asook die voorkoming hiervan te kan aanspreek
- die rol van 'n gemeenskapsvoeding-dieetkundige in die gemeenskap te demonstreer;
- effektief of individueel of in 'n span werk om die uitkomst van hierdie module te bereik.

Assesseringsplan:

Formatiewe assesserings 50%: Summatiewe assesserings 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: NUTC322	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 8

Title: Community nutrition / **Titel:** Gemeenskapvoeding

Module outcomes:

After completion of the module, the student will demonstrate:

- a comprehensive knowledge and understanding of the health system in South Africa, as well as the ability to identify, analyse and evaluate the role of the District Dietitian in primary health care;
- an integrated knowledge and understanding of the nutrition-related primary health care (PHC) policy environment in South-Africa, as well as an ability to critically evaluate the effectiveness and impact of the core nutrition-related policies, strategies, programmes and interventions;
- an ability to identify, critically evaluate and address complex situations and problems regarding nutrition in vulnerable groups in the community with the aim to suggest motivated improvements;
- accurate and coherent written and verbal communication of relevant and critical nutrition information to groups and individuals in the community with the aim to educate them on the importance of health issues.

Module uitkomst:

Na voltooiing van die module sal die student in staat wees om die volgende te demonstreer:

- 'n omvattende kennis en begrip van die gesondheidstelsel in Suid Afrika, asook die vermoë om die Distriktdieetkundige se rol ten opsigte van primêre gesondheidsorg te identifiseer, analiseer en evalueer;
- 'n geïntegreerde kennis en begrip van die voedingsverwante primêre gesondheidsorg beleidsomgewing in Suid Afrika, asook die vermoë om die doeltreffendheid en inpak van die kern voedingsverwante beleide, strategieë, programme en intervensies krities te evalueer;

- die vermoë om komplekse situasies en probleme oor voeding in kwesbare groepe en individue in die gemeenskap te identifiseer, krities te evalueer en te benader met die doel om geregverdigde verbeteringe voor te stel;
- akkurate en samehangende tersaaklike en kritiese voedingsinligting skriftelik en verbaal aan groepe en individue in die gemeenskap oor te dra met die doel om hulle oor die belangrikheid van gesondheidskwessies op te voed.

Assessment criteria:

The student has reached the outcomes if he/she can:

- understand and explain how the health system in South Africa operates;
- correctly identify and evaluate the role of the District Dietitian in the primary health care system;
- integrate and effectively communicate knowledge and logical understanding about the nutrition-related primary health care (PHC) policy environment in South Africa;
- critically evaluate the effectiveness of the core nutrition-related policies, strategies, programmes and interventions;
- apply the PHN cycle and develop a program to prevent, manage/control and monitor specific nutrition-related problems on community level;
- develop and present accurate and coherent written or verbal nutrition information for the purpose of educating the community on relevant nutrition-related health issues.

Assessment methods – Formal formative

The students must submit practical assignments and/or reports and written class tests.

Assessment methods – Summative

Sit-down written examination

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student het die uitkomst bereik indien hy / sy:

- kan verstaan en verduidelik hoe die gesondheidstelsel in Suid-Afrika funksioneer;
- die rol van die Distriksdieetkundige in die primêre gesondheidsorg stelsel korrek kan identifiseer en evalueer;
- kennis en logiese begrip van die voedingsverwante primêre gesondheidsorg beleidsomgewing in Suid-Afrika kan integreer en effektief kommunikeer;
- die effektiwiteit van die kernvoedingsverwante beleide, strategieë, programme en intervensies krities kan evalueer;
- die openbare gesondheidsvoeding siklus toe te pas en 'n program te ontwikkel om spesifieke voedingsverwante probleme op gemeenskapvlak te voorkom, bestuur / beheer en monitor;
- akkurate en samehangende geskrewe of verbale voedingsinligting kan ontwikkel en aanbied ten einde die gemeenskap op relevante voedingsverwante gesondheidskwessies op te voed.

Assesseringsplan:

Formatiwe assesserings 50%: Summatiewe assesserings 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1 & 2	NQF level / NKR vlak: 8
NUTC471		Credits / Krediete: 32

Title: Community nutrition practice / **Titel:** Gemeenskapvoedingpraktyk

Module outcomes:

After successful completion of the module, the student will be able to demonstrate:

- an integrated knowledge and critical understanding of the health system and the nutrition-related primary health care (PHC) policy environment in South-Africa;
- an ability to engage with nutrition-related policies, strategies, programmes, procedures and interventions in South Africa with the aim to improve the nutritional status of groups and individuals;
- an ability to select and apply a range of different but appropriate scientific methods and /or practical skills to collect information and critically evaluate complex situations and problems regarding nutrition in vulnerable groups and individuals in the community with the aim to suggest motivated improvements via effective modes of communication;
- an ethically and professional responsible approach to the management and implementation of community nutrition services as an individual but also as part of a multi-disciplinary team.

Module uitkomst:

Na voltooiing van die module sal die student in staat wees om die volgende te demonstreer:

- 'n geïntegreerde kennis en kritiese begrip van die gesondheidstelsel en die voedingsverwante primêre gesondheidsorg beleidsomgewing in Suid Afrika;
- die vermoë om betrokke te wees by voedingsverwante beleide, strategieë, programme, prosedures en intervensies in Suid-Afrika met die doel om die voedingstatus van groepe en individue te verbeter;

- die vermoë om 'n reeks verskillende maar tersaaklike wetenskaplike metodes en/of praktiese vaardighede te kies en toe te pas om inligting te versamel en komplekse situasies en probleme oor voeding in kwesbare groepe en individue in die gemeenskap krities te evalueer met die doel om geregverdigde verbeteringe voor te stel deur middel van doeltreffende kommunikasiewyses;
- 'n etiese en professioneel verantwoordelike benadering tot die bestuur en implementering van gemeenskapsvoedingdienste as 'n individu maar ook as deel van 'n multidisiplinêre span.

Assessment criteria:

The student will have reached the outcomes when he/she is able to:

- correctly apply and implement the guidelines recommended in nutrition-related policies and programmes in the PHC system;
- correctly apply the appropriate scientific methods to successfully complete a focused nutrition-related research project in the community;
- correctly apply the appropriate techniques to successfully collect and evaluate information regarding nutrition and nutritional problems in groups and individuals, particularly vulnerable groups and individuals in the community;
- solve or at least improve nutritional problems in vulnerable groups and individuals in the community;
- develop and present accurate and coherent written or verbal nutrition-related information to groups and individuals in the community with the aim to promote health and prevent nutrition-related disease;
- take responsibility for the use of resources and the quality of nutrition education provided to the community.

Assessment methods – Formal formative

Students will be expected to complete class tests and to submit practical assignments and written reports. Professional conduct will also be evaluated.

Assessment methods – Summative

Sit-down written examination

Assessment plan

Formative assessments 60%: Summative assessment 40% (1:1). Exam sub-minimum: 50%

Assesseringskriteria:

Die student het die uitkomst bereik indien hy / sy:

- die aanbevole riglyne wat uiteengesit word in voedingsverwante beleide en programme korrek kan toepas en implementeer in die primêre gesondheidsorg stelsel;
- die gepaste wetenskaplike metodes korrek kan toepas ten einde 'n gefokusde voedingsverwante navorsingsprojek suksesvol in die gemeenskap af te handel;
- die gepaste tegnieke korrek kan toepas om inligting ten opsigte van voeding en voedingsprobleme onder groepe en individue, met spesifieke verwysing na kwesbare groepe en individue, in die gemeenskap suksesvol in te samel en te evalueer;
- voedingsprobleme by kwesbare groepe en individue in die gemeenskap op te los of ten minste te verbeter;
- akkurate en samehangende geskrewe of verbale voedingsinligting kan ontwikkel en aanbied aan groepe en individue in die gemeenskap ten einde gesondheid te bevorder en voedingsverwante siektes te voorkom;
- verantwoordelikheid kan aanvaar vir die gebruik van hulpbronne en die gehalte van voedingsvoorsorging wat aan die gemeenskap verskaf word.

Assesseringsplan:

Formatiewe assesserings 60%: Summatiewe assesserings 40% (1:1). Eksamen sub-minimum: 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
NUTF222		Credits / Krediete: 12

Title: Management and leadership in food and nutrition / **Titel:** Bestuur en leierskap in voedsel en voeding

Module outcomes:

Upon completion of this module the student should:

- demonstrate, from an established ethical value system perspective, sound knowledge and practical skills with regard to management and leadership as critical elements of the transformation process, both individually and as part of a team;
- be able to identify, analyse, evaluate and make recommendations or offer solutions for complex authentic situations and problems related to human resource management, productivity and the budgeting process, work performance and financial management in the FSU;
- be able to gather, evaluate and integrate scientific information into a report that conforms to the applicable formats and conventions of the discipline as well as orally communicate it to an audience by means of the applicable IT.

Module uitkomst:

Na voltooiing van hierdie module behoort die student:

- beide as individu en as lid van 'n span, vanuit 'n gevestigde etiese waardestelsel, kennis en praktiese vaardighede te kan demonstreer ten opsigte van bestuur en leierskap as kritiese elemente van die transformasieproses;
- komplekse lewensgetroue situasies en probleme wat verband hou met menslike hulpbronsbestuur, produktiwiteit en die begrotingsproses, werkverrigting en finansiële bestuur in die VDE, te kan identifiseer, ontleed, evalueer en aanbevelings maak of oplossings bied daarvoor;
- wetenskaplike inligting te kan insamel, evalueer en integreer tot 'n verslag wat voldoen aan die toepaslike formate en konvensies van die dissipline, en dit ook mondeling met gebruik van toepaslike IT aan 'n gehoor te kan kommunikeer.

Assessment criteria:

The student has achieved the outcomes if he/she is able to:

- recognise and evaluate management and leadership, in written case studies or in videos/CDs/DVDs of actual situations, as critical elements of the transformation process as well as motivate applicable behaviour in order to improve output and job satisfaction within the given case study/situation;
- identify leadership styles and deficiencies of personnel in case studies/CDs/videos and make meaningful recommendations for the improvement of training programmes, by means of a literature study and effective use of relevant resources;
- demonstrate skills in financial management by compiling a monthly budget for a real case and reviewing it over a certain time period (3 months) in accordance with the principles of good financial management;
- demonstrate ethically correct behaviour, in accordance with an established value system, in all aspects of FSU management.

Assessment methods – Formal formative

The students must submit assignments and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student het die uitkomst bereik indien hy/sy in staat is om:

- bestuur en leierskap in geskrewe gevallestudies of videos/CDs/DVDs van werklike situasies as belangrike elemente van die transformasieproses te herken en te evalueer; asook toepaslike optrede te regverdig ten einde uitset en werksbevrediging binne die gegewe gevallestudie/situasie te verbeter;
- leierskapstyle en tekortkominge van personeel in gevallestudies/CDs/videos te identifiseer en betekenisvolle aanbevelings te maak vir die verbetering van opleidingsprogramme deur middel van 'n literatuurstudie en die doeltreffende gebruik van tersaaklike hulpbronne;
- vaardighede te demonstreer met betrekking tot finansiële bestuur deur 'n maandelikse begroting vir 'n werklike geval op te stel, en dit oor 'n sekere tydperk (3 maande) te hersien, in ooreenstemming met die beginsels van goeie finansiële bestuur; en
- eties korrekte gedrag in alle aspekte van VDE-bestuur te openbaar in ooreenstemming met 'n gevestigde waardestelsel.

Assesseringsplan:

Formatiewe assesserings 50%: Summatiewe assesserings 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
NUTF321		Credits / Krediete: 16

Title: Food service management: Systems and large scale production

Titel: Voedseldiensbestuur: Sisteme en grootskaalse produksie

Module outcomes:

After having completed this module, the student should be able to:

- demonstrate an integrated knowledge and practical skills, as an individual and also as a member of a team, using an established ethical value system as a point of reference, regarding food provision as a critical element in the transformation process, which includes the following: availability of food, distribution of meals, purchasing, reception and production;
- identify, analyse and evaluate (critically reflect) situations and problems that are related to control, transformation, outputs, inputs and environmental aspects in the FSU and also present recommendations or evidence-based solutions for these in report format by means of theory-driven arguments;
- collect, evaluate and present (communicate) relevant scientific data – both individually and as a member of a team – by integrating well structured arguments with an awareness of the client's needs and cultural background, when compiling and executing menus for healthy and sick people.

Module uitkomst:

Na voltooiing van hierdie module behoort die student:

- beide as individu en as lid van 'n span, vanuit 'n gevestigde etiese waardesisteem geïntegreerde kennis en praktiese vaardighede te demonstree ten opsigte van voedselvoorsiening as 'n kritiese element in die transformasieproses wat die volgende insluit: beskikbaarheid van voedsel, verspreiding van maaltye, aankope, ontvangs en produksie;
- komplekse situasies en probleme wat verband hou met kontrole, transformasie, uitsette, insette en omgewingsfaktore in die VDE te kan identifiseer, analiseer, evalueer (krities reflekteer) en in verslagvorm aanbevelings maak of bewys-gebaseerde oplossings daarvoor bied deur middel van teorie-gedrewe argumente;
- as individu of as lid van 'n span, relevante wetenskaplike inligting te kan insamel, evalueer en aanbied (kommunikeer), deur die integrasie van goed gestruktureerde argumente en 'n bewustheid van die kliënt se behoeftes en kulturele agtergrond, in die opstel en uitvoering van spyskaarte vir gesonde en siek mense.

Assessment criteria:

The student has achieved the outcomes if he/she:

- can identify and evaluate food provision as a critical element in the transformation process by means of written case studies, oral presentations, reports of real-life situations, and motivate for applicable action in order to increase outputs regarding the situation;
- can practically demonstrate the process of recipe development by planning a meal (function);
- demonstrate that he/she can act ethically correct, based on an established value system, regarding all facets of the management of a FSU.

The student has achieved the outcomes if he/she:

- can interpret a foodservice unit by using the systems approach;
- identify shortcomings in the FSU with regard to availability of food, distribution of meals, purchases, reception and production, and make meaningful recommendations for programmes and/or training to improve these, based on scholarly analysis of relevant sources;
- can advise organisations on which foodservice system should be implemented;
- analyse the impact of the environment on the FSU and make recommendations for improvement;
- can compile production schedules and master orders for a large scale FSU from case studies;
- can integrate customer satisfaction in the compilation of menus;
- analyse and evaluate shortcomings in the control subsystem of the FSU with regard to legislation, stock control, food safety and HACCP and sanitation and safety, and make meaningful recommendations for programmes and/or training to improve these, based on scientific analysis of relevant sources;
- can analyse, evaluate and make recommendations through motivation by means of scientific analysis of relevant sources within the outcomes subsystem from case studies and problem situations.

The student has achieved the outcomes if he/she:

- demonstrate skills and insight when communicating scientific information to the management of a food service unit using appropriate media;
- compiles appropriate meal plans and menus for special diets and normal diets;
- sets up, evaluate and implement a marketing plan for a menu.

Assessment methods – Formal formative

The students must submit assignments and projects, reports, practical sessions in laboratory and written class tests.

Assessment methods – Summative

Sit-down written exam

Assessment plan

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die student het die uitkomst bereik indien hy/sy:

- voedselvoorsiening as kritiese elemente in die transformasieproses in geskrewe gevallestudies, mondelinge voordragte, verslae van werklike situasies kan uitken, evalueer en toepaslike praktiese optrede motiveer om uitsette binne die situasie te verhoog;
- die proses van reseptontwikkeling prakties te demonstree deur die beplanning van 'n maaltyd (funksie);
- kan demonstree dat hy/sy vanuit 'n gevestigde waardesisteem eties korrek kan optree in alle fasette van die bestuur van 'n VDE.

Die student het die uitkomst bereik indien hy/sy:

- 'n VDE aan die hand van die sisteembenadering te kan interpreteer;
- tekortkominge in die VDE ten opsigte van beskikbaarheid van voedsel, verspreiding van maaltye, aankope, ontvangs en produksie kan identifiseer, en vanuit 'n wetenskaplike ontleding van relevante bronne, sinvolle aanbevelings kan maak vir programme en/of opleiding, om dit te verbeter;

- adviseurend kan optree oor die tipe voedseldiensisteme wat deur organisasie geïmplementeer moet word;
- die impak van die omgewing op die VDE kan analiseer en aanbevelings tot verbetering kan maak;
- produksieskedules en meesterbestellings vanuit gevallestudies vir 'n grootskaalse VDE op te stel;
- kliëntetevredenheid by die opstel van spyskaarte te integreer;
- tekortkominge in die kontrolesubstelsiem van die VDE ten opsigte van wetgewing, voorraadkontrolle, voedselveiligheid en GAKKP, en sanitasie en veiligheid te kan analiseer, evalueer en vanuit 'n wetenskaplike ontleding van relevante bronne sinvolle aanbevelings kan maak vir programme en/of opleiding, om dit te verbeter;
- die insetsubstelsiem vanuit gevallestudies en probleemituasie te kan analiseer en evalueer, verbeterings aan te beveel en te motiveer vanuit wetenskaplike ontleding van relevante bronne.

Die student het die uitkomst bereik indien hy/sy:

- vaardighede en insig tydens die kommunikasie van wetenskaplike inligting aan die bestuur van 'n voedseldienseenheid met behulp van toepaslike media toon;
- gepaste maaltydplanne en spyskaarte vir normale en spesiale diëte opstel;
- 'n bemerkingsplan kan opstel vir 'n spyskaart, dit evalueer en uitvoer.

Assesseringsplan:

Formative assessering 50%: Summatiewe assessering 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1 & 2	NQF level / NKR vlak: 8
NUTF471		Credits / Krediete: 32

Title: Food service management practice / **Titel:** Voedseldiensbestuurpraktyk

Module outcomes:

Upon completion of this module the student should be able to:

- demonstrate comprehensive and systematic knowledge of food safety as a critical element in the transformation process (availability of food, distribution of meals, purchasing, receiving and production);
- identify, analyse and evaluate complex situations and problems that relate to human resources management, productivity, the budgeting process, performance and financial management in the FSU by means of a variety of specialised skills;
- as manager of the section, know and implement the generic aspects of management (leadership, planning, implementation, delegation and evaluation) in real-life situations in the FSU, both as an individual or as a member of a team;
- communicate in an ethically accountable way on all levels with sick and healthy clients and with employees, and through critical reflection on the relevance of different ethical value systems in the area of foodservice management, identify and address ethical dilemmas.

Module uitkomst:

Na voltooiing van hierdie module behoort die student:

- omvattende en sistematiese kennis van voedselveiligheid as 'n kritiese element in die transformasieproses (besikbaarheid van voedsel, verspreiding van maaltye, aankope, ontvangs en produksie) te kan demonstreer;
- komplekse situasies en probleme wat verband hou met menslike hulpbronnbestuur, produktiwiteit, begrotingsproses, werkverrigting en finansiële bestuur in die VDE te kan identifiseer, analiseer en evalueer deur die gebruik van 'n verskeidenheid gespesialiseerde vaardighede;
- as individu of as lid van 'n span in lewensgetroue situasies in die VDE, die generiese aspekte van bestuur (eierskap, beplanning, implementering, delegering en evaluering) te ken en kan implementeer as bestuurder van die afdeling;
- op 'n etiese verantwoordbare wyse op alle vlakke met siek en gesonde kliënte, asook werknemers, te kan kommunikeer en op grond van kritiese refleksie oor die toepaslikheid van verskillende etiese waardesisteme op die area van voedseldiensbestuur, etiese kwessies kan identifiseer en aanspreek

Assessment criteria:

The student should demonstrate the following:

- expertise with respect to the transformation process with food safety as a critical element by actively participating in management decisions in a FSU as well as giving inputs into the implementation of the decisions in a FSU;
- the ability to identify and analyse problems within the FSU and to practically implement feasible solutions for the problems by means of the systems approach in FSM;
- the ability to make theoretical recommendations based on well founded, researched facts and scenarios, and to analyse these and make improvements on the FSU's layout;
- plan a new FSU by implementing specialist knowledge regarding FSUs and the functioning thereof;
- plan an impact study to determine the susceptibility of a foodservice system in an organisation and give recommendations on the implementation thereof;

- compile/develop a food safety - or HACCP program for a FSU, which is based on well founded theoretical research as well as the interpretation of the available information on the FSU;
- successful menu planning for normal as well as therapeutic diets, following the correct nutritional principles relevant to normal and therapeutic diets with regards to the rules, limitations and demands of FSU.

The student should demonstrate the following:

- the ability to identify, analyse and evaluate complex situations within the FSU in relation to management processes;
- compile a budget for a FSU that complies with the specific demands and needs of FSUs;
- perform a movement economy study and make recommendations based on scientific facts and information to improve the employee's job performance and time management;
- plan, motivate and implement a successful marketing strategy, based on the principles of management and taking into consideration the needs and circumstances of a FSU.

The student should demonstrate the following:

- the ability to manage a FSU with the use of the knowledge on the generic aspects of management, both as an individual or as a member of a team;
- plan, lead and manage a successful production meeting according to effective principles and procedures;
- analyse and evaluate existing organisational charts of different FSU and compile an improved organisational chart for the FSU with the relevant job descriptions for the various posts;
- compile a personal development plan for employees regarding leadership;
- show insight into the various laws that are relevant to FSM by means of a synopsis.
- communicate ethically and responsibly with clients and employees on all levels;
- implement all managerial functions and plans which form part of the FSM's job description in a professionally and ethically correct manner.

Assessment methods - Formal formative:

Students must submit assignments, reports, statistical reports, letters and oral evaluations and lectures

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 60%: Summative assessment 40%. Exam sub-minimum: 50%

Assesseringskriteria:

Die student kan die volgende demonstreer:

- kundigheid te toon ten opsigte van die transformasieproses met voedselveiligheid as 'n krietiese element deur aktief aan bestuursbesluite in 'n VDE deel te neem asook om bydraes te lewer tot die implementering van hierdie besluite in 'n VDE;
- probleme in die VDE kan identifiseer, analiseer en uitvoerbare oplossing vir hierdie probleme in die praktyk te implementeer deur van die sisteembenadering van VDB gebruik te maak;
- teoreties aanbevelings gegrond op deeglik nagevorsde feite en scenario analises te kan maak tot die verbetering van 'n VDE uitleg;
- 'n nuwe VDE te kan beplan deur die toepassing van spesialis kennis oor VDE en die funksionering daarvan;
- 'n impak studie om die vatbaarheid van 'n voedseldienssisteem in 'n organisasie te bepaal, te kan beplan en voorstelle vir die uitvoering daarvan te kan maak;
- 'n voedselveiligheids - of GAKKP - program saam te stel vir 'n VDE, gegrond op deeglike teoretiese navorsing en interpretering van inligting beskikbaar oor die VDE;
- suksesvolle spyskaartbeplanning vir normale, asook terapeutiese diëte, volgens korrekte voedingsbeginsels toepaslik op normale en terapeutiese diëte, met inagneming van die reëls, beperkinge en vereistes van Voedseldiens Eenhede.

Die vermoë om komplekse situasies binne die VDE en hul verband met die bestuursprosesse te kan identifiseer, analiseer en evalueer;

- 'n begroting opstel vir 'n VDE wat aan spesifieke vereistes en behoeftes van Voedseldienseenhede voldoen;
- 'n bewegingsekonomie-studie uit te voer en aanbevelings gebaseer op wetenskaplike feite en inligting te kan maak ten einde 'n werknemer se werkverrigting en tydsbestuur te verbeter;
- suksesvolle bemarkingsaksies gegrond op beginsels van bemarking, met inagneming van die behoeftes en omstandighede van 'n VDE, te beplan, motiveer en implementering daarvan te verduidelik.

Die student kan die volgende demonstreer:

- die vermoë om as individu of lid van die span die generiese aspekte van bestuur te ken en gebruik om 'n VDE te bestuur;
- 'n produksievergadering suksesvol te kan beplan, lei en bestuur volgens effektiewe beginsels en prosedures;
- bestaande organogramme van verskillende VDE's te kan ontleed, evalueer en daarvolgens 'n verbeterde organogram vir 'n VDE opstel met toepaslike taakooreenkomste vir die verskeie poste;
- persoonlike ontwikkelingsplan ten opsigte van leierskap vir personeel op te stel;

- insig toon in die verskeie wetgewings wat van toepassing is op VDB, deur middel van 'n sinopse.
- eties en verantwoordelik op alle vlakke met kliënte en werknemers te kommunikeer;
- bestuursfunksies en -planne wat onder die taakooreenkoms van die Voedseldiensbestuurder val, professioneel en eties korrek uitvoer.

Assesseringsplan:

Formative assessering 50%: Summatiewe assessering 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: NUTP271	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 12

Title: Nutrition practice II / **Titel:** Voedingpraktyk II

Module outcomes:

After completing this module the student will demonstrate:

- a basic, practical understanding of how the dietitian functions within the various fields of nutrition, as well as the ability to participate in appropriate, nutrition-related activities;
- a basic, practical understanding of the nutrition consultation process, coupled with the ability to apply appropriate techniques to measure these patients' anthropometric status and to record and analyse their food intake using appropriate techniques and tools;
- the ability to interact in a respectful, responsible and professional manner with patients and staff members of the health professions team.

Module uitkomst:

Na voltooiing van hierdie module sal die student:

- 'n basiese, praktiese begrip hê van hoe die dieetkundige binne die verskillende gebiede van voeding funksioneer, asook die vermoë om aan toepaslike, voedingverwante aktiwiteite deel te neem;
- 'n basiese, praktiese begrip hê van die voedingskonsultasieproses, tesame met die vermoë om geskikte tegnieke te gebruik om daardie pasiënte se antropometrie status te meet en hulle voedselinname te ontleed deur van toepaslike tegnieke en instrumente gebruik te maak;
- die vermoë hê om op 'n respekvolle, verantwoordelike en professionele wyse met pasiënte en personeellede van die gesondheidsberoepspan om te gaan.

Assessment criteria:

The student will have reached the outcomes when he/she is able to:

- demonstrate a basic and practical understanding of how the dietitian functions within the various fields of nutrition, as well as the ability to participate in various appropriate, nutrition-related activities;
- reflect critically on the consultation process observed at actual or fictional health facilities;
- correctly apply appropriate techniques to assess and interpret the anthropometric status (height, weight, waist circumference, hip circumference and triceps skinfold) of adult patients;
- record a diet history of an adult patient and analyse the nutrient content of it by using appropriate intake references;
- compile appropriate and relevant nutrition education material and use these to effectively counsel a diverse group of patients in a professional and respectful manner;
- demonstrate basic knowledge on what the nutrition research process entails;
- act in a respectful and professional manner with patients and staff members of the health professions team at all times.

Assessment methods - Formal formative:

Students must submit assignments, reports, do oral presentations and role play

Assessment methods – Summative:

Professional conduct evaluation and practical examination

Assessment plan:

Professional conduct (15%) + Formative assessments (65%) + Practical examination (20%)

Assesseringskriteria:

Die student sal die module uitkomst bereik het as hy/sy die vermoë het om:

- 'n basiese, praktiese begrip toon van hoe die dieetkundige binne die verskillende gebiede van voeding funksioneer, asook die vermoë om aan verskillende toepaslike, voedingverwante aktiwiteite deel te neem;
- krities te besin oor die konsultasieproses wat by werklike of denkbeeldige gesondheidsgeriewe waargeneem is;
- toepaslike tegnieke korrek toepas om die antropometrie status (lengte, gewig, middelomtrek, heupomtrek en trisepe-velvou) van volwasse pasiënte te evalueer en interpreteer;
- 'n dieetgeskiedenis van 'n volwasse pasiënt aanteken en die voedingsinhoud daarvan ontleed deur toepaslike innameverwysings te gebruik;
- toepaslike en relevante dieetopvoedingsmateriaal saamstel en dit gebruik om 'n uiteenlopende groep pasiënte op 'n professionele en respekvolle wyse raad te gee;

- basiese begrip ten opsigte van die voedingsnavorsings proses te toon;
- te alle tye op 'n respekvolle, verantwoordelike en professionele wyse teenoor pasiënte en personeelle van die gesondheidsberoepspan optree.

Assesseringsplan:

Professionele gedrag (15%) + Formatiewe assessering (65%) + Praktiese eksamen (20%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
NUTP371

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Nutrition practice III / **Titel:** Voedingpraktik III

Module outcomes:

Upon completion of this module the student will demonstrate:

- an integrated, practical knowledge of how the dietitian functions within the various fields of nutrition as well as the ability to participate in appropriate, nutrition-related activities;
- the ability to assess a patient/client's or communities' nutritional status as well as conducting a nutrition consultation by applying the ABCD methodology;
- the ability to interact in a respectful, responsible and professional manner with patients, clients, colleagues, members of the community, fellow healthcare professionals, classmates etc.;
- the ability to present a case study with the nutrition diagnosis, realistic dietary goals and plans of appropriate interventions, in a sensible and professional manner to classmates, lecturers and dietitians.

Module uitkomst:

Na afhandeling van hierdie module, behoort die student oor die volgende te beskik:

- geïntegreerde, praktiese kennis van hoe die dieetkundige binne die verskillende velde van voeding funksioneer, asook die vermoë om aan toepaslike, voedingsverwante aktiwiteite deel te neem;
- die vermoë om 'n pasiënt/kliënt of gemeenskap se voedingstatus te bepaal sowel as 'n voeding konsultasie uit te voer, deur die ABCD-metodologie toe te pas;
- die vermoë om op 'n respekvolle, verantwoordelike en professionele manier met pasiënte, kliënte, kollegas, lede van die gemeenskap, mede mediese personeellede, klasmaats ens. om te gaan;
- die vermoë om gevallestudies, insluitende die voedingsdiagnose en realistiese voedingsdoelwitte, sowel as toepaslike intervensies, op 'n redelike en professionele manier aan klasmaats, dosente en dieetkundiges voor te dra.

Assessment criteria:

The student has achieved the outcomes if he/she:

- demonstrates comprehensive and systematic knowledge of how the dietitian functions within the various fields of nutrition as well as the ability to participate in various appropriate, nutrition-related activities;
- correctly apply appropriate techniques to assess the nutritional status of patients/clients and/or members of the community by using the ABCD methodology;
- integrate the patients/clients and/or members of the communities' nutritional status, medical diagnosis and other relevant information to formulate a nutritional diagnosis, set realistic dietary goals and plan appropriate interventions;
- compile appropriate and relevant nutrition education material and use these effectively;
- correctly apply the Food Finder program and Condensed Food Composition Tables of South Africa to analyse diets for research purposes;
- present the case study in an appropriate and professional manner, and answer relevant questions;
- compile a balanced menu for the various therapeutic diets and successfully prepare these diets with the appropriate equipment;
- act in a respectful and professional manner with patients and staff members of the health professions team at all times

Assessment methods – Formal formative:

Students will be expected to submit assignments and do oral presentations and role play

Assessment methods – Summative:

Continuous assessment of assignments

Assessment plan:

Formative assessment (95%) + Attendance (5%)

Assesseringskriteria:

Die student het die uitkomst bereik indien hy/sy:

- omvattende en sistematiese kennis te demonstreer van hoe die dieetkundige binne die verskillende velde van voedingskunde funksioneer, asook die vermoë om aan verskeie toepaslike voedingsverwante aktiwiteite deel te neem;
- toepaslike tegnieke korrek toe te pas om die voedingstatus van pasiënt/kliënt en/of gemeenskap te bepaal deur die ABCD-tegnologie te gebruik;

- die pasiënt/kliënt en/of gemeenskap se voedingstatus, mediese diagnose en ander tersaaklike inligting te integreer om 'n voedingsdiagnose te formuleer, realistiese voedingsdoelwitte te stel en toepaslike ingrype te beplan;
- geskikte en toepaslike voedingsopleidingsmateriaal op te stel en te gebruik;
- die FoodFinder-program en Condensed Food Composition Tables of South Africa korrek toe te pas om diëte vir doeleindes van navorsing te ontleed;
- die gevallestudie van pasiënte op 'n toepaslike en professionele manier aan te bied, en toepaslike vrae te antwoord;
- 'n gebalanseerde spyskaart op te stel vir die verskillende terapeutiese diëte, en hierdie diëte suksesvol met die toepaslike toerusting voor te berei;
- ten alle tye, op 'n respektvolle en professionele manier met pasiënte en personeel van die gesondheidsorgspan om te gaan.

Assesseringsplan:

Formative assessering (95%) + Bywoning (5%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
NUTR321		Credits / Krediete: 16

Title: Nutrition research methodology / **Titel:** Voedingnavorsingmetodologie

Module outcomes:

After completion of this module, the student will demonstrate the following:

- integrated knowledge and understanding of the research process within the field of nutrition;
- ability to identify, analyse, critically reflect on and address complex, nutrition-related matters and apply evidence-informed arguments;
- reflection of values, ethical conduct and justifiable decision making, appropriate to the practice of nutrition research.

Module uitkomst:

Na voltooiing van die module behoort die student die volgende te demonstreer:

- geïntegreerde kennis en begrip van die navorsingsproses in voeding;
- die vermoë om komplekse voedingverwante probleme te identifiseer, analiseer, krities daaroor te reflekteer en wetenskaplik gefundeerde argumente toe te pas;
- oor waardes, etiese optrede en verantwoordbare besluitneming, gepas vir voedingsnavorsingspraktyk te kan reflekteer.

Assessment criteria:

The student has achieved the outcomes when he/she:

- demonstrates, by means of written as well as oral reporting and IT, sound knowledge and insight in the nutrition research process;
- identify, analyse and critically reflect on nutrition-related matters by applying evidence-informed arguments, by means of written report and oral presentations;
- identify and address ethical issues in research and act ethically by using evidence-informed nutrition in decision-making.

Assessment methods – Formal formative:

Written class tests, participation in class activities and oral and written assignments

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die studente het die uitkomst bereik wanneer hy/sy die volgende kan demonstreer:

- deur geskrewe sowel as mondelinge terugvoering te gee, grondige kundigheid in IT tegnologie en insig in die voedingnavorsingsproses;
- identifiseer, analiseer, en krities reflekteer oor voedingverwante probleme met toepassing van wetenskaplik gefundeerde argumente, in geskrewe sowel as mondelinge aanbiedings;
- etiese kwessies in navorsing kan identifiseer en te kan spreek, en om eties op te tree deur besluitneming te grond op bewyse ingeligte voeding

Assesseringsplan:

Formative assessering 50%: summatiewe assessering 50% (1:1). Eksamen sub-minimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: NUTR471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 32
Title: Nutrition research / Titel: Voedingnavorsing		
Module outcomes: After completion of this module, the student will demonstrate: - the ability to critically investigate multiple sources in order to select, evaluate and then investigate a nutrition research question; - an ability to apply appropriate scientific methods of enquiry to address and solve a research problem in the field of nutrition; - effective functioning within a team in a nutrition research environment and demonstrate logical and critical understanding of the roles of all role players and taking responsibility for task outcomes; - accurate and coherent presentation of research results in an academically sound and professional manner. Module uitkomst: Na voltooiing van hierdie module sal die student in staat wees om: - die vermoë om verskeie bronne krities te ondersoek ten einde 'n voedingsnavorsingsvraag te kan selekteer, evalueer en ondersoek; - die vermoë om toepaslike wetenskaplike navorsingsmetodes toe te pas om 'n navorsingsprobleem op die gebied van voeding aan te spreek en op te los; - effektief te funksioneer binne 'n span in 'n voedingsnavorsingsomgewing en logiese en kritiese begrip te demonstreer van die rol van alle rolspelers en verantwoordelikheid te neem vir taakuitkomst; - akkurate en samehangende aanbieding van navorsingsresultate op akademies-gesonde en professionele wyse.		
Assessment criteria: The student has achieved the outcomes if he/she can: - critically reflect on scientific nutrition knowledge by applying evidence-informed arguments, by means of written report and/or oral presentations; - demonstrate, by means of written protocol as well as oral reporting and IT technology, sound knowledge, skills and insight on how to justify, formulate and address a research question; - demonstrate sound knowledge, skills and insight in the execution of a nutrition research project in a multi-disciplinary team; - demonstrate, by means of a written and oral report as well as IT technology, sound knowledge, skills and insight to report, discuss and integrate research findings. Assessment methods – Formal formative: Students will write class tests, submit assignments and research protocol as well as an oral presentation and oral test Assessment methods – Summative: Mini-dissertation and presentation Assessment plan: Formative assessment (50%) + Contact sessions with study leader (5%) + Research project presentation (10%) + Mini-dissertation (35%) Assesseringskriteria: Die studente het die uitkomst bereik wanneer hy/sy kan: - krities te besin oor wetenskaplike voedingskennis deur bewys-ingeligte argumente toe te pas deur middel van geskrewe verslag en/of mondelinge aanbiedings; - deur middel van geskrewe protokol sowel as mondelinge verslagdoening en IT-tegnologie, kennis, vaardighede en insig te demonstreer oor hoe om 'n navorsingsvraag te regverdig, formuleer en aan te spreek; - grondige kennis, vaardighede en insig in die uitvoering van 'n voedingsnavorsingsprojek in 'n multidissiplinêre span te demonstreer; - deur middel van 'n geskrewe en mondeling verslag, sowel as IT-tegnologie, kennis, vaardighede en insig te demonstreer om navorsingsbevindinge te rapporteer, te bespreek en te integreer. Assesseringsplan: Formatiwe assessering (50%) + Kontakgeleenthede met studieleier (5%) + Navorsingsprojek aanbieding (10%) + Skripsie (35%)		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: NUTT312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Medical nutrition therapy / Titel: Mediese voedingsterapie		
Module outcomes: After completion of the module, the student should be able to:		

- show confidence in the nature, aetiology, symptoms, clinical image, pathology, diagnoses of and medication for diseases with dietary implications;
- evaluate case studies to demonstrate skills theoretically and practically regarding the association between illnesses, medicine, the digestion system and nutrient interaction;
- develop or adjust a diet in order to monitor or manage a relevant illness;
- motivate and evaluate the value of a specially designed diet in the prognosis and management of specific illnesses;
- communicate from an ethical accountable framework on all levels of functioning with sick and healthy patients/clients.

Module uitkomst:

Na afhandeling van hierdie module in terapeutiese voeding, behoort die student vaardig te wees om:

- 'n afgeronde, sistematiese en geïntegreerde kennis en begrip te demonstreer oor die aard, etiologie, simptome, kliniese beeld, patofisiologie, diagnose en die medikasie van spesifieke siektetoestande met dieetimplikasies;
- gevallestudies te kan evalueer om vaardighede teoreties en prakties ten opsigte van die verband tussen siektetoestande, geneesmiddels, die spysverteringskanaal en nutriëntinteraksies te kan demonstreer;
- vaardighede te demonstreer om 'n voedingsorgplan vir die monitering en/of herstel van relevante siektetoestande op te stel of aan te pas;
- vaardighede en bevoegdheid demonstreer om die waarde van die spesiaal aangepaste dieet vir die prognose en behandeling van spesifieke siektetoestande te kan motiveer en evalueer;
- op 'n etiesverantwoordelike wyse, op alle vlakke van funksionering, met die siek en gesonde pasiënt/kliënt te kan kommunikeer.

Assessment criteria:

The student achieved the outcomes if he/she:

- demonstrates a thorough and systematic knowledge and understanding of the nature, aetiology, symptoms, clinical appearance, pathophysiology, diagnosis and medication of particular medical conditions with dietary implications;
- theoretically and practically demonstrates the skills to analyse case studies on the relation between medical conditions, medication, the digestive tract and nutrient interaction;
- demonstrate the skills to draw up or adapt a nutritional care plan for the monitoring and/or recovery of the relevant medical conditions;
- demonstrate the skills and ability to motivate and evaluate the value of the specially adapted diet for the prognosis and recover of particular medical conditions;
- communicate with the ill and healthy patient, at all levels of conduct, in an ethically responsible manner.

Assessment methods – Formal formative:

The students must submit assignments, case studies and written class tests

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die studente het die uitkomst bereik indien hy/sy:

- 'n deeglike en sistematiese kennis en begrip oor die aard, etiologie, simptome, kliniese beeld, patofisiologie, diagnose en die medikasie van spesifieke siektetoestande met dieetimplikasies kan demonstreer;
- vaardighede teoreties en prakties kan demonstreer om gevallestudies ten opsigte van die verband tussen siektetoestande, geneesmiddels, die spysverteringskanaal en nutriëntinteraksies te ontleed;
- die vaardighede kan demonstreer om 'n voedingsorgplan vir die monitering en/of herstel van relevante siektetoestande op te stel of aan te pas;
- vaardighede en bevoegdheid demonstreer om die waarde van die spesiaal aangepaste dieet vir die prognose en herstel van spesifieke siektetoestande kan ontwikkel, motiveer en evalueer;
- op 'n etiesverantwoordelike wyse, op alle vlakke van funksionering, met die siek pasiënt/kliënt te kan kommunikeer.

Assesseringsplan:

Formatiewe assesserings 50%: Summatiewe assesserings 50% (1: 1). Eksamen subminimum: 40%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
NUTT323

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Medical nutrition therapy / **Titel:** Mediese voedings terapie

Module outcomes:

On completion of this module in therapeutic nutrition, the student ought to:

- have a well-rounded and systematic knowledge base on all aspects regarding specific disease states and their dietary implications;
- be able to analyse case studies in order to demonstrate expertise, both in a practical and theoretical manner, with regard to nutritional support, trauma, and the relationship between disease states and nutrient interaction;
- compile a nutritional care plan where the ability to analyse, integrate and interpret nutritional assessment data to diagnose and identify nutrition related problems, as well as plan a strategy to address the problems identified is demonstrated;
- to communicate and treat patients/clients in an ethical and professional manner.

Module uitkomst:

Na afhandeling van hierdie module in terapeutiese voeding, behoort die student :

- 'n afgeronde en stelselmatige kennisbasis oor alle aspekte van spesifieke siektetoestande met hul dieetimplikasies te besit;
- in staat te wees om gevallestudies te ontleed om sodoende kundigheid beide prakties en teoreties te demonstreer wat voedingsondersteuning, trauma en die verwantskap tussen siektetoestande en nutriëntwisselwerking aanbetref;
- 'n voedingsorgplan te kan saamstel wat vermoë toon om voedings-assesseringsdata te ontleed, te integreer en te vertolk om voedingsverwante probleme te identifiseer en diagnoseer, asook 'n strategie beplan om die geïdentifiseerde probleme aan te spreek;
- met pasiënte/kliënte te kan kommunikeer en hulle op 'n etiese en professionele wyse te kan behandel.

Assessment criteria:

The student would have attained the outcomes if he/she can demonstrate the following:

- expertise with regard to the dietary implications of diseases;
- the ability to analyse case studies with regard to particular diseases or trauma patients and to apply this in practice;
- the ability to compile, implement, motivate, evaluate and adjust a nutritional care plan as required; and to adjust the nutritional care plan as needed;
- the ability to communicate with and treat patients/clients in an ethical and professionally sound manner.

Assessment methods – Formal formative:

The students must submit assignments, case studies, portfolio and class tests

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die studente sal die uitkomst bereik het indien hy/sy die volgende kan demonstreer:

- kundigheid met betrekking tot die dieetimplikasies van siektes;
- die vermoë om gevallestudies oor spesifieke siektes of traumapasiente te ontleed en dit in die praktyk toe te pas;
- die vermoë om 'n voedingsorgplan saam te stel, implementeer, regverdig en evalueer en 'n voedingsplan soos nodig aan te pas en te verstel;
- die vermoë om met pasiënte/kliënte te kommunikeer en hulle op 'n etiese en professioneel verantwoordelike wyse te behandel

Assesseringsplan:

Formatiwe assesserings 50%: Summatiewe assesserings 50% (1: 1). Eksamen subminimum: 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
NUTT324		Credits / Krediete: 12

Title: Paediatric medical nutrition therapy / **Titel:** Pediatriese mediese voedings terapie

Module outcomes:

After completion of the module in therapeutic nutrition, the student should be able to:

- show a well-rounded, systematic and integrated knowledge and understanding of the nature, aetiology, symptoms, clinical image, pathology, diagnoses of and medication for diseases with dietary implications;
- evaluate case studies to demonstrate skills theoretically and practically regarding the association between illnesses, medicine, the digestion system and nutrient interaction;
- demonstrate the ability to develop and adjust a therapeutic nutrition care plan for the monitoring and/or healing of relevant diseases;
- demonstrate the ability to motivate and evaluate the value of a specially designed diet in the prognosis and management of specific illnesses;
- communicate from an ethical, accountable framework on all levels of treating patients/clients.

Module uitkomst:

Na afhandeling van hierdie module in terapeutiese voeding, behoort die student vaardig te wees om:

- 'n afgeronde, sistematiese en geïntegreerde kennis en begrip te demonstreer oor die aard, etiologie, simptome, kliniese beeld, patofisiologie, diagnose en die medikasie van spesifieke siektetoestande met dieetimplikasies;
- gevallestudies te kan evalueer om vaardighede teoreties en prakties ten opsigte van die verband tussen siektetoestande, geneesmiddels, die spysverteringskanaal en nutriëntinteraksies te kan demonstreer;
- vaardighede te demonstreer om 'n voedingsorgplan vir die monitering en/of herstel van relevante siektetoestande op te stel of aan te pas;
- vaardighede en bevoegdheid demonstreer om die waarde van die spesiaal aangepaste dieet vir die prognose en behandeling van spesifieke siektetoestande te kan motiveer en evalueer;
- op 'n etiesverantwoordelike wyse, op alle vlakke van funksionering, met die siek en gesonde pasiënt/cliënt te kan kommunikeer.

Assessment criteria:

The student achieved the outcomes if he/she:

- demonstrates a thorough and systematic knowledge and understanding of the nature, aetiology, symptoms, clinical appearance, pathophysiology, diagnosis and medication of particular medical conditions with dietary implications;
- theoretically and practically demonstrates the skills to analyse case studies on the relation between medical conditions, medication, the digestive tract and nutrient interaction;
- demonstrates the skills to draw up or adapt a nutritional care plan for the monitoring and/or recovery of the relevant medical conditions;
- demonstrates the skills and ability to develop, motivate and evaluate the value of the specially adapted diet for the prognosis and recovery of particular medical conditions;
- communicates with the ill patient/client, at all levels of conduct, in an ethically responsible manner.

Assessment methods – Formal formative:

Students must submit assignments, case studies and class tests

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 50%: Summative assessment 50% (1:1). Exam sub-minimum: 40%

Assesseringskriteria:

Die studente het die uitkomste bereik indien hy/sy:

- 'n deeglike en sistematiese kennis en begrip oor die aard, etiologie, simptome, kliniese beeld, patofisiologie, diagnose en die medikasie van spesifieke siektetoestande met dieetimplikasies te kan demonstreer;
- vaardighede teoreties en prakties te kan demonstreer om gevallestudies ten opsigte van die verband tussen siektetoestande, geneesmiddels, die spysverteringskanaal en nutriëntinteraksies te ontleed;
- die vaardighede te kan demonstreer om 'n voedingsorgplan vir die monitering en/of herstel van relevante siektetoestande op te stel of aan te pas;
- vaardighede en bevoegdheid demonstreer om die waarde van die spesiaal aangepaste dieet vir die prognose en herstel van spesifieke siektetoestande te kan ontwikkel, motiveer en evalueer;
- op 'n etiesverantwoordelike wyse, op alle vlakke van funksionering, met die siek pasiënt/cliënt te kan kommunikeer.

Assesseringsplan:

Formatiewe assessering 50%: Summatiewe assessering 50% (1: 1). Eksamen subminimum: 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 32
NUTT471		

Title: Applied Therapeutic Nutrition / **Titel:** Toegepaste Terapeutiese Voeding

Module outcomes:

On completion of this module in Therapeutic Nutrition the student should:

- know the nature, aetiology, symptoms, clinical manifestations, pathophysiology, diagnosis and medication of specific diseases with dietary implications;
- be able to demonstrate the ability to assess nutritional status of patients in the hospital setting;
- be able to demonstrate the ability to analyse and interpret demographic, socio-economic, anthropometric, biochemical, clinical and dietary data to identify nutrition and health-related risks and problems;
- be able to demonstrate the ability to formulate a nutritional diagnosis, based on the appropriate methods of nutrition assessment and an understanding of the relationship between diseases of the different organs, immune system and nutrient interactions;

- devise or modify and implement a nutritional care plan for the management of relevant diseases or conditions in the hospital setting;
- be able to demonstrate the ability to monitor the implementation of the nutritional care plan and identify and solve problems with the implementation;
- demonstrate the ability to communicate effectively with individual patients as well as groups.

Module uitkomst:

Na afhandeling van hierdie module in Terapeutiese Voeding moet die student:

- kennis dra van die aard, etiologie, simptome, kliniese verskynsels, patofisiologie, diagnose van en medikasie vir spesifieke siektes met dieetkundige implikasies;
- bewys lewer van die vermoë om die stand van voeding van pasiënte in die hospitaaloopset te assesseer;
- bewys lewer van die vermoë om demografiese, sosio-ekonomiese, antropometriese, biochemiese, kliniese en dieetkundige gegewens te ontleed en te vertolk ten einde dieetkundige en gesondheidverwante risikos en probleme te identifiseer;
- bewys lewer van die vermoë om 'n dieetkundige diagnose te formuleer, gebaseer op die geskikte metodes van voedingsassessering en 'n begrip van die verband tussen siektes van die verskillende organe, immuunstelsel en wisselwerking van voedingstowwe;
- 'n dieetkundige versorgingsplan vir die beheer van toepaslike siektes of toestande binne die hospitaaloopset bedink of wysig en implementeer;
- bewys lewer van die vermoë om die implementering van die dieetkundige versorgingsplan te monitor en om probleme met die implementering te identifiseer en op te los;
- bewys lewer van die vermoë om doeltreffend met individuele pasiënte asook groepe te kommunikeer

Assessment criteria:

The student achieved the outcomes if he/she can:

- The patient presentations as well as oral and final exam will assess whether the student knows the nature, aetiology, symptoms, clinical manifestations, pathophysiology, diagnosis and medication of specific diseases with dietary implications;
- The patient presentations, as well as the completion of the daily nutritional care documents and out-patient consultations will assess if the student is able to assess the nutritional status of patients in the hospital setting;
- The patient presentations, as well as the completion of the daily nutritional care documents will assess if the student is able to analyse and interpret demographic, socio-economic, anthropometric, biochemical, clinical and dietary data to identify nutrition and health-related risks and problems;
- The patient presentations, as well as the completion of the daily nutritional care documents will assess if the student can formulate a nutritional diagnosis based on the appropriate methods of nutrition assessment and an understanding of the relationship between diseases of the different organs, immune system and nutrient interactions;
- The patient presentations, as well as the completion of the daily nutritional care documents will assess if the student is able to devise or modify and implement a nutritional care plan for the management of relevant diseases or conditions in the hospital setting;
- The completion of the daily nutritional care documents will assess if the student is able to monitor the implementation of the nutritional care plan, and identify and solve problems with the implementation;
- The consultations with out-patients individually or as a group will assess the ability of the student to communicate effectively with individual patients as well as groups.

Assessment methods – Formal formative:

Students will be evaluated on prepared and unprepared patient presentations, assignments, written and oral tests, professional conduct, patient consultations and nutritional documents.

Assessment methods – Summative:

Sit-down written exam

Assessment plan:

Formative assessments 60%: Summative assessment 40% (1:1). Exam sub-minimum: 50%

Assesseringskriteria:

Die studente het die uitkomstebereik indien hy/sy:

- die pasiënt voordragte, sowel as die mondeling en finale eksamen sal evalueer of die student kundig is oor die aard, etiologie, simptome, kliniese beeld, patologie, diagnose en die medikasie van spesifieke sieketoe toestande met dieetimplikasies;
- die pasiënt voordragte, sowel as daaglikse voltooiing van die voedingsorg dokumente sal evalueer of die student gevallestudies kan ontleed om kundigheid ten opsigte van die verband tussen sieketoe toestande, die verskillende organe, die immuunstelsel en nutriëntinteraksies teoreties en prakties te demonstreer;
- die pasiënt voordragte, sowel as daaglikse voltooiing van die voedingsorg dokumente sal evalueer of die student 'n dieetkundige behandelingsplan vir die monitering en/of herstel van relevante sieketoe toestande in die hospitaal asook die gemeenskap, kan opstel of aanpas;

- die pasiënt voordragte, daaglikse voltooiing van die voedingsorg dokumente, sowel as die mondeling en finale eksamen sal evalueer of die student die waarde van die spesiaal aangepaste dieet vir die prognose en herstel van spesifieke siektetoestande kan motiveer en evalueer;
- die pasiënt voordragte, daaglikse voltooiing van die voedingsorg dokumente, sowel as die mondeling en finale eksamen kundigheid en vaardighede kan openbaar oor die beginsels, praktyk en evaluering van diëte vir pediatriese pasiënte

Assesseringsplan:

Formative assessorings 60%: Summatiewe assessorings 40% (1: 1). Eksamen subminimum: 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code: PHMM112

Semester 1

NQF level: 5
Credits: 12

Title: Pharmacology

Module outcomes:

- Demonstrate the knowledge of the development and sources of drugs.
- Apply the knowledge of pharmacodynamics, pharmacokinetics and pharmacotherapeutics in prescribing drugs for patients.
- Assess patients to identify a potential high risk for adverse side effects

Method of delivery: Full-time

Module code: PNSM311

Semester 1

NQF level: 7
Credits: 18

Title: Psychiatric Nursing Science I and Practicals

Module outcomes:

- Demonstrate the knowledge of the history of psychiatric nursing care.
- Apply the ethical, legal and statutory aspects of psychiatric nursing practices.
- Demonstrate the ability to assess, diagnose, plan, implement and evaluate nursing care of common psychiatric disorders

Method of delivery: Full-time

Module code: PNSM322

Semester 2

NQF level: 7
Credits: 18

Title: Psychiatric Nursing Science I and Practicals

Module outcomes:

- Demonstrate the ability to create a conducive therapeutic environment in psychiatric nursing care.
- Demonstrate competence in intervening during an emotional crisis.
- Demonstrate the ability to participate and utilize group therapy in a psychiatric institution

Method of delivery: Full-time

Module code: PNSM411

Semester 1

NQF level: 8
Credits: 18

Title: Psychiatric Nursing Science II and Practicals

Module outcomes:

- Demonstrate competence in assessment, diagnosing, planning, implementing and evaluation of nursing care of the mentally handicapped/retarded individuals

Method of delivery: Full-time

Module code: PNSM422

Semester 2

NQF level: 8
Credits: 18

Title: Psychiatric Nursing Science II and Practicals

Module outcomes:

- Demonstrate competence in forensic psychiatric nursing.
- Demonstrate the ability to promote mental health through health education programmes

Method of delivery: Full-time

Module code / Modulekode:
PSYC111

Semester 1

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Introduction to Psychology / **Titel:** Inleiding tot Psigologie

Module outcomes:

Demonstrate:
integrated knowledge and understanding of

- Basic human functioning, including biological aspects, cognitive, emotional and motivational functioning, human and personality development, abnormal behaviour, stress and coping and optimum human functioning.

Demonstrate integrated knowledge of

- the history and evolution of different psychological perspectives and theories on human functioning, as relevant part of psychology as a science and a profession.

Integrated knowledge an understanding of

- Psychology as a science and a profession, including basic steps in psychological research methods according to the American Psychological Association (APA) guidelines and the ethical guidelines of the Professional Board for Psychology
- Demonstrate an awareness of and sensitivity for basic human functioning and real life problems in yourself and others in a multicultural context
- Demonstrate integrated knowledge of psychology as a science and a profession, according to the standards of the American Psychological Association (APA) for research, as well as the professional and ethical guidelines of the Professional Board for Psychology at the Health Professions Council of SA (HPCSA).

Demonstrate integrated knowledge and understanding of

- Various scenarios within problematic situations according to the different theoretical frameworks and different levels of human functioning
- Integrated knowledge
- Of the evaluation of own performance, as well as the performance of others against specific criteria
- Demonstrate efficient interpersonal and communication skills regarding different levels of human functioning

Module uitkomst:

Demonstreer:

geïntegreerde kennis en begrip van

- Basiese menslike funksionering, insluitende biologiese aspekte, kognitiewe, emosionele en motiveringsfunksionering, menslike en persoonlike ontwikkeling, abnormale gedrag, stres en die hantering en optimum menslike funksionering.

Demonstreer geïntegreerde kennis van

- Die geskiedenis en evolusie van verskillende psigologiese perspektiewe en teorieë ten opsigte van menslike funksionering as toepaslike deel van psigologie as wetenskap en beroep.
- Psigologie as 'n wetenskap en 'n beroep, insluitende basiese stappe basic tydens psigologiese navorsingsmetodes volgens die (APA) handleiding en die etiese riglyne van die Professionele Raad vir Psigologie.
- Demonstreer 'n bewustheid van en sensitiwiteit vir basiese menslike funksionering en gedrag tydens die ervaring van werklike lewensprobleme, in jouself en ander binne multi-kulturele konteks.
- Van psigologie as 'n wetenskap en 'n beroep volgens die standaarde van die Amerikaanse Psigologiese Vereniging (APA) vir navorsing, sowel as die professionele en etiese riglyne van die Beroepsraad vir Psigologie

Demonstreer kennis van

Verskillende scenarios tydens problemsituasies, volgens die verskillende teoretiese raamwerke en verskillende vlakke van menslike funksionering.

Geïntegreerde kennis van

- die evaluasie van persoonlike prestasie, sowel as die van ander, volgens spesifieke kriteria.
- Demonstreer effektiewe en interpersoonlike vaardighede en kommunikasie-vaardighede wat die verskillende vlakke van menslike funksionering betref.

Assessment criteria:

- Explain, describe and define basic normal and abnormal human functioning and human development, according to relevant concepts and terms used in different psychological theories and perspectives.
- Describe and compare the scientific development and history of different psychological perspectives on human functioning and how these different perspectives apply to real-life problems and situations.
- Explain and describe basic steps in psychological research.
- Describe and apply ethical guidelines in a case study.
- Analyse, conceptualize and discuss a case study on human functioning within multi-cultural context according to one or more of the theoretical frameworks
- Describe the basic steps of psychological research.
- Describe the ethical guidelines when applying psychological principles to people and psychological problems, as provided by the Professional Board for Psychology
- Analyse, conceptualise and discuss a real-life situation and/or problem, referring to different psychological text books and publications, according to APA standards of referencing.
- Discuss and apply principles as described in different theoretical frameworks, relevant to the levels of human functioning and adequate to specific scenarios

- Critically discuss and mark case studies in small groups
- Submit group assignments

Assessment methods – Formal formative:

Assignments; Class activities and tests

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- Verduidelik, beskryf en definieer basiese normale en abnormale menslike funksionering en menslike ontwikkeling, in ooreenstemming met toepaslike begrippe en terme wat in verskillende psigologiese teorieë en perspektiewe gebruik word.
- Beskryf en vergelyk die wetenskaplike ontwikkeling en geskiedenis van verskillende psigologiese perspektiewe oor menslike funksionering en hoe hierdie verskillende perspektiewe toepaslik is op werklike probleme en situasies.
- Verduidelik en beskryf basiese stappe in psigologiese navorsing.
- Beskryf en pas etiese riglyne in 'n gevallestudie toe.
- Ontleed, konseptualiseer en bespreek 'n gevallestudie oor menslike funksionering binne multikulturele konteks in ooreenstemming met een of meer van die teoretiese raamwerke.
- Beskryf die basiese stappe van psigologiese navorsing.
- Beskryf die etiese riglyne wanneer psigologiese beginsels op mense en psigologiese probleme toegepas word, soos verskaf deur die Professionele Raad vir Psigologie.
- Ontleed, konseptualiseer en bespreek 'n werklike lewensituasie en/of probleem, met verwysing na verskillende psigologiese handboeke en publikasies, volgens APA-verwysingstandaarde.
- Bespreek en pas beginsels toe soos beskryf in verskillende teoretiese raamwerke, toepaslik op die vlakke van menslike funksionering en gepas vir spesifieke scenario's.
- Bespreek en merk gevallestudies krities in klein groepe.
- Dien groepsopdragte in.

Assesseringsmetodes – Formeel formatief:

Opdragte; Klasaktiwiteite en toetse

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiewe assessering en 50% Summatiewe assessering (1:1)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: PSYC121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Social and Community Psychology / **Titel:** Sosiale en Gemeenskapspsigologie

Module outcomes:

- demonstrate integrated knowledge of the principles and theories on which the social and community psychology is based, including an understanding of the concepts, facts and terminologies in order for you to apply them to well-defined problems or case studies within a multicultural context;
- demonstrate an ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information within the context of the social and community psychology
- be able to analyse and evaluate case studies, examples or problem situations
- demonstrate an established attitude and ethical system towards people in all forms of communication and interaction.
- demonstrate information gathering and processing skills for the writing of assignments within the context of the social and community psychology in individual or group context
- demonstrate the ability to take part in class discussions and complete assignments by analysing the available sources of information
- demonstrate the ability to see aspects of the social world within different contexts and cultural settings
- demonstrate the ability to work and study independently and responsibly

Module uitkomst:

- demonstreer geïntegreerde kennis van die beginsels en teorieë waarop sosiale en gemeenskapspsigologie gebaseer is, insluitend die begrip van die konsepte, feite en terminologieë om dit te kan toepas op problem of gevallestudies in 'n multi-kulturele konteks

- bewys die vermoë om inligting te bekom uit verskillende bronne , insluitend mondelinge, geskrewe of simboliese teks en om die basiese prosesse van analise, sintese en evaluasie te kan doen van die inligting in die konteks van die sosiale en gemeenskapspsigologie
- om in staat te wees om gevallestudies, voorbeelde of probleem-situasies te kan analiseer en evalueer
- om 'n gesetelde houding en etiese sisteem teenoor alle mense in alle vorme van kommunikasie en interaksie te toon
- toon inligtingsverwerwing- en prosesseringsvaardighede vir die skryf van opdragte in die konteks van die sosiale en gemeenskapspsigologie
- demonstreer die vermoë om deel te neem aan klasbesprekings en om opdragte te voltooi deur die beskikbare bronne van inligting te analiseer
- bewys die vermoë om aspekte van die sosiale wêreld in verskillende kontekste en kulturele omgewings te kan verstaan
- toon die vermoë om verantwoordelik en onafhanklik te kan studeer

Assessment criteria:

- To evaluate and assess the information in the writing of assignments and class discussions
- Apply the knowledge gained to assignments, class activities and tests
- To relay this knowledge verbally or in writing, in the format of a report or assignment
- In all assignments and in class discussions sensitivity towards ethical behaviour should be proved
- Making use of technology to gather information in a responsible way
- Giving good feedback in class discussions and writing good reports
- To be sensitive to different contexts in writing assignments and taking part in class discussions
- To prove the ability to work and study independently and responsibly

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- Om die inligting in die skryf van opdragte en klasbesprekings te evalueer en te assesseer.
- Pas die kennis wat verwerf is, toe op opdragte, klasaktiwiteite en toetse.
- Om hierdie kennis verbaal of skriftelik oor te dra, in die vorm van 'n verslag of werkstuk.
- In alle opdragte en in klasbesprekings behoort sensitiviteit teenoor etiese gedrag getoon te word.
- Gebruikmaking van tegnologie om inligting op verantwoordelike wyse in te samel.
- Gee van goeie terugvoer in klasbesprekings en skryf van goeie verslae.
- Toon van sensitiviteit teenoor verskillende kontekste in die skryf van werkstukke en deelname aan klasbesprekings.
- Bewyslewing van die vermoë om onafhanklik en verantwoordelik te werk en studeer.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiwe assessering en 50% Summatiewe assessering (1:1)

Method of delivery: Full-time

Metode van aflewering: Voltyds

Module code / Modulekode:

PSYC211

Semester 1

NQF level / NKR vlak: 6

Credits / Krediete: 16

Title: Development Psychology / **Titel:** Ontwikkelingspsigologie

Module outcomes:

- The student should acquire a sound knowledge base of the physical, cognitive and psychosocial development of human beings in every stage of the life cycle
- demonstrate a thorough understanding of concepts, theories and key terminologies used in Developmental Psychology in order to communicate information reliably, coherently and ethically correct
- demonstrate the ability to critically evaluate, analyse and integrate information on human development in order to solve simulated problems and case studies
- can show that he/she can relate to people in all their developmental phases in an ethically correct way within the context of the developmental psychology

- can demonstrate that he/she can evaluate different information sources, can select relevant information and can apply well-developed processes of analysis, synthesis and evaluation to apply that information.
- can explain, discuss and describe factors which represent enabling contexts for the nurturing and promotion of growth and development in human beings
- explain, discuss and describe the impacts of detrimental contexts such as poverty, malnutrition, over-population and inadequate social and physical stimulation on human development
- give informed feedback concerning the lecturing-learning process as well as the suitability of study materials used

Module uitkomst:

- Die student moet 'n stewige kennisgrondslag gelê het wat die fisieke, kognitiewe en psigososiale ontwikkeling van die mens in elke stadium van die lewensiklus betref;
- te toon dat hy/sy die begrippe, teorieë en sleuteltermes waarvan daar in die Ontwikkelingspsigologie gebruik gemaak word deeglik onder die knie het ten einde sy/haar kennis op betroubare, samehangende en etiese wyse te kan kommunikeer
- te toon dat hy/sy die vermoë het om inligting oor menslike ontwikkeling krities te kan beoordeel, ontleed en integreer ten einde beide individueel en in groepsverband gesimuleerde probleme en gevallestudies te kan oplos
- kan toon dat hy/sy op eties korrekte maniere binne die konteks van die Ontwikkelingspsigologie met die mens in al sy ontwikkelingsfasies kan omgaan.
- kan demonstreer dat hy/sy verskillende inligtingsbronne kan evalueer, geskikte inligting kan selekteer en goed ontwikkelde prosesse van analise, sintese en evaluasie van daardie inligting toe kan pas.
- faktore wat kontekste skep waarin dit moontlik is om die groei en ontwikkeling van die mens te koester en te bevorder, uiteen te sit, te bespreek en te beskryf
- die impak van nadelige kontekste soos armoede, wanvoeding, oorbevolking en ontoereikende sosiale en fisieke stimulasie op menslike ontwikkeling uiteen te sit, te bespreek en te beskryf
- ingeligte terugvoering te kan gee oor die doseer/leer-proses sowel as die geskiktheid van die studiemateriaal wat gebruik word

Assessment criteria:

- In class tests and class assignment the student should prove this knowledge base
- The student should prove the knowledge of theories and key concepts in tests and assignments
- The student should be able to solve simulated problems and case studies
- In all assignments the student have to show that he/she is aware of ethical behaviour towards people
- Student can show in assignments that they consulted different sources of information and could integrate the knowledge
- Students can prove in their assignments that they can describe the contexts in which human development take place
- Students can show the impact of detrimental contexts on human beings in assignments
- Students should be able to indicate their acquired knowledge in assignments, class discussions, tests and examinations

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- In klastoetse en klasopdragte behoort die student van sy basis van kennis bewys te lewer.
- Die student behoort in staat te wees om nagebootste probleme en gevallestudies op te los.
- In alle opdragte moet die student toon dat hy/sy bewys is van etiese optrede teenoor mense.
- Studente moet in opdragte kan toon dat hulle verskillende bronne van inligting geraadpleeg het en die kennis kan integreer.
- Studente moet in hulle werksopdragte bewys lewer dat hulle die kontekste waarin menslike ontwikkeling plaasvind, kan beskryf.
- Studente moet die uitwerking van skadelike/nadelige kontekste op mense in werkstukke kan aantoon.
- Studente behoort in staat te wees om hulle verworwe kennis aan te dui in werkstukke, klasbesprekings, toetse en eksamens.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan: 50% Formatiwew assessering en 50% Summatiewe assessering (1:1)		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: PSYC212	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Personality Psychology / Titel: Persoonlikheidspsigologie		
Module outcomes: - Knowledge of the main meta-theoretical world and life views relevant to human functioning and schools of thought on personality. - Knowledge of the content and application possibilities of personality theories and personality psychology. - Knowledge of the different meta-theoretical world and life views relevant to human functioning and schools of thought on personality. - Analytical skills by evaluating case studies. - Problem solving skills by analysing well-defined and emerging true life problems, situations and case studies and by using the most applicable procedures and techniques used in personality psychology to explain behaviour by using personality theories, to compare and to reason possible solutions and to communicate this in a coherent, logical and reliable report. - communicate ethical and professional knowledge by means of verbal or written communication and through integration of the basis of scientific methods and ethical principles; - Accessing processing and managing information by using the most applicable procedures and techniques used in personality psychology to select information, analyse and report it. - Analytical skills by evaluating case studies in different contexts.. - to evaluate performance against given criteria, and accurately identify and address own task-specific learning needs in a given context, and to support the learning needs of others. - demonstrate efficient interpersonal and communication skills with regards to personality psychology		
Module uitkomst: - Kennis van die verskillende meta-teoretiese werklikheidstandpunte relevant aan menslike funksionering en denkraamwerke vir persoonlikheid. - Kennis van die inhoud en toepassingsmoontlikhede van verskillende persoonlikheidsteorieë - Kennis van die verskillende meta-teoretiese werklikheidstandpunte relevant aan menslike funksionering en denkraamwerke vir persoonlikheid. - Analitiese vaardighede deur gevallestudies te kan evalueer - Probleemoplossingsvaardighede deur goed gedefinieerde, opkomende werklike probleme, situasies en gevallestudies te kan analiseer deur die toepaslikste prosedures en tegnieke eie aan die persoonlikheidspsigologie, te gebruik om die gedrag vanuit die persoonlikheidsteorieë te verklaar, dit vergelykend te kan beskou en moontlike oplossings daarvoor te kan beredeneer en weer te gee in 'n samehangende, of logiese, en betroubare verslag. - Etiese en professionele kennis deur die wyse waarop sowel skriftelik as mondeling te kan kommunikeer deur die integrasie van die basis van wetenskaplike metodes en etiese beginsels. - Inligtingsbestuur deur die deur die toepaslikste prosedures en tegnieke eie aan die persoonlikheidspsigologie, te gebruik om kennis in te samel, te analiseer en verslag te doen. - Analitiese vaardighede deur gevallestudies te kan evalueer. - om prestasie teen gegewe kriteria te evalueer, en eie taak-spesifieke leerbehoefes akkuraat te identifiseer en aan te spreek in 'n gegewe konteks; en die leerbehoefes van ander te ondersteun. - oor uitstekende interpersoonlike kommunikatiewe vaardighede te beskik en dit te kan demonstreer		
Assessment criteria: - Explain and compare the historical, social and philosophical contexts as well as the fundamental assumptions, ideas and terminologies relevant to selected personality theories. - Explain and compare the structure, dynamics and development of personality using different theoretical frameworks. - Use different theoretical frameworks of personality theories to explain and compare optimal development and psychopathology, as well as using the acquired knowledge to analyse their own personality development to indicate how they can optimize their own being. - Answer questions about the abovementioned in written tests and examination papers. - Explain and compare the historical, social and philosophical contexts as well as the fundamental assumptions, ideas and terminologies relevant to selected personality theories. - Compose and/or evaluate a case study comprising of true life problems from a personal ethical perspective to explain knowledge and insight into the philosophy and principles underlying different personality theories in tests or assignments.		

- Analyse a case study with true life problems, in tests or assignments.
- Demonstrate ethically correct value systems relating to personality psychology in the answering of relevant questions during exam.
- Critically engage related literature and correctly use the American Psychological Association (APA) referencing style and techniques, where applicable, in written presentations or assignments.
- Analyse a case studies in different contexts in tests or assignments
- Mark their own tests and value their own performance.
- demonstrate efficient interpersonal and communication skills with regards to personality psychology as assessed during group assignments

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- Verduidelik en vergelyk die historiese, sosiale en filosofiese kontekste asook die fundamentele aannames, idees en terminologieë wat op gekose persoonlikheidsteorieë van toepassing is.
- Verduidelik en vergelyk die struktuur, dinamika en ontwikkeling van persoonlikheid deur die gebruik van verskillende teoretiese raamwerke.
- Gebruik verskillende teoretiese raamwerke van persoonlikheidsteorieë om optimale ontwikkeling en psigopatologie te verduidelik en vergelyk, en moet ook van die verworwe kennis gebruik kan maak om hulle eie persoonlikheidsontwikkeling te ontleed, om aan te dui hoe hulle hul eie wese kan optimaliseer.
- Beantwoord vrae oor die bogenoemde in skriftelike toetse en eksamenvraestelle.
- Stel 'n gevallestudie saam en/of evalueer 'n gevallestudie wat bestaan uit probleme uit die werklike lewe, vanuit 'n etiese perspektief, om daardeur in toetse en eksamens kennis en insig te toon in die filosofie en beginsels onderliggend aan verskillende persoonlikheidsteorieë.
- Ontleed 'n gevallestudie met probleme uit die werklike lewe in toetse of werkstukke.
- Demonstreer eties korrekte waardeestelsels wat met persoonlikheidspsigologie verband hou, in die beantwoording van toepaslike vrae tydens eksamen.
- Kritiese betrokkenheid by verbandhoudende literatuur en korrekte gebruik van die Amerikaanse Psigologiese Assosiasie (APA) se verwysingstyl en tegnieke, waar toepaslik, in skriftelike aanbiedings en opdragte.
- Ontleed gevallestudies in verskillende kontekste in toetse of opdragte.
- Merk hulle eie toetse en bepaal die waarde van hulle eie prestasie.
- Demonstreer doeltreffende interpersoonlike en kommunikasievaardighede met betrekking tot persoonlikheidspsigologie, soos gedurende groepsopdragte geassesseer.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiewe assessering en 50% Summatiewe assessering (1:1)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: PSYC221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Positive Psychology / **Titel:** Positiewe Psigologie

Module outcomes:

Demonstrate a solid knowledge base of:

- a) the hedonic and eudaimonic perspective on individual well-being, and
- b) a sound understanding of the important concepts, rules, principles and theories related to psychological health in order to apply it to the identification and facilitation of personal and others' functioning within a multicultural context

To demonstrate the ability to:

- apply the principles of positive psychology in the form of written assignments
- to solve well-defined but unfamiliar problems related to psychological and psycho-social health, using appropriate procedures and sound evidence drawn from a critical analysis of different theories within Positive Psychology/Psychofortology
- Apply knowledge and insight in Positive Psychology/Psychofortology in a moral-ethical and culture sensitive way on both individual and social levels with sensitivity to inter alia collectivist and individualist value systems
- obtain more information on the field of positive psychology with the purpose of writing assignments

- write well-integrated written assignments
- demonstrate in class discussions the ability to understand the way in which the positive psychology can impact on culture and systems in the world
- to study responsibly and independently

Module uitkomst:

'n Stewige basis te demonstreer van :

- a) die hedonistiese en eudemonistiese perspektief op individuele welsyn, en
- b) die belangrike aspekte, reëls, beginsels en teorieë wat met sielkundige welsyn verband hou ten einde dit op die identifikasie en fasilitering van persoonlike en andere se funksionering binne multikulturele konteks toe te pas.

Om die vermoë te demonstreer om:

- die beginsels van die positiewe psigologie toe te pas in die vorm van geskrewe opdragte
- goed-gedefinieerde, maar vreemde/onbekende probleme wat met sielkundige en psigososiale welsyn verband hou, op te los deur gepaste prosedures en deeglike bewyse te gebruik wat uit 'n kritiese ontleding van verskillende teorieë binne die Positiewe Sielkunde/Psigofortologie kom.,
- kennis en insig in Positiewe Sielkunde/Psigofortologie op 'n moreel-etiese en kultureel sensitiewe manier op individuele en sosiale vlakke toe te pas, met sensitiviteit vir onder andere kollektivistiese en individualistiese waardestelsels.
- verdere inligting oor die veld van die positiewe psigologie te bekom met die doel om geskrewe opdragte te kan doen
- goed-beplande en geïntegreerde opdragte te kan skryf
- in klasbespreking aan te toon dat daar begrip bestaan van die manier waarop die positiewe psigologie impak maak op kulture en sisteme in die samelewing
- verantwoordelik en onafhanklik te kan studeer

Assessment criteria:

- To communicate the obtained knowledge in class discussions and written assignments
- To hand in well-written assignments
- To communicate the information reliably and coherently, both orally and in writing, giving proof of effective and critical reasoning
- To prove ethical awareness and sensitivity in class discussions and written assignments
- To use technology to obtain new information
- To hand in a good assignment
- Show in written assignments the understanding of the impact of positive psychology on culture and systems
- Prove obtained knowledge in assignments\, tests and examinations

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- Om die verworwe kennis in klasbesprekings en skriftelike opdragte oor te dra.
- Om goedgeskrewe opdragte in te handig.
- Om die inligting op betroubare wyse en samehangend oor te dra, mondeling en skriftelik, om daardeur bewys te lewer van effektiewe en kritiese beredenering.
- Om bewys te lewer van etiese bewustheid en sensitiviteit in klasbesprekings en skriftelike opdragte.
- Om tegnologie te gebruik om nuwe inligting te bekom.
- Om 'n deeglike werkstuk in te handig.
- Toon in skriftelike opdragte die verstaan van die uitwerking van positiewe psigologie op kultuur en stelsels.
- Lever bewys van verworwe kennis in opdragte, toetse en eksamens.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiewe assessering en 50% Summatiewe assessering (1:1)

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: PSYC311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16

Title: Psycho Pathology / Titel: Psigopatologie

Module outcomes:

- demonstrate knowledge of the basic concepts terminologies, theories, processes and techniques of psychopathology and how to apply it within professional practice and problem solving contexts
- demonstrate and apply knowledge of abnormal behaviour within individuals and the community
- demonstrate knowledge of abnormal behavior according to the psychoanalytic-, behavioral-, and humanistic perspectives
- demonstrate the knowledge and skills to professionally manage biological, psychosocial, and multidimensional risk factors in abnormal behaviour
- know and identify psychological disorders
- demonstrate efficient interpersonal and communication skills with regards to psychopathology
- act ethically correct within an established value system in dealing with psychopathological issues.
- Be able to learn independently and evaluate own ability to acquire knowledge
- To take responsibility for own work and knowledge acquirement

Module uitkomst:

- oor die basiese konsepte en terminologieë, teorieë, prosesse en tegnieke van die psigopatologie toepaslik binne professionele konteks te beskik en dit in die praktyk en in probleemoplossing te kan toepas
- kundigheid oor abnormale gedrag in individue en gemeenskappe te kan demonstreer
- kennis van abnormale gedrag volgens die psigoanalitiese, behavioristiese, en humanistiese perspektiewe binne konteks te kan gebruik
- die kennis en vaardighede te kan demonstreer om biologiese-, psigososiale- en multidimensionele risikofaktore in abnormale gedrag op 'n professionele wyse te kan hanteer
- psilogiese verstuurings te ken en te kan toon dat jy dit kan identifiseer
- oor uitstekende interpersoonlike kommunikatiewe vaardighede te beskik en dit te kan demonsteer
- in alle handelinge eties korrek en vanuit 'n gevestigde waardesisteem op te tree
- Om in staat te wees om onafhanklik te kan studier en eie vermoë om kennis in te win te kan evalueer
- Om verantwoordelikheid te kan aanvaar vir eie werk en kennisverwerwing

Assessment criteria:

- Apply the appropriate terminologies, theories, processes and techniques to case studies that are based on professional practice situations.
- Describe how abnormal behaviour presents within individuals and the community.
- Explain how abnormal behaviour is viewed from a psychoanalytic, behavioural and humanistic perspective.
- Describe how biological, psycho-social, and multidimensional risk factors can be managed based on case studies.
- Identify and describe psychological disorders from case studies.
- demonstrate efficient interpersonal and communication skills with regards to psycho-pathology as assessed during class interactions.
- Demonstrate ethically correct value systems relating to psychopathology in the answering of relevant questions during exam.
- demonstrate acquired knowledge in assignments, tests and examination papers

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- Pas die aangewese terminologieë, teorieë, prosesse en tegnieke toe op gevallestudies wat op praktiese professionele praktyksituasies berus.
- Beskryf hoe abnormale gedrag binne individue en die gemeenskap na vore kom.
- Verduidelik hoe abnormale gedrag vanuit 'n psigoanalitiese, gedragswetenskaplike en humanistiese perspektief beskou word.
- Beskryf, gebaseer op gevallestudies, hoe biologiese, psigososiale en multidimensionele risikofaktore bestuur kan word.
- Identifiseer en beskryf psilogiese verstuurings vanuit gevallestudies.
- Demonstreer effektiewe interpersoonlike en kommunikasievaardighede met betrekking tot psigopatologie, soos gedurende wisselwerking/interaksie in die klas geassesseer.
- Demonstreer eties korrekte waardestelsels wat met psigopatologie verband hou in die beantwoording van toepaslike vrae gedurende die eksamen.
- Demonstreer verworwe kennis in opdragte, toetse en eksamenvraestelle.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk Assesseringsmetodes – Summatief: Formele eksamen Assesseringsplan: 50% Formatiwew assessering en 50% Summatiewe assessering (1:1)		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: PSYC312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Research and Psychometry / Titel: Navorsing en Psigometrie		
Module outcomes: - Explain integrated knowledge of the nature and process of psychological evaluation and have an understanding of key terms, facts, principles and theories regarding psychological evaluation. - Have an understanding of the basic characteristics of a psychological test and are able to communicate these characteristics in a well-formed manner. - Demonstrate detailed knowledge of the development of test norms in psychological assessment. - Demonstrate an understanding of knowledge regarding the control of assessment measures. - Demonstrate an understanding of a range of research methods, which will include, quantitative and qualitative research. - Have the ability to identify, analyse, and critically reflect on the qualitative and quantitative research process and are able to apply these methods to resolve problems in practice. - Present skills to act professionally and adhere to ethical values when applying research methods - Demonstrate the ability to develop an appropriate process of information gathering from both virtual and other credible sources independently. - Demonstrate the ability to facilitate a collaborative process when gathering information and are able to critically reflect on own process. - Demonstrate the ability to critically identify and evaluate research related problems and have the ability to formulate an appropriate solution and theory driven arguments. - Demonstrate an ability to critically analyses and evaluate research studies supported by the ethics and professional ethical behaviour of a researcher. - Able to develop and communicate ideas and opinions in well-formed arguments using appropriate research theories and examples. - Are able to independently formulate informed opinions of research methods and communicate ideas underpinned by well-formed arguments. - Demonstration of ability to identify, understand and apply APA conventions in a self-directed manner. Module uitkomst: - Verduidelik geïntegreerde kennis van die aard en prosesse van psigologiese evaluering en 'n begrip van sleutel terme, feite, beginsels en teorieë met betrekking tot sielkundige evaluering. - Moet bewyse kan lewer van begrip van die basiese eienskappe van 'n sielkundige toets en in staat wees om hierdie eienskappe te kommunikeer op goed gevormde wyse. - Demonstreer gedetailleerde kennis van die ontwikkeling van toetsnorme in sielkundige assessering. - Demonstreer 'n begrip van bestrede kennis met betrekking tot die beheer van assesseringsmaatstawwe. - Demonstreer 'n begrip van verskeie navorsingsmetodes, wat sal insluit, kwantitatiewe en kwalitatiewe navorsing. - die vermoë kwalitatiewe en kwantitatiewe navorsingsmetodes te identifiseer, analiseer en krities te besin daarop en in staat wees om hierdie metodes toe te pas om probleme in die praktyk op te los. - Demonstreer kennis en vaardighede van professionele gedrag en etiese waardes en hoe om dit toe te pas in navorsing konteks. - die vermoë demonstreer om 'n gepaste proses van inligtingversameling van beide virtuele en ander bronne onafhanklik te ontwikkel en uitvoer. - die vermoë demonstreer om 'n gesamentlike proses van inligting insameling te fasiliteer en in staat wees om krities te besin oor eie proses. - Demonstreer die vermoë om komplekse navorsings probleem te identifiseer en geskikte oplossings identifiseer gebaseer op teorie-gedrewe argumente. - Beskik oor die vermoë om navorsing studies krities te evalueer d.m.v etiek en professionele etiese gedrag wat 'n navorser moet toepas. - Die vermoë demonstreer om idees en menings te ontwikkel en kommunikeer gegrond in goed-gevormde argumente en toepassing van navorsing teorieë. - in staat wees om onafhanklik ingeligte menings en idees van navorsingsmetodes te formuleer. - Demonstrasie van vermoë om op 'n self-gerigte wyse APA benaderings te identifiseer, verstaan en kan toepas.		

Assessment criteria:

- Explain and compare the different types of psychological evaluation and are able to articulate and apply the different terms, facts, principles and theories of psychological evaluation in a test.
- Communicate the basic characteristics of a psychological test in a well-formed manner during an oral presentation or written test.
- Compose and analyse the different type's norms in psychological assessment in a table format.
- To demonstrate knowledge regarding assessment control in written test and examination.
- Are able to compose and produce written work on quantitative and qualitative research. And are able to distinguish between these methods when used in case studies.
- Demonstrate critical knowledge of quantitative and qualitative knowledge in written test. And are able to apply these methods to case studies and solve problems provided in scenarios.
- Demonstrate knowledge of ethics and professional behaviour in a research context in written test or examination.
- Demonstrate the ability to develop an appropriate process to gather information to compile and submit a written assignment.
- Demonstrate the ability compose and deliver an evaluative portfolio of a collaborative process done independently.
- Critically analyses and evaluate case studies by means of application of ethics in research in written test.
- Critically analyses and evaluate case studies by means of application of ethics in research in written test.
- Are able to communicate well-informed ideas and opinions during oral presentations
- Ability to formulate ideas and draw opinions from provided cases studies during test and assignments
- Ability to apply APA conventions in an assignment / report

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- Verduidelik en vergelyk die verskillende tipes psigologiese evaluering, en is in staat om die verskillende terme, feite, beginsels en teorieë van psigologiese evaluering te verwoord en toe te pas in 'n toets.
- Kommuniqueer die basiese kenmerke van 'n psigologiese toets op welgevormde wyse gedurende 'n mondelinge aanbieding of skriftelike toets.
- Stel die verskillende tipes norme vir psigologiese assessering saam en ontleed dit in tabelvorm.
- Om kennis rakende die kontrole van assessering in geskrewe toetsing en eksamen te demonstreer.
- Is in staat om skriftelike werk oor kwantitatiewe en kwalitatiewe navorsing saam te stel en uit te voer. Is in staat om tussen hierdie metodes te onderskei wanneer dit in gevallestudies gebruik word.
- Demonstreer kritiese kennis van kwantitatiewe en kwalitatiewe kennis in 'n skriftelike toets. Is in staat om hierdie metodes op gevallestudies toe te pas en om probleme wat in scenario's verskaf word, op te los.
- Demonstreer kennis van etiek en professionele gedrag in 'n navorsingskonteks in 'n skriftelike toets of eksamen.
- Demonstreer die vermoë om 'n gepaste proses vir die insameling van inligting te ontwikkel ten einde 'n skriftelike opdrag saam te stel en in te dien.
- Demonstreer die vermoë om 'n evaluerende portefeulje van 'n gesamentlike proses wat onafhanklik gedoen is, te kan saamstel en te kan lewer.
- Kritiese ontleding en evaluering van gevallestudies deur middel van die toepassing van etiek in navorsing in skriftelike toetse.
- Is in staat om goed ingeligte idees en menings gedurende mondelinge aanbiedings oor te dra.
- Vermoë om idees te formuleer en menings te vorm uit gevallestudies wat gedurende toetsing en opdragte voorsien word.
- Vermoë om APA-gebruik in 'n werkstuk/verslag te kan toepas.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiewe assessering en 50% Summatiewe assessering (1:1)

Method of delivery: Full-time

Metode van aflewering: Voltyds		
Module code / Modulekode: PSYC321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Basic counselling and ethical conduct / Titel: Basiese hulpverlening en etiese gedrag		
Module outcomes: - demonstrate a grounded knowledge of a general model, the therapeutic process, typical counselling techniques, a few selected application fields (e.g. crisis intervention and post-traumatic counselling) and the ethical code of counselling and a coherent and critical understanding of the relevant concepts, principles and theories of the field so that you can apply this in undefined, complex problem situations and ethical dilemmas in case studies; - To evaluate simulated case studies in a sensible way and to apply the relevant theory - analyse case studies or examples (individually or in groups) and form an own opinion based on theoretical grounds and to communicate this in a report according to prescribed conventions of the discipline; - demonstrate a clear value and ethical system in all forms of communication and interaction with an awareness of human rights issues. - Be able to gather more information regarding certain practical problem situations - To be able to take part in class discussions in a meaningful and responsible way regarding case studies - Be able to analyse and evaluate different case studies in different contexts - Be able to study independently and have the ability to acquire knowledge and evaluate it - To take responsibility for your own work and knowledge acquirement Module uitkomst: 'n grondige kennis van 'n algemene model, die terapeutiese proses, tipiese hulpverleningsvaardighede, 'n geselekteerde toepassingsveld naamlik krisisintervensie en 'n etiese kode van hulpverlening te kan demonstree en 'n samehangende en kritiese begrip van die relevante konsepte, beginsels en teorie van die terrein te toon - Op 'n sinvolle manier gesimuleerde gevallestudies te kan evalueer en so die teorie te kan toepas - in staat te wees om gevallestudies of voorbeelde krities individueel en in groepsverband te kan analiseer en 'n eie opinie gebaseer op teoretiese begronding te lewer en in verslagvorm te kommunikeer volgens die voorgeskrewe konvensies van die vak; - in alle vorme van kommunikasie en interaksie 'n gevestigde waardestelsel en etiese gedragskode te kan demonstree met 'n bewustheid van menseregte problematiek. - In staat te wees om verdere inligting rakende sekere praktiese probleemssituasies te kan naslaan - In staat wees om in klassituasie op 'n sinvolle en verantwoordelike manier te kan deelneem aan gesprekke oor praktiese gevallestudies - Om 'n verskeidenheid van gevalle in verskillende kontekste te kan ontleed en evalueer - Om in staat te wees om onafhanklik te kan studeer en eie vermoë om kennis in te win te kan evalueer - Om verantwoordelikheid te kan aanvaar vir eie werk en kennisverwerwing		
Assessment criteria: - describe, discuss and apply a model, the therapeutic process, typical counselling skills, selected application fields (for example crisis intervention and post-traumatic counselling) and the ethical code, and apply the relevant concepts, principles and theories in an unknown case study and in the case of ethical dilemmas; - Be able to analyse and solve case studies in a practical class situation - analyse case studies or examples critically and can form an own opinion based on theoretical grounds and can communicate this in the form of a report according to prescribed conventions of the discipline; - demonstrate a clear value system and code of ethical conduct in all forms of communication and interaction and with a sensitivity to human rights issues. - To use information technology to get more information - Taking part in class discussions and writing assignments - Be able to analyse and evaluate case studies - Must be able to show knowledge in assignments, tests and examinations Assessment methods – Formal formative: Written assignments, class activities and tests, group- and individual work Assessment methods – Summative: Formal examination Assessment plan: 50% Formative assessment and 50% Summative assessment (1:1) Assesseringskriteria: - Beskryf, bespreek en toepassing van 'n model, die terapeutiese proses, tipiese beradingsvaardighede, gekose toepassingsvelde (byvoorbeeld krisis-ingryping en posttraumatische berading) en die etiese kode, en		

toepassing van die tersaaklike konsepte, beginsels en teorieë in 'n onbekende gevallestudie en in die geval van etiese dilemmas.

- Moet in staat wees om gevallestudies in 'n praktiese klassituasie te ontleed en op te los.
- Ontleed gevallestudies of voorbeelde krities en kan 'n eie mening vorm wat op teoretiese grondslae berus, en kan dit oordra in die vorm van 'n verslag volgens voorgeskrewe gebruike van die dissipline.
- Demonstreer 'n duidelike waardestelsel en kode van etiese gedrag in alle vorme van kommunikasie en wisselwerking, en met sensitiviteit teenoor menseregtekewessies.
- Moet inligtingstegnologie kan gebruik om meer inligting te verkry.
- Neem deel aan klasbesprekings en skriftelike opdragte.
- Moet in staat wees om gevallestudies te ontleed en te evalueer.
- Moet in staat wees om kennis te toon in opdragte, toetse en eksamens.

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiwew assessering en 50% Summatiewew assessering (1:1)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
PSYC322		Credits / Krediete: 16

Title: Applied Psychology / **Titel:** Toegepaste Psigologie

Module outcomes:

- a well-rounded and systematic knowledge base of human psychological functioning on all levels of development in a multi-cultural context and facilitate it on an integrated level in practice or simulated situations;
- the ability to apply aspects of human diversity and cultural sensitivity in analysing and evaluating different case studies
- the ability to analyse and evaluate information critically, in order to integrate it as an individual and in a pair context to solve simulated problems of the case study.
- a well-established value system and ethical conduct in all communication and interaction;
- the ability to access information on different aspects of the field of psychology as it was done over previous years of study
- the ability to write an integrated and skilled report on a given case study
- a critical understanding of perspectives on human functioning from a coherent view;
- be able to study independently and have the ability to acquire knowledge and evaluate it
- to take responsibility for your own work and knowledge acquirement

Module uitkomst:

- 'n goedgebalanseerde en sistematiese kennisbasis van menslike ontwikkeling op alle ontwikkelingsvlakke in 'n multikulturele konteks, en om dit op 'n geïntegreerde wyse in die praktyk of gesimuleerde situasies te fasiliteer;
- die vermoë om aspekte van menslike diversiteit en kulturele sensitiviteit te kan analiseerben evalueer in verskillende gevallestudies
- die vermoë toon om inligting krities te kan beoordeel, ontleed en integreer ten einde as individu en in pare gesimuleerde probleme in gevallestudies te kan oplos.
- 'n goedgevestigde waardestelsel en etiese optrede in alle kommunikasie en interaksie,
- die vermoë om inligting te bekom oor aspekte van die veld van die psigologie soos gedoen in vorige jare van studie
- die vermoë om 'n goeie en geïntegreerde verslag te skryf oor 'n gegewe gevallestudie
- kritiese verstaan van perspektiewe van menslike funksionering vanuit 'n koherente beskouing;
- om in staat te wees om onafhanklik te kan studeer en eie vermoë om kennis in te win en te kan evalueer
- om verantwoordelikheid te kan aanvaar vir eie werk en kennisverwerwing

Assessment criteria:

- in the written examination and tests, present proof of the ability to analyse, use, apply and successfully integrate appropriate perspectives and concepts related to the different theoretical and practical subject content: social psychology, basic biological and physiological human functioning, developmental psychology, personality theories, positive psychology and psychopathology;
- demonstrate a sensitivity for and an ability to consider and appropriately apply aspects of human diversity and multi-cultural aspects in Psychology

- in the smaller written assignment, tests and examination demonstrate critical analysis of various theoretical perspectives and their implications for theory and practice;
- in all the assessments, demonstrate a grounded knowledge and application of ethical principles;
- being able to use technology to gather information
- writing a good report
- illustrate in all the assessments the appropriate integration of knowledge from the different sub-disciplines in psychology;
- must be able to show knowledge in assignments, reports, tests and examinations

Assessment methods – Formal formative:

Written assignments, class activities and tests, group- and individual work

Assessment methods – Summative:

Formal examination

Assessment plan:

50% Formative assessment and 50% Summative assessment (1:1)

Assesseringskriteria:

- in die geskrewe eksamen en toetse, bewys lewer van die vermoë om toepaslike perspektiewe en konsepte wat verband hou met die verskillende teoretiese en praktiese vakinhoud, te analiseer, te gebruik, toe te pas en suksesvol te integreer: sosiale psigologie, basiese biologiese en fisiologiese funksionering, ontwikkelingspsigologie, persoonlikheidsteorieë positiewe psigologie en psigopatologie;
- demonstreer 'n sensitiviteit vir en die vermoë om aspekte van menslike diversiteit en multikulturele aspekte in Psigologie te oorweeg en toepaslik toe te pas
- in die kleiner geskrewe werksopdragte, toetse en eksamens kritiese analise van verskeie teoretiese perspektiewe en hul implikasies vir teorie en praktyk te toon;
- in al die assesserings grondige kennis en toepassing van etiese beginsels te demonstreer;
- die tegnologie kan gebruik om inligting te versamel
- 'n goeie verslag te skryf
- in alle assesserings die toepaslike integrasie van kennis uit die verskillende subdisiplines in die Psigologie te illustreer;
- in staat wees om kennis in opdragte, verslae, toetse en eksamens te toon

Assesseringsmetodes – Formeel formatief:

Geskrewe opdragte, klasaktiwiteite en toetse, groeps- en individuele werk

Assesseringsmetodes – Summatief:

Formele eksamen

Assesseringsplan:

50% Formatiwe assessering en 50% Summatiewe assessering (1:1)

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode: RKKX114	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12

Title: Introduction to Recreation as a profession / **Titel:** Inleiding tot Rekreasie as 'n professie

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- knowledge and understanding of recreation in society, recreation as a multidimensional service-delivery system in a South African context and recreation as a possible career path;
- an ability to identify, discuss, evaluate and solve problems arising within the multidimensional delivery systems of recreation and apply theoretical knowledge to contribute to problem solving;
- an ability to clearly communicate key concepts in recreation and possible career paths to an academic audience (verbally and in writing), bearing in mind rules pertaining to academic work (plagiarism);
- an ability to manage and work within a team to successfully complete tasks;
- an ability to act in accordance with the ethical conduct required as a recreation professional and within the academic environment;
- taking responsibility for own learning needs, monitoring own learning progress and applying relevant learning strategies and management of all resources to successfully realize all outcomes of the module.

Module uitkomst:

Na suksesvolle voltooiing van die module, sal die student die volgende demonstreer:

- kennis en begrip van rekreasie in die samelewing, rekreasie as 'n multidimensionele dienslewering stelsel in 'n Suid-Afrikaanse konteks en rekreasie as 'n moontlike loopbaan.
- identifisering, bespreking, evaluering en oplossing van probleme wat binne die multidimensionele dienslewering stelsels van rekreasie voorkom en om teoretiese kennis toe te pas tydens probleemoplossing.

- die vermoë om sleutelkonsepte in rekreasie en moontlike loopbaangeleenthede duidelik te kommunikeer aan 'n akademiese gehoor (mondelings en skriftelik) en terselfdertyd die reëls wat met akademiese werk gepaard gaan ingedagte te hou (plagiaat).
- die vermoë om werk in groepe te bestuur en take as 'n groep te voltooi.
- die vermoë om ooreenkomstig om op te tree met die etiese gedrag wat vereis word van 'n rekreasiekundige sowel as binne die akademiese omgewing.
- om self verantwoordelikheid te neem vir leerbehoefes, om eie leer vordering te monitor, om relevante leerstrategieë toe te pas en om alle hulpbronne te bestuur sodat die uitkomst van die module suksesvol voltooi kan word.

Assessment criteria:

The module outcomes have been mastered when the student can:

- demonstrate comprehension regarding recreation in society, its formats, career opportunities and how recreation service delivery systems function in South Africa;
- identify issues in recreation services delivery and make recommendations to contribute to problem solving;
- write a report on the various key concepts in the field of recreation and present it to an audience;
- work in, and contribute towards a team to complete tasks, contribute towards own learning to ensure the modules outcomes are achieved.
- act in accordance with the ethical conduct required as a recreation professional and within the academic environment;
- take responsibility for their own learning needs, monitoring own learning progress and applying relevant learning strategies and management of all resources to successfully realize all outcomes of the module.

Assessment methods – Formal formative:

Assignments; Class tests; Semester test; Class presentations

Assessment methods – Summative:

Written examination

Assessment plan:

PARTICIPATION MARK:

Assignments 30%, Class tests 20%, Semester test 20%, Class work 30%. TOTAL 100%

FINAL MARK:

Participation mark* 50% of final mark. Examination mark** 50% of final mark

Total 100% (at least 50% to pass the module)

* Minimum of 35% participation mark to obtain admission to examination

** Examination sub minimum is 40%

Assesseringsplan:

DEELNAMEPUNT:

Opdragte 30%, Toetse 20%, Semester toets 20%, Klaswerk 30%. TOTAAL 100%

FINALE PUNT:

Deelname punt* 50% van finale punt. Eksamen punt** 50% van finale punt

Totaal 100% (ten minste 50% om module te slaag)

* Minimum van 35% vir deelname punt om toelating tot eksamen te kry.

** Eksamen subminimum is 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 12
RKKX115		

Title: Introduction to Leisure Behaviour / **Titel:** Inleiding tot Vryetydsgedrag

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- knowledge and an informed understanding of key terms and concepts that relate to and influence the leisure behaviour of individuals and societies;
- an ability to distinguish, evaluate and solve routine or new leisure- and recreation-related problems in a familiar context and to apply the solutions to support progress in the field of leisure and recreation;
- the ability to communicate understanding of the role of leisure in individuals' lives and the factors that influence leisure behaviour, verbally or in writing, via different technologies and media in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;
- the ability to operate as part of a team and to make appropriate contributions to successfully complete an assignment related to leisure behaviour, taking responsibility for learning progress and outcome realization of the team.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- kennis en ingeligte begrip van sleutel terme en konsepte wat verband hou en 'n invloed het op vryetydsgedrag van individue en samelewings;
- die vermoë om roetine of nuwe vrytyd- en rekreasieverwante probleme in 'n bekende konteks te kan identifiseer, evalueer, oplos en oplossings te implementeer ten einde vooruitgang in die velde van vryetyd en rekreasie te bevorder;
- die vermoë om begrip van die rol van vryetyd in individue se lewens en die faktore wat vryetydsgedrag beïnvloed verbal of skriftelik deur verskillende tegnologieë en media op 'n akkurate en sinvolle wyse te kommunikeer, met begrip vir kopiereg en reëls rakende plagiaat;
- die vermoë om as deel van 'n span te werk en gepaste bydraes te lewer ten einde die suksesvolle voltooiing van 'n opdrag rakende vryetydsgedrag en verantwoordelikheid aanvaar vir die leerproses en die doelwitbereiking van die span.

Assessment criteria:

The module outcomes have been mastered when the student can:

- successfully explain key terms and concepts related to leisure behaviour;
- distinguish, evaluate and solve routine or new leisure- and recreation-related problems in a familiar context and to apply the solutions to support progress in the field of leisure and recreation;
- compile an accurate and coherent report related to the role of leisure in individuals' lives, and the factors that influence leisure behaviour, and verbally present the report to an audience;
- operate as part of a team in the completion of assignments related to leisure behaviour, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Continuous formative assessment will take place by means of preparation tests on eFundi, as well as group work during contact sessions, class test, a semester test, and a group assignment.

Assessment methods – Summative:

Summative assessment will take place by means of a formal exam.

Assessment plan:

A) Participation mark:

3 x Class tests 30%, 1 x Semester Test 20%, 1 x Group Assignment 30%, Class work and preparation 20%. Total 100%

B) Examination mark:

The examination mark consists of the mark (out of 100) that you have achieved for the exam paper.

Assesseringsplan:

A) Deelnamepunt:

3 x Klastoets 30%, 1 x Semestertoets 20%, 1 x Groepsopdrag 30%, Klaswerk en voorbereiding 20%.
Totaal 100%

B) Eksamenpunt

Die eksamenpunt bestaan uit die punt (uit 100) wat u vir die eksamen vraestel behaal het.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
RKKX124

Semester 2

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Group dynamics in recreation / **Titel:** Groep dinamika binne rekreasie

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- knowledge and informed understanding of group dynamics within the field of recreation, with special reference to terminology, formation, development, goal-setting, moral issues, and leadership;
- an ability to distinguish, evaluate and solve routine or new problems with regard to group dynamics within the field of recreation;
- an ability to act in accordance with acceptable ethical and professional behaviour such as required in the code of conduct of a recreation professional or the academic environment;
- the ability to communicate understanding of key group dynamic concepts verbally or in writing via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism;
- the ability to operate as part of a team and make appropriate contributions to successfully complete an assignment related to group dynamics in recreation, taking responsibility for learning progress and outcome realization of the team.

Module uitkomst:

Na suksesvolle voltooiing van die module, sal die student die volgende demonstreer:

- kennis en begrip van groepdinamika binne die veld van rekreasie te kan demonstreer, met spesiale verwysing na die terminologie, vorming, ontwikkeling, doelwitstelling, morele kwessies, en leierskap.

- te onderskei, evalueer en roetine en nuwe probleme op te los met betrekking tot groepsdinamika binne die veld van rekreasie.
- op te tree in ooreenstemming met aanvaarbare etiese en professionele gedrag soos vereis in die gedragskode van 'n rekreasiekundige sowel as relevant tot die akademiese omgewing.
- die belangrike groepsdinamiese konsepte mondelings of skriftelik te kan kommunikeer, via besprekings, aanbiedings en opdragte in 'n akkurate en koherente wyse, met begrip van kopiewetgewing en plagiaat.
- te werk as deel van 'n span en toepaslike bydrae te kan lewer met betrekking tot die voltooiing van opdragte aangaande groepsdinamika in rekreasie, om verantwoordelikheid te neem vir die span se vordering en behaling van uitkomst.

Assessment criteria:

The module outcomes have been mastered when the student can:

- successfully explain key terms and concepts related to group dynamics;
- write an accurate and coherent report related to group dynamics within recreation and verbally present the report to an audience;
- operate as part of a team in the completion of assignments related to group dynamics, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Assignments; Class tests; Semester test; Class presentations

Assessment methods – Summative:

Written examination

Assessment plan:

PARTICIPATION MARK:

Assignments 30%, Class tests 20%, Semester test 20%, Class work 30%. TOTAL 100%

FINAL MARK:

Participation mark* 50% of final mark. Examination mark** 50% of final mark

Total 100% (at least 50% to pass the module)

* Minimum of 35% participation mark to obtain admission to examination

** Examination sub minimum is 40%

Assesseringsplan:

DEELNAME PUNT:

Opdragte 30%, Toetse 20%, Semester toets 20%, Klaswerk 30%. TOTAAL 100%

FINALE PUNT:

Deelname punt* 50% van finale punt. Eksamen punt** 50% van finale punt

Totaal 100% (ten minste 50% om module te slaag)

* Minimum van 35% vir deelname punt om toelating tot eksamen te kry.

** Eksamen subminimum is 40%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 5
RKKX126		Credits / Krediete: 12

Title: Recreation Activity Leadership / **Titel:** Rekreasie Aktiwiteitsleierskap

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Knowledge and an informed understanding of leadership and safety within all recreation programme formats;
- An ability to select, plan and implement skills needed to act as a professional leader within the field of recreation in order to present successful recreation programmes;
- An ability to act in accordance with acceptable ethical and professional behaviour such as required in the code of conduct of a recreation professional and the academic environment;
- The ability to communicate understanding of key activity leadership concepts either verbally, practically or in writing, via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism;
- The ability to operate as part of a team and make appropriate contributions to successfully complete an assignment related to activity leadership, taking responsibility for learning progress and outcome realization of the team.

Module uitkomst:

Na suksesvolle voltooiing van hierdie module, behoort die student die volgende te kan demonstreer:

- Kennis en ingeligte begrip rakende leierskap en veiligheid binne alle rekreasieprogram formate;
- Vermoë om vaardighede wat nodig is om as professionele leier binne die veld van rekreasie te kan optree, te kies, beplan en te implementeer sodat suksesvolle rekreasieprogramme aangebied kan word;
- Optrede in lyn met aanvaarbare etiese en professionele gedrag, soos vereis in die gedragskode van rekreasiekundige sowel as die akademiese omgewing;

- Die vermoë om begrip van sleutel aktiwiteitsleierskap konsepte mondeling, prakties of skriftelik te kan weergee deur middel van besprekings, aanbiedings en opdragte in akkurate en koherente wyse, met begrip van kopiereg en plagiaat;
- Die vermoë om as deel van span te werk en toepaslike bydraes te maak vir die suksesvolle voltooiing van aktiwiteitsleierskap opdrag en verantwoordelikheid te neem vir die leer proses en realisering van die span se uitkomst.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Explain and describe the basic concepts regarding leadership and safety within recreation programme formats;
- Demonstrate the ability to instruct and lead a group when presenting a number of different recreational activities;
- Perform in an ethical and professional manner as expected from a recreation professional and a person within an academic environment;
- Prepare or compile key activity leadership concepts either verbally, practically or in writing, via discussions, presentations and assignments in an accurate and coherent manner, with understanding of copyright and plagiarism; and
- Exhibit the ability to operate in a team and make appropriate contributions to successfully complete an assignment related to activity leadership, taking responsibility for learning progress and outcome realization of the team.

Assessment methods – Formal formative:

Continuous formative assessment will take place by means of preparation tests on eFundi, as well as group work during contact sessions, class test, a semester test, and a group assignment

Assessment methods – Summative:

Summative assessment will take place by means of a formal exam.

Assessment plan:

A) Participation mark:

2 x Class tests 20%, 1 x Semester Test 20%, 1 x Group Assignment 30%, Class work and preparation 20%, Practical assessment 10%. Total 100%

B) Examination mark:

The examination mark consists of the mark (out of 100) that you have achieved for the exam paper.

Assesseringsplan:

A) Deelnamepunt:

2 x Klastoets 20%, 1 x Semestertoets 20%, 1 x Groepsopdrag 30%, Klaswerk en voorbereiding 20%, Praktiese assessering 10%. Totaal 100%

B) Eksamenpunt:

Die eksamenpunt bestaan uit die punt (uit 100) wat u vir die eksamen vraestel behaal het.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: RKKX215	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Leisure behaviour

Titel: Vrytydsgedrag

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Detailed knowledge and understanding of key terms, concepts and theories related to psycho-social aspects of leisure;
- The ability to use discipline-specific methods and techniques of scientific enquiry and information gathering on leisure behaviour from individuals from various demographic backgrounds, to analyse, evaluate and synthesise the information and apply their conclusion to a given context in the field of leisure studies;
- Accurate and coherent written and verbal communication related to various psycho-social aspects of leisure with an understanding and respect for intellectual property conventions, copyright and rules on plagiarism;
- The ability to act as a group member and group leader and contribute appropriate skills to successfully complete an assignment, measuring the success of the task completion against criteria, taking co-responsibility for learning progress and outcome realization of the group.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- Gedetailleerde kennis en begrip van sleutel terme, konsepte en teorieë wat verband hou met die psigososiale aspekte van vrytyd;

- Die vermoë om vakspesifieke metodes en tegnieke van wetenskaplike ondersoek en inligting insameling te gebruik om inligting rakende vryetydsgedrag van individue van verskeie demografiese afkoms te analiseer, evalueer, saam te voeg en die gevolgtrekking in 'n gegewe vryetydskonteks toe te pas;
- Akkurate en samehangende geskrewe en mondelinge kommunikasie wat verband hou met verskeie psigososiale aspekte van vryetyd met begrip en respek vir konvensies vir intellektuele eiendom, kopiereg en reëls teen plagiaat.
- Die vermoë om as groepslid en groepsleier op te tree en gepaste vaardighede tot die groep by te dra ten einde die suksesvolle voltooiing van 'n opdrag, die meting van die groep se sukses teen kriteria en die neem van medeverantwoordelikheid vir die groep se leervordering en bereiking van uitkomst.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Successfully demonstrate detailed knowledge and understanding regarding psycho-social aspects related to leisure behaviour and of how this knowledge is applicable to other fields of leisure studies;
- Gather information and data regarding leisure behaviour from various demographic groups and analyse, evaluate and synthesize the information in order to apply a conclusion to a given context within the field of leisure studies;
- Write an accurate and coherent report related to various psycho-social aspects of leisure and verbally present the report to an audience;
- Operate as part of a group in the completion of assignments related to leisure behaviour, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Continuous formative assessment will take place by means of preparation tests on eFundi, as well as group work during contact sessions, class test, a semester test, and a group assignment

Assessment methods – Summative:

Summative assessment will take place by means of a formal exam.

Assessment plan:

A) Participation mark:

2 x Class tests 30%, 1 x Semester Test 20%, 2 x Group Assignments 30%, Class work and preparation 20%. Total 100%

B) Examination mark:

The examination mark consists of the mark (out of 100) that you have achieved for the exam paper.

Assesseringsplan:

A) Deelnamepunt:

2 x Klastoets 30%, 1 x Semestertoets 20%, 2 x Groepsopdrag 30%, Klaswerk en voorbereiding 20%. Totaal 100%

B) Eksamenpunt:

Die eksamenpunt bestaan uit die punt (uit 100) wat u vir die eksamen vraestel behaal het.

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 6
RKKX216		Credits / Krediete: 16

Title: Inclusive Recreation / Titel: Inklusiewe Rekreasie

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Knowledge and informed understanding regarding the foundations of inclusive recreation, including the related concepts, processes and models;
- The ability to understand and communicate the provision of leisure services for diverse populations and staff training;
- Knowledge of the applications of inclusive practices in recreation and leisure;
- The ability to analyse and apply the various areas of inclusion to leisure and recreation services.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- Kennis en ingeligte begrip rakende die fondasies van inklusiewe rekreasie, insluitend die konsepte, prosesse en modelle.
- Die vermoë om vryetydsbestedingsdienste vir diverse populasies en personeel opleiding te verstaan en te kan kommunikeer.
- Kennis oor die toepassings van inklusiewe rekreasie in vryetydsbesteding en rekreasie.
- Die vermoë om verskeie areas van inklusiwiteit in vryetydsbesteding en rekreasie dienste te analiseer en toe te pas.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Successfully demonstrate detailed knowledge regarding the foundations of inclusive recreation, the related concepts, processes and models;
- Demonstrate the ability to apply the processes and models of inclusive recreation within a variety of situation;
- Analyse and apply various areas of inclusive recreation services;
- Demonstrate the ability to identify and apply/evaluate the fundamental aspects of the different areas of practice in recreation and leisure;
- Operate as part of a group in the completion of assignments related to inclusive recreation.

Assessment methods – Formal formative:

Assignments, Class tests, Semester test, Class work

Assessment methods – Summative:

Formal theoretical examination

Assessment plan:

Assignments 15, Class tests 30, Semester test 25, Class work 30. Total: 100

Participation 50% and Examination 50%

Assesseringsplan:

Opdragte 15, Klastoetse 30, Semester toets 25, Klaswerk 30. Totaal 100

Deelname 50% en Eksamen 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:

RKKX225

Semester 2

NQF level / NKR vlak: 6

Credits / Krediete: 16

Title: Recreation programming / Titel: Rekreasie programmering

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Detailed knowledge of key concepts in the field of recreation and how these can be applied in the programming of recreation services, with reference to passive and proactive approaches to programming, leisure conduct and behaviour, social trends, future strategies and guidelines on the provision of recreation services;
- an ability to describe the process of planning recreation services and to analyse its components and apply the steps involved in the planning of recreation services;
- an ability to formulate, evaluate and discuss aspects around programme goals and objectives;
- an ability to select methods of identifying and assessing leisure needs and a comprehension of the various challenges accompanying the various methods of identifying needs and using the results of a needs assessment to develop a marketing plan to meet participants' leisure needs;
- an ability to use the results of a needs assessment to develop benefits-based recreation programmes;
- an ability to implement a recreation programme, paying attention to format, role, activities and staffing;
- an ability to manage and work with a team to successfully complete tasks;
- an ability to clearly communicate (verbally and in writing) ideas pertaining to the provision of recreation services;
- an ability to reflect on ethical conduct and reasonable decision making for practice as a leisure services professional;
- take responsibility for own learning needs, monitoring own learning progress and applying relevant learning strategies and management of all resources to successfully realize all outcomes of the module.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstree:

- Gedetailleerde kennis van sleutelkonsepte in die veld van rekreasie en hoe hierdie konsepte in die programmering van rekreasiedienste toegepas kan word met verwysing na passiewe en proaktiewe benaderings tot programmering, vryetydsoptrede en -gedrag, sosiale tendense, en toekomstige strategieë en riglyne wat betref die voorsiening van rekreasiedienste;
- die vermoë om die proses te beskryf waarvolgens rekreasiedienste beplan word, die komponente daarvan te ontleed, en die stappe waarvolgens die beplanning van rekreasiedienste plaasvind, te kan toepas;
- die vermoë om aspekte van programdoelwitte en -doelstellings te formuleer, evalueer, en bespreek;
- die vermoë om metodes te selekteer waarvolgens vryetydsbehoefes geïdentifiseer en geëvalueer kan word; 'n begrip te vorm van die uitdagings wat met hierdie metodes gepaardgaan; en die bevindinge van die behoefte-evaluering aan te wend om 'n bemakingsplan op te stel wat aan deelnemers se vryetydsvereistes sal voldoen;
- die vermoë om die bevindinge van die behoefte-evaluering aan te wend om voordele-gebaseerde rekreasieprogramme te ontwikkel;
- die vermoë om 'n rekreasieprogram te implementeer en terselfdertyd aandag te gee aan die formaat, rol, aktiwiteite, en personeelvoorsiening;
- die vermoë om 'n span te bestuur en met hulle saam te werk om take suksesvol af te handel;

- die vermoë om idees oor die voorsiening van rekreasiedienste op 'n verstaanbare wyse te kommunikeer (verbaal en skriftelik);
- die vermoë om te kan besin oor etiese gedrag en redelike besluitneming binne die vryetysdienstpraktik;
- die neem van verantwoordelikheid vir eie leerbehoefes, monitering van eie vordering wat leer betref, die toepassing van relevante leerstrategieë en die bestuur van alle hulpbronne om sodoende alle module-uitkomst suksesvol te bereik.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Distinguish between the concepts and apply them within the field of recreation programming;
- plan a programme for a practical setting based on the three programme planning steps;
- confidently select methods for identifying leisure needs and justify his/her choice;
- develop programme goals and objectives specifically suitable for diverse programmes
- deliver a recreation programme for a simulated setting;
- develop a successful benefits-based recreation programme within a team;
- display ethically sound behaviour and reasonable decision-making in the development of a benefits-based programme;
- actively participate during class time and completes tasks;
- successfully and effectively complete tasks within a group-setting and
- successfully completing expected tasks timeously and takes initiative to facilitate own learning process.

Assessment methods – Formal formative:

Written class tests on specific study units; Class discussions (individual and group); Semester test Assignments

Assessment methods – Summative:

Formal theoretical examination

Assessment plan:

Assignments: 20%, Teaching tests x 2: 30%, Semester test x 1: 20%, Class discussion: 30%

Participation 50% and Examination 50%

Assesseringsplan:

Opdragte: 20%, Onderrigtoetse x 2: 30%, Semestertoets x 1: 20%, Klasbespreking: 30%

Deelname 50% en Eksamen 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 6
RKKX226		Credits / Krediete: 16

Title: Facilities management / Titel: Fasiliteitsbestuur

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- An ability to demonstrate integrated knowledge and an understanding of the fundamentals of recreation facilities and how that knowledge relates to the South African recreation and leisure industry;
- an ability to identify changes and factors influencing the responsibility of managing facilities in the recreation and leisure industry;
- an ability to select, evaluate and apply a range of different but appropriate designs and techniques to develop recreation facilities in the recreation and leisure industry;
- an ability to identify and address facility-related problems in a recreation and leisure industry settings and to apply correct methods to manage and solve the identified problems in a theoretical setting;
- the responsibility to gather and select appropriate procedures and research methods to do focused research on specific facility problems that will ultimately effect change within practice;
- an ability to show professional and ethical behaviour in problem solving, decision making and choices to ensure people's safety at different types of recreation facilities in the recreation and leisure industry;
- an ability to provide truthful and correct written and verbal communication of different kinds of information relevant to the field of recreation facility management, while showing an understanding copyright and rules on plagiarism;
- the skills needed to function in a group setting in order to solve different facility-related problems and to take, as a group member, the responsibility for specific sections of work or tasks;
- the ability to take it upon him-/herself to develop relevant learning strategies and to show accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation facility management module.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- die vermoë om geïntegreerde kennis en begrip van die grondbeginsels van rekreasie fasiliteite, te kombineer en aan te dui hoe die inligting verband hou met die Suid Afrikaanse rekreasie en vryetyd industrie

- die vermoë om verandering en faktore wat die verantwoordelikheid van die bestuur van fasiliteite in rekreasie en vryetyd industrie, te identifiseer
- die vermoë om 'n reeks moeilike maar gepaste ontwerpe en tegnieke te selekteer, evalueer en toe te pas om rekreasie fasiliteite in die rekreasie en vryetyd industrie, te ontwikkel
- die vermoë om fasiliteit probleme in 'n rekreasie en vryetyd omgewing te identifiseer en aan te spreek, asook die korrekte metode toe te pas om die geïdentifiseerde probleme in 'n teoretiese omgewing te bestuur en op te los
- die verantwoordelikheid om gepaste prosedures en navorsing metodes in te samel en te selekteer om sodoende gefokusde navorsing te loods oor 'n spesifieke fasiliteit probleme wat uiteindelik verandering in die praktyk te weeg bring
- die vermoë om professionele en etiese gedrag te toon tydens probleem oplossing, besluitneming en keuses om mense se veiligheid by verskillende rekreasie fasiliteite in die rekreasie en vryetyd industrie, te verseker
- die vermoë om eerlike en korrekte geskrewe en verbale kommunikasie te voorsien, vanuit verskillende tipes inligting wat relevant is tot die veld van rekreasie fasiliteit bestuur, met begrip vir kopiëreg en die reëls oor plagiaat.
- die vaardigheid om in 'n groepsomgewing te funksioneer om sodoende verskillende fasiliteit verbandhoudende probleme op te los en om as groepslid die verantwoordelikheid te neem vir sekere gedeeltes van die werk of take
- die vermoë om leer strategieë by hom-/ haarself te ontwikkel en verantwoordelikheid te neem vir eie leerprogressie en assessering uitslae om suksesvol die uitkomst van die rekreasie fasiliteit bestuur module te verstaan.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Use the knowledge and understanding attained regarding the fundamentals of facility management, to help solve a related facility problems individually or as part of a group;
- apply written evidence of appropriate designs and techniques to develop recreation facilities and will utilize as a facility manager in the recreation and leisure industry;
- behave professional and ethical while conducting individual research, producing written assignments and while function in a group setting;
- produce truthful reports and assignments, with consideration to the rules on plagiarism and copyright;
- accept accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation management module.

Assessment methods – Formal formative:

Teaching tests; Assignments; Practical session; Semester Test

Assessment methods – Summative:

Examination

Assessment plan:

A.Participation mark:50%

2 x Teaching tests 30%, 2 x Assignments 30%, 1 x Practical session 20%, 1 x Semester Test 20%

Total 100%

B.Examination mark: 50%

Assesseringsplan:

A.Deelnamepunt:50%

2 x Onderrigtoetse 30%, 2 x Opdragte 30%, 1 x Praktiese werksessie 20%, 1 x Semestertoets 20%

Totaal 100%

B.Eksamenpunt: 50%

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7
RKKX316		Credits / Krediete: 16

Title: Leisure education / **Titel:** Vryetydsopvoeding

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- An ability to demonstrate integrated knowledge and understanding of leisure education;
- an understanding of contested knowledge on the foundations of leisure education, recommendations for leisure education, and the effects of leisure education;
- an ability to systematically design, implement and evaluate leisure education programmes in an ethical and responsible manner for various target groups;
- an ability to take the responsibility to gather and select appropriate procedures and research methods to do focused research on specific leisure education problems that will ultimately effect the implementation of leisure education;

- an ability to provide truthful and correct written and verbal communication of different information relevant to the field of leisure education, while showing an understanding of copyright and rules on plagiarism;
- the skills needed to function in a group setting in order to solve different leisure education related problems and to take, as a group member, the responsibility for specific sections of work or tasks.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- geïntegreerde kennis en begrip van vryetydsonderrig;
- 'n begrip van bestrede kennis oor die onderbou van vryetydsonderrig, aanbevelings vir vryetydsonderrig en die invloed van vryetydsonderrig;
- die vermoë om vryetydsonderrigprogramme op 'n etiese en verantwoordelike wyse vir verskeie teikengroepe te ontwerp, implementeer en evalueer;
- die vermoë om verantwoordelikheid te neem vir die versameling en seleksie van toepaslike prosedures en navorsingsmetodes vir navorsing, gefokus op spesifieke vryetydsonderrigprobleme, wat uiteindelik die implementering van vryetydsonderrig sal beïnvloed;
- die vermoë om 'n verskeidenheid van inligting oor vryetydsonderrig eerlik en korrek op skrif en verbaal te kommunikeer met inbegrip van kopiëreg en reëls oor plagiaat;
- die nodige vaardighede om in 'n groepsituasie te funksioneer ten einde verskillende vryetydsonderrig- verwante probleme op te los en as groepslid verantwoordelikheid vir sekere gedeeltes van die werk te neem.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Use the knowledge and understanding gained regarding the fundamentals of leisure education and to solve education problems individually or as part of a group;
- Develop a comprehensive leisure education programme;
- provide written evidence of knowledge on the foundations of leisure education, recommendations for leisure education, and the effects of leisure education in the form of detail reports, individually or as part as a group;
- behave professionally and ethically while designing, implementing and evaluating a leisure education programme;
- conduct focused research with the use of appropriate methods to resolve issues within the scope of leisure education which carry the potential to impact how leisure education programmes are delivered;
- produce truthful reports and assignments, with consideration of the rules on plagiarism and copyright and;
- positively contribute to the successful completion of tasks on leisure education in a group setting and confidently convey ideas to fellow students.

Assessment methods – Formal formative:

Written class tests on specific study units; Class discussions (individual and group); Semester test
Assignments

Assessment methods – Summative:

Formal Theoretical Examination

Assessment plan:

Assignments: 25%; Teaching tests x 3: 30%, Semester test x 1: 20%, Class discussion: 25%

Assesseringsplan:

Opdragte: 25%, Onderrigtoetse x 3: 30%, Semestertoets x 1: 20%, Klasbesprekings: 25%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7
RKKX317		Credits / Krediete: 16

Title: Leisure time facilitating recreation management and administration

Titel: Vryetydsfasilitering rekreasie bestuur en -administrasie

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Integrated knowledge and understanding of a) the theories and philosophy of management and b) how that knowledge relates to the South African recreation and leisure industry;
- a personal philosophical framework as a recreation manager by assessing the different views and perspectives of management in the South African recreation and leisure industry;
- an ability to identify and address management-related problems of different departments in a recreation and leisure industry settings and to apply correct methods to manage and solve the identified problems in a theoretical setting;
- the responsibility to gather and select appropriate procedures and research methods to do focused research on specific management problems that will ultimately effect change within practice;
- professional and ethical behaviour in the problem solving, decision making and choices as a member of a management team involved in the workings of a South African recreation and leisure organisation;

- the ability to provide truthful and correct written and verbal communication of different kinds of information relevant to the field of recreation management, while showing an understanding copyright and rules on plagiarism;
- the skills needed to function in a group setting, as expected of a person in a management position, in order to solve different management-related problems and to take, as a group member, the responsibility for specific sections of work or tasks.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- Integrale kennis en begrip van a) teorieë en filosofieë van bestuur en b) en hoe daardie kennis verband hou met rekreasie en vrytydsbesteding in Suid Afrika;
- 'n persoonlike filosofiese raamwerk as rekreasiebestuurder deur die assessering van verskillende perspektiewe van bestuur in die Suid Afrikaanse rekreasie en vryetydsbesteding industrie;
- die vermoë om bestuursverwante probleme in 'n verskeidenheid van departemente in die rekreasie en vryetydsbesteding industrie te kan identifiseer en aan te spreek deur die regte bestuursmetodes toe te pas in 'n teoretiese omgewing;
- die verantwoordelikheid om die gepaste prosedures en navorsingsmetodes te versamel om gefokusde navorsing op spesifieke bestuursprobleme te doen wat verandering in die praktyk teweeg sal bring;
- professionele en etiese gedrag tydens probleemoplossing en besluitneming as lid van 'n bestuursspan betrokke binne 'n rekreasie en vryetydsbesteding organisasie in Suid Afrika;
- die vermoë om eerlike en korrekte geskrewe en verbale kommunikasie in 'n verskeidenheid van vorme relevant tot die veld van rekreasiebestuur te kan weergee terwyl kennis van kopiëreg en plagiaat gedemonstreer word;
- die vaardighede wat nodig is om in 'n groep te funksioneer, soos verwag van 'n persoon in 'n bestuursposisie, sodat bestuursverwante probleme opgelos kan word en om as 'n groepslid verantwoordelikheid te kan neem vir sekere werk en take.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Use the knowledge and understanding attained regarding the theories and philosophy of management to help solve a related management problems individually or as part of a group;
- apply written evidence of the personal philosophical framework of management he/she has developed and will utilize as a recreation manager in a recreation and leisure organisation;
- identify and analyse identify certain management-related problems and recommend the type of methods that can be implemented to address and help alleviate these problems;
- behave professionally and ethically while conducting individual research, producing written assignments and while function in a group setting;
- produce truthful reports and assignments, with consideration to the rules on plagiarism and copyright;
- show accountability for own learning progress and assessment results to successfully comprehend the outcomes of the recreation management module.

Assessment methods – Formal formative:

2 x Teaching tests; 2 x Assignments; Practical sessions; Semester Test; Class Work

Assessment methods – Summative:

Examination

Assessment plan:

A.Participation mark:50%

2 x Teaching tests 20%, 2 x Assignments 30%, Practical sessions 20%, Semester Test 20%, Class work 10%.

Total: 100%

B.Examination mark: 50%

Assesseringsplan:

A.Deelnamepunt: 50%

2 x Onderrigtoetse 20%, 2 x Opdragte 30%, Praktiese werksessies 20%, Semestertoets 20%, Klaswerk 10%.

Totaal: 100%

B.Eksamenpunt: 50%

Method of delivery: Full-time

Metode van aflewering: Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 7
RKKX328		Credits / Krediete: 8

Title: Recreation service delivery / **Titel:** Rekreasie dienslewering

Module outcomes:

After successful completion of this module, the student should demonstrate the following:

- Detailed knowledge and understanding of key terms, concepts and processes related to the delivery of recreation services;
- Discipline-specific methods and techniques of scientific inquiry and information gathering on leisure needs from communities or individuals from various demographic backgrounds, and the ability to analyse, evaluate and synthesise the information and apply a conclusion during the provision of recreation programmes;
- accurate and coherent written and verbal communication related to the planning process, report writing and evaluation of recreation programmes with understanding and respect for intellectual property conventions, copyright and rules on plagiarism;
- the ability to act as a group member and group leader and contribute appropriate skills to successfully complete community recreation project, measuring success of the task completion against criteria, taking co-responsibility for learning progress and outcome realization of the group.

Module uitkomst:

Na suksesvolle voltooiing van die module moet die student in staat wees om die volgende te demonstreer:

- Gedetailleerde kennis en begrip van sleuteltermes, konsepte en prosesse wat verband hou met die lewering van rekreasiedienste;
- Dissipline-spesifieke metodes en tegnieke van wetenskaplike ondersoek en versameling van inligting oor ontspanning behoeftes van gemeenskappe of individue uit verskillende demografiese agtergronde, en die vermoë om te ontleed, evalueer en sintetiseer, om tot 'n gevolgtrekking te kom tydens die bepaling van rekreasieprogramme;
- akkurate en samehangende geskrewe en verbale kommunikasie met betrekking tot die beplanningsproses, verslagskrywing en evaluering van rekreasieprogramme met begrip en respek vir intellektuele eiendom, kopiereg en reëls oor plagiaat;
- die vermoë om op te tree as 'n lid van 'n groep en 'n groepleier en toepaslike vaardighede by te dra tot die suksesvolle voltooiing van 'n gemeenskap ontspanning projek, en om die sukses van die taak te meet teen kriteria, asook om mede-verantwoordelikheid te neem vir die leerproses en uitkomst van die groep.

Assessment criteria:

The module outcomes have been mastered when the student can:

- Successfully demonstrate detailed knowledge regarding community recreation, project planning and the delivery of recreation services;
- gather information and data regarding leisure needs from various demographic groups and analyse, evaluate and synthesize the information in order to apply a conclusion during the provision of recreation programmes;
- write an accurate and coherent project plan, report and evaluation related to a recreation project and verbally present these to an audience;
- operate as part of a group in the completion of a community recreation project, ensuring that learning progress and outcome realization of the team occurred.

Assessment methods – Formal formative:

Teaching tests; Assignments; Practical sessions; Class Work

Assessment methods – Summative:

Project

Assessment plan:

Participation mark: 50%

Teaching tests 10%, Assignments 40%, Practical sessions 40%, Class work 10%. Total: 100%

Examination mark: 50%

Assesseringskriteria:

Die module uitkomst is bemeester as die student:

- Suksesvolle gedetailleerde kennis met betrekking tot die gemeenskap ontspanning, projekbeplanning en die lewering van rekreasiedienste kan demonstreer;
- Inligting kan versamel en data met betrekking tot ontspanning behoeftes van verskillende demografiese groepe kan ontleed, evalueer en sintetiseer en die inligting kan saamsit in 'n gevolgtrekking tydens die lewering van rekreasieprogramme;
- 'n Akkurate en samehangende projekplan, verslag en evaluering kan skryf, met betrekking tot 'n ontspanningsprojek en dit mondelings vir 'n gehoor kan aanbied;
- As deel van 'n groep kan werk in die voltooiing van 'n gemeenskap ontspanningsprojek, en verseker dat leer en plaasvind en die groep se uitkomst bereik word.

Assesseringsplan:

Deelnamepunt: 50%

Onderrigtoetse 10%, Opdragte 40%, Praktiese werksessies 40%, Klaswerk 10%. Totaal: 100%

Eksamenpunt: 50%

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: SOCL222	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Medical Sociology / Titel: Mediese Sosiologie		
Module outcomes: After completion of the module, the student should be able to: • discuss and demonstrate knowledge of different sociological perspectives on health, illness and the medical profession. • demonstrate knowledge of socio-cultural, socio-economic and socio-political systems and its impact on health and medical practices. • critically discuss key concepts such as health, illness, well-being, risk, vulnerability, etc. • discuss and critically analyze health determinants and risk factors in the South African historical and contemporary context, such as poverty, unemployment, violence, HIV/AIDS, etc. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • grondige kennis te toon van verskillende sosiologiese perspektiewe op gesondheid, siekte en die mediese profesie; • analitiese denke te demonstreer deur goed gedefinieerde, onbekende probleme individueel of binne groepverband volgens akademiese konvensies op te los.		
Assessment methods: Tests and assignments – weight: 50%/Semester exam 1x3 hours – weight: 50% Assesseringsmetodes: Toetse en werkstukke – gewig: 50%/Semestereksamen 1x3 uur – gewig: 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: SOCL324	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Clinical Sociology / Titel: Kliniese Sosiologie		
Module outcomes: On successful completion of this module, students should be able to: • Demonstrate a rounded knowledge on the manner in which Sociology has been used in applied and clinical settings • critically theorise, apply and develop techniques for applying Sociology in one's own professional activities, as well as the ways in which Clinical Sociology can be applied with special reference to the South African context • communicate solutions to problems and views on debates centring on Clinical Sociology in an ethically accepted way by means of individual and/or group discussions. Module-uitkomst: Ná suksesvolle voltooiing van die module behoort studente in staat te wees om • bewys te lewer van afgeronde kennis oor die wyse waarop sosiologie gebruik word in toegepaste en kliniese instellings. • tegnieke te ontwikkel vir die toepassing van sosiologie in 'n mens se professionele werksaamhede en dit krities te beredeneer, sowel as die maniere waarop kliniese sosiologie met spesiale verwysing na die Suid-Afrikaanse konteks toegepas kan word; • oplossings van probleme en standpunte oor debatte wat gesentreer is op Kliniese sosiologie in 'n eties-aanvaarbare wyse deur middel van individuele en / of groepsbesprekings oor te dra.		
Assessment methods: Tests and assignments – weight: 50%/Semester exam 1x3 hours – weight: 50% Assesseringsmetodes: Toetse en werkstukke – gewig: 50%/Semestereksamen 1x3 uur – gewig: 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: SOCL327	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Political Sociology / Titel: Politieke Sosiologie		
Module outcomes: On successful completion of this module, students should be able to: • provide proof of well-rounded knowledge about theories and themes in the field of political sociology and argue it critically; • collect information through advanced research skills and analyse, synthesise and evaluate this information in order to offer solutions and theoretically driven arguments according to academic conventions. Module-uitkomst:		

Ná suksesvolle voltooiing van die module behoort studente in staat te wees om • bewys te lewer van afgeronde kennis van teorieë en temas in die politieke sosiologie en dit krities te beredeneer; • met gevorderde ondersoekvaardighede inligting te versamel en te ontleed, te sintetiseer en te evalueer en oplossings en teoriegedrewe argumente volgens akademiese gebruike aan te bied.		
Assessment methods: Tests and assignments – weight: 50%/Semester exam 1x3 hours – weight: 50% Assesseringsmetodes: Toetse en werkstukke – gewig: 50%/Semestereksamen 1x3 uur – gewig: 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: SOCL328	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Gender and Sexuality / Titel: Gender en Seksualiteit		
Module outcomes: On successful completion of this module, students should be able to: • demonstrate a well-rounded theoretical knowledge about the themes gender, sex and sexual orientation; • solve undefined and often complex problems regarding gender and sexuality within defined as well as undefined contexts by analysing, evaluating and synthesising them individually and/or within groups in an ethical acceptable way. Module-uitkomst: Ná suksesvolle voltooiing van die module behoort studente in staat te wees om • 'n afgeronde teoretiese kennis te demonstreer van die temas gender, geslag en seksuele oriëntasie; • onbekende en dikwels komplekse probleme rakende gender en seksualiteit in bekende asook onbekende kontekste individueel en/of binne groepverband te analiseer, evalueer, sintetiseer en eties aanvaarbaar op te los.		
Assessment methods: Tests and assignments – weight: 50%/Semester exam 1x3 hours – weight: 50% Assesseringsmetodes: Toetse en werkstukke – gewig: 50%/Semestereksamen 1x3 uur – gewig: 50%		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VGHB122	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Design studies / Titel: Ontwerpstudie		
Module outcomes: After completion of the module, the student should be able to: • approach and apply design study from a creative and problem-solving perspective when doing various practical assignments; • discuss and apply the elements of design, namely line, form, texture and space in the planning of interior environments, clothing, and when necessary in the field of meal planning; • discuss and apply the principles of design, namely balance, proportion, emphasis, rhythm and harmony in the planning of interior environments, clothing and meal planning; • do an analysis of colour and evaluate the effect of colour on different materials; • interpret and apply the features and principles underlying colour (as design element) in the planning of interior environments and clothing; and • co-operate efficiently in groups Module uitkomst: Na voltooiing van die module moet die student in staat wees om: • ontwerpstudie vanuit 'n kreatiewe en probleemoplossende perspektief kan benader en toepas in die uitvoering van verskeie praktiese opdragte; • die elemente van ontwerp, naamlik lyn, vorm, tekstuur en ruimte, kan bespreek en toepas in die beplanning van interieuromgewings, kleding en waar nodig op die gebied van maaltydbeplanning; • die beginsels van ontwerp, naamlik balans, proporsie, nadruk, ritme en harmonie kan bespreek en toepas in die beplanning van interieuromgewings, kleding en maaltydbeplanning; • 'n ontleding van kleur kan uitvoer en die effek daarvan op verskillende materiale kan evalueer; • die kenmerke van en beginsels onderliggend aan kleur (as ontwerp-element) kan interpreteer en toepas in die beplanning van interieuromgewings en kleding; en effektief in groepe kan saamwerk.		
Assessment criteria: Students have reached the outcomes when they are able to:		

- demonstrate the application of design study from a creative and problem-solving perspective through various practical assignments;
- discuss design elements (including colour as a design element) and design principles in written assessments and class discussions
- apply the design principles and elements in planning interior environments and clothing when tested in practical assignments and application questions in written assessments.
- effectively participate in group work when executing practical group assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Studente het die uitkomst bereik indien hulle die volgende vermoëns kan demonstreer:

- toepassing van ontwerpstudie vanuit 'n kreatiewe en probleemoplossende perspektief sal met behulp van verskeie praktiese opdragte getoets word;
- ontwerp-elemente (insluitend kleur as ontwerp-element) en ontwerpbeginsels te kan bespreek in geskrewe assesserings en klasbesprekings
- die toepassing van ontwerpbeginsels en –elemente in die beplanning van interieurmogewings en kleding sal getoets word aan die hand van praktiese opdragte en toepassingsvrae tydens geskrewe assesserings.
- effektiewe groepwerk sal getoets word met die uitvoering van praktiese groepopdragte.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7
VGHB311		Credits / Krediete: 24

Title: Interior design and housing / **Titel:** Binneontwerp en behuising

Module outcomes:

After completion of the module, the student should be able to:

- demonstrate the necessary knowledge and insight in the scope and content of housing and interior design as subject areas,
- demonstrate the necessary knowledge and insight in the approaches and theories on which the planning and insight of living areas are based, as well as the needs which are related to having satisfaction and quality of life; and
- use various visual presentation techniques to demonstrate the above mentioned areas;
- render consumer guidance regarding housing types, housing decision-making, housing right and analyse economical aspects on micro level, and give and motivate a value judgement regarding the applicability and suitability of various living spaces;
- act correctly within an ethically framework and from a fixed value system in all communication concerning guidance of clients on housing and interior design;
- execute projects in group context and critically interpret, analyse and effectively integrate information from various sources into an applicable and suitable model of living spaces; and
- apply problem-solving skills regarding changed housing circumstances in order to optimally satisfy the needs of consumers.

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- die nodige kennis en insig toon in die omvang en inhoud van behuising en binneontwerp as vakgebiede,
- die nodige kennis en insig toon in benaderings en teorieë waarop die beplanning en inrig van woonruimtes gebaseer is en die behoeftes wat met behuisingstevredenheid en lewensgehalte verband hou;
- verskeie visuele voorleggingstegnieke te kan gebruik om voorgaande uitkomstes te demonstreer;
- in staat wees om verbruikersvoorligting ten opsigte van behuisingstipes, -besluitneming, behuisingreg te lewer, asook ekonomiese aspekte op mikrovlak te ontleed en 'n waarde- oordeel ten opsigte van die toepaslikheid en geskiktheid van verskillende woonruimtes kan gee en motiveer;
- vanuit 'n gevestigde waardesistiem eties korrek op te tree in alle kommunikasie rakende behuising- en binneontwerp voorligting aan kliënte;
- projekte in groepsverband kan uitvoer en inligting uit verskillende bronne krities te interpreteer, analiseer en op 'n effektiewe wyse integreer tot 'n toepaslike en geskikte model van woonruimtes; en
- probleemoplossingsvaardighede ten opsigte van veranderde behuising omstandighede kan toepas ten einde verbruikers se behoeftes optimaal te bevredig.

Assessment criteria:

Module outcomes will be assessed as follows:

- the knowledge and insight of Housing and Interior Design as subject areas and the various approaches and theories upon which the planning and furnishing of living areas are based, as well as the need associated with housing satisfaction and quality of life will be determined by way of practical classes, class tests and knowledge and application-based questions;
- the ability to inform consumers with regard to housing types, decision-making, the right to housing, as well as to analyse economic aspects at micro level, and act in an ethical manner regarding all communication with and guidance to clients, will be seen from class assignments and group discussions;
- the ability to carry out projects in group context and give a critical interpretation on information from various sources will be seen from group assignments;
- the ability to use various visual presentation techniques will be seen from practical classes and practical class assignments; and
- the application of problem solution skills in terms of changed housing circumstances in order to optimally satisfy consumers' needs will be determined in the light of work assignments and class discussions.

Assessment methods – Formal formative:

The students must submit assignments and written class tests.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die evaluering van die module-uitkomst vind soos volg plaas:

- Die kennis en insig ten opsigte van Behuising en Binneontwerp as vakgebiede en die verskillende benaderings en teorieë waarop die beplanning en inrig van woonruimtes gebaseer is en die behoeftes wat met behuisingstevredenheid en lewensgehalte verband hou, word aan die hand van praktika, klastoets en die beantwoording van kennis en toepassingsvrae bepaal.
- Klasopdragte en groepsbesprekings weerspieël die vermoë om verbruikers oor behuisingstipes, besluitneming en behuisingreg in te lig; ekonomiese aspekte op mikrovlak te ontleed; eties korrek op te tree in kommunikasie en voorligting aan kliënte; projekte in groepsverband uit te voer; en inligting uit verskillende bronne krities te kan vertolk.
- Die vermoë om verskeie visuele voorleggingstegnieke te kan gebruik word in praktika en praktiese opdragte weerspieël.
- Die vermoë om probleem oplossings vaardighede ten opsigte van veranderde behuisingomstandighede te kan toepas om verbruikers se behoeftes optimaal te bevredig, word aan die hand van werksopdragte en klasbesprekings bepaal.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: VGHB221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Consumers purchasing practices / **Titel:** Verbruikersaankooppraktike

Module outcomes:

After completion of the module, the student should be able to:

- have an understanding of differences in the needs of consumers regarding soft furnishings and appliances;
- demonstrate insight in the broad spectrum of soft furnishings, as well as the effect it creates;
- use place theory as scientific substrate for explaining differences in the needs of consumers;
- demonstrate insight in the factors that influence the consumer's decision-making process and management of resources;
- demonstrate the necessary skills to advise the consumer to make effective decisions with regard to the purchasing of household furnishings and appliances; and
- co-operate as member of a group on assignments and projects

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- begrip hê vir verskille in verbruikers se behoeftes ten opsigte van sagte meublement en apparaat;
- insig toon in die breë spektrum van sagte meublement asook die effek wat dit skep;
- die plekteorie as wetenskaplike onderbou kan gebruik ter verduideliking van die verskille in verbruikers se behoeftes;
- insig toon in die faktore wat die verbruiker se besluitnemingsproses en bestuur van hulpbronne beïnvloed;

- die nodige vaardighede demonstreer om die verbruiker te kan adviseer om doeltreffende besluite ten opsigte van die aankoop van huishoudelike meublement en apparaat te neem; en
- as lid van 'n groep saam kan werk aan opdragte en projekte.

Assessment criteria:

The student proves that he/she reached the outcomes by:

- understanding differences in consumers' needs regarding soft furnishings and appliances will be determined by means of group discussion, written assessments and / or practical assessments;
- insight into the effect created by means of soft furnishings will be reflected in group discussion, written assessments and / or practical assessments;
- the ability to apply the space theory to interpret the differences in consumers' needs will be reflected in group discussion, written assessments and / or practical assessments;
- convey insight into the factors that affect consumers' decision-making process when purchasing household appliances and furniture during professional oral presentations, group discussion, written assessments and / or practical assessments
- advice on effective consumer resource management will be determined by group discussion, written assessments and / or practical assessments; and
- ability to execute projects in groups will be reflected in group assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die student bewys dat sy/hy die uitkomst bereik het deur:

- begrip van verskille in verbruikers se behoeftes ten opsigte van sagte meublement en apparaat sal bepaal word aan die hand van groepbespreking, skriftelike assesserings en/of praktiese assesserings;
- insig rakende die effek verkry deur middel van sagte meublement sal weerspieël word gedurende groepbespreking, skriftelike assesserings en/of praktiese assesserings;
- die vermoë om die plekteorie toe te pas ter vertolking van die verskille in verbruikers se behoeftes sal weerspieël word tydens groepbespreking, skriftelike assesserings en/of praktiese assesserings;
- insig in die faktore wat die verbruikers se besluitnemingsproses en aankope van huishoudelike apparate en meubels beïnvloed deur dit tydens professionele aanbiedings mondeling voor te dra of tydens groepbespreking, skriftelike assesserings en/of praktiese assesserings deur te gee;
- raad oor doeltreffende verbruikershulpbronbestuur sal bepaal word aan die hand van groepbespreking, skriftelike assesserings en/of praktiese assesserings; en
- vermoë om projekte in groepsverband uit te voer sal in groepopdragte weerspieël word.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: VGHB311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 24

Title: Interior design and housing / **Titel:** Binneontwerp en behuising

Module outcomes:

After completion of the module, the student should be able to:

- demonstrate the necessary knowledge and insight in the scope and content of housing and interior design as subject areas,
- demonstrate the necessary knowledge and insight in the approaches and theories on which the planning and insight of living areas are based, as well as the needs which are related to having satisfaction and quality of life; and
- use various visual presentation techniques to demonstrate the above mentioned areas;
- render consumer guidance regarding housing types, housing decision-making, housing right and analyse economical aspects on micro level, and give and motivate a value judgement regarding the applicability and suitability of various living spaces;
- act correctly within an ethically framework and from a fixed value system in all communication concerning guidance of clients on housing and interior design;
- execute projects in group context and critically interpret, analyse and effectively integrate information from various sources into an applicable and suitable model of living spaces; and
- apply problem-solving skills regarding changed housing circumstances in order to optimally satisfy the needs of consumers.

Module uitkomstste:

Na voltooiing van die module moet die student in staat wees om:

- die nodige kennis en insig toon in die omvang en inhoud van behuising en binneontwerp as vakgebiede,
- die nodige kennis en insig toon in benaderings en teorieë waarop die beplanning en inrig van woonruimtes gebaseer is en die behoeftes wat met behuisingstevredenheid en lewensgehalte verband hou;
- verskeie visuele voorleggingstegnieke te kan gebruik om voorgaande uitkomstes te demonstreer;
- in staat wees om verbruikersvoorligting ten opsigte van behuisingstipes, -besluitneming, behuisingstipe te lewer, asook ekonomiese aspekte op mikrovlak te ontleed en 'n waarde- oordeel ten opsigte van die toepaslikheid en geskiktheid van verskillende woonruimtes kan gee en motiveer;
- vanuit 'n gevestigde waardesistiem eties korrek op te tree in alle kommunikasie rakende behuising- en binneontwerp voorligting aan kliënte;
- projekte in groepsverband kan uitvoer en inligting uit verskillende bronne krities te interpreteer, analiseer en op 'n effektiewe wyse integreer tot 'n toepaslike en geskikte model van woonruimtes; en
- probleemoplossingsvaardighede ten opsigte van veranderde behuisingstipe omstandighede kan toepas ten einde verbruikers se behoeftes optimaal te bevredig.

Assessment criteria:

Module outcomes will be assessed as follows:

- the knowledge and insight of Housing and Interior Design as subject areas and the various approaches and theories upon which the planning and furnishing of living areas are based, as well as the need associated with housing satisfaction and quality of life will be determined by way of practical classes, class tests and knowledge and application-based questions;
- the ability to inform consumers with regard to housing types, decision-making, the right to housing, as well as to analyse economic aspects at micro level, and act in an ethical manner regarding all communication with and guidance to clients, will be seen from class assignments and group discussions;
- the ability to carry out projects in group context and give a critical interpretation on information from various sources will be seen from group assignments;
- the ability to use various visual presentation techniques will be seen from practical classes and practical class assignments; and
- the application of problem solution skills in terms of changed housing circumstances in order to optimally satisfy consumers' needs will be determined in the light of work assignments and class discussions.

Assessment methods – Formal formative:

The students must submit assignments and written class tests.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die evaluering van die module-uitkomstste vind soos volg plaas:

- Die kennis en insig ten opsigte van Behuising en Binneontwerp as vakgebiede en die verskillende benaderings en teorieë waarop die beplanning en inrig van woonruimtes gebaseer is en die behoeftes wat met behuisingstevredenheid en lewensgehalte verband hou, word aan die hand van praktika, klastoetse en die beantwoording van kennis en toepassingsvrae bepaal.
- Klasopdragte en groepsbesprekings weerspieël die vermoë om verbruikers oor behuisingstipes, besluitneming en behuisingstipe in te lig; ekonomiese aspekte op mikrovlak te ontleed; eties korrek op te tree in kommunikasie en voorligting aan kliënte; projekte in groepsverband uit te voer; en inligting uit verskillende bronne krities te kan vertolk.
- Die vermoë om verskeie visuele voorleggingstegnieke te kan gebruik word in praktika en praktiese opdragte weerspieël.
- Die vermoë om probleem oplossings vaardighede ten opsigte van veranderde behuisingstipe omstandighede te kan toepas om verbruikers se behoeftes optimaal te bevredig, word aan die hand van werksopdragte en klasbesprekings bepaal.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time

Metode van aflewering: Voltyds

Module code / Modulekode:
VKLE114

Semester 1

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Fashion history / **Titel:** Modegeskiedenis

Module outcomes:

After completion of the module, the student should be able to:

- have knowledge concerning architectural, furnishing/interior and clothing styles, recognise them and describe them using the correct terms;
- have insight in the factors through which these styles originated and developed;
- have obtained an appreciation for the cultural heritage covered by the study module;
- be able to evaluate modern fashion trends by recognising historical characteristics and influences; and
- Access references in the library and on the Internet, and integrate the relevant information in literature assignments, effectively communicate the information in an ethically sound manner and correctly apply literature references.

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- kennis aangaande argitektoniese-, meubel/interieur- en klerestyle te hê, deur dit te herken en in die regte terme beskryf;
- insig in die faktore wat hierdie style laat ontstaan en ontwikkel het, hê;
- 'n waardering vir die kulturele erfenis soos deur die studiemodule gedek word, verkry het;
- moderne modeneigings kan evalueer deur historiese kenmerke en invloede te kan herken en beskryf; en
- naslaanwerk in die biblioteek en op die internet te kan raadpleeg en die toepaslike inligting in literatuuropdragte te kan integreer, effektief dit te kan kommunikeer in 'n eties korrekte wyse en literatuurverwysings korrek te kan toepas.

Assessment criteria:

Students would have attained the outcomes when they can demonstrate the following abilities:

- Knowledge regarding architectural, furniture/interior and clothing styles as well as the factors that gave rise to these styles and contributed to their development will be tested by way of written assessments;
- an appreciation for the cultural heritage will be determined by way of class discussions;
- the ability to evaluate modern fashion trends by recognising and describing historical characteristics and influences will be determined by way of written assessments as well as a personal assignment; and
- the ability to do research in the library and on the internet and to integrate the relevant information in literature assignments, effectively communicate the information in an ethically sound manner and to apply source references correctly – this outcome will be determined by way of written assessments and assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Studente het die uitkomst bereik indien hulle die volgende vermoëns kan demonstreer:

- kennis aangaande argitektoniese-, meubel/interieur- en klerestyle, asook insig in die faktore wat hierdie style laat ontstaan en ontwikkel het, sal getoets word aan die hand van geskrewe assesserings
- 'n waardering vir die kulturele erfenis sal bepaal word deur klasbesprekings
- die vermoë om moderne modeneigings te kan evalueer deur historiese kenmerke en invloede te kan herken en beskryf sal bepaal word aan die hand van geskrewe assesserings asook 'n individuele taakopdrag
- die vermoë om naslaanwerk in die biblioteek en op die internet te kan doen en die toepaslike inligting in literatuuropdragte te kan integreer, effektief dit te kan kommunikeer in 'n eties korrekte wyse en literatuurverwysings korrek te kan toepas- die uitkoms sal aan die hand van geskrewe assesserings en taakopdragte bepaal word.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assesserings (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: VKLE214	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Introduction to Fashion industry / **Titel:** Inleiding tot die modebedryf

Module outcomes:

After completion of the module, the student should be able to:

- have basic background knowledge of the clothing and textile industry;
- apply the distribution channels to any given products;
- explain the role of the consumer scientist in the fashion industry;
- predict the influence that various role players have on the consumer;
- explain the South African retail structure and also evaluate its effectiveness;
- have insight in the origin and development of fashion;

- analyse factors that influence consumer acceptance of fashion, and analyse and explain the principles of fashion prediction;
- explain the importance of the effective visual display of merchandise;
- use the library and Internet to access information and utilise and communicate the findings effectively; and
- conduct an informed conversation concerning the controversial ethical issues in the South African fashion industry.

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- basiese agtergrondkennis rakende die kleding- en tekstielindustrie te hê;
- die verspreidingskanale op enige gegewe produkte kan toepas;
- die rol van die verbruikerswetenskaplike binne die modebedryf kan verduidelik;
- die invloed wat verskeie rolspelers op die verbruiker kan hê kan voorspel;
- die Suid-Afrikaanse kleinhandelstruktuur kan verduidelik asook die effektiwiteit daarvan kan evalueer;
- insig in die ontstaan en ontwikkeling van mode te hê;
- faktore wat verbruikersaanvaarding van mode beïnvloed kan analiseer en die beginsels van modevoorspelling kan analiseer en verduidelik;
- die belang van effektiewe visuele handelswarevoorstellings kan verduidelik;
- die biblioteek en internet kan gebruik om inligting te verkry en die bevindinge effektief aan te wend en te kommunikeer; en
- 'n ingeligte gesprek rakende die kontroversiële etiese kwessies in die Suid-Afrikaanse mode-industrie kan voer.

Assessment criteria:

The student proves that he/she reached the outcomes by:

- correctly answering knowledge-based questions on the clothing and textile industry as a whole in the form of a test;
- evaluating given scenarios in the retail structure within which consumers make decisions based on factors that influence consumer acceptance of fashion in the form of test questions;
- explain the influence of various role players within the South African fashion industry on the consumer in a given assignment;
- explain the role of the consumer scientist regarding controversial ethnic questions in South Africa during oral presentations;
- look up references in the library, consult the Internet for information and integrate the appropriate information in group discussions and literature assignments, during the execution of a given assignment; and
- evaluate the effectiveness of visual presentations of merchandise during a practical presentation.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die student bewys dat sy die uitkomst bereik het deur:

- Kennisvrae oor die kleding- en tekstielindustrie in geheel in die vorm van 'n toets korrek te kan antwoord;
- Gegewe scenario's van die kleinhandelstruktuur waarbinne verbruikers besluite neem kan evalueer op grond van faktore wat verbruikersaanvaarding van mode beïnvloed, in die vorm van toetsvrae;
- Die invloed van verskeie rolspelers binne die Suid-Afrikaanse modebedryf op die verbruiker kan verduidelik in 'n gegewe opdrag;
- Die rol van die verbruikerswetenskaplike rakende kontroversiële etiese kwessies in Suid-Afrika kan verduidelik gedurende mondelinge voorleggings;
- Naslaanwerk in die biblioteek te doen, die internet vir inligting raadpleeg en die toepaslike inligting in groep besprekings en literatuuropdragte integreer tydens die uitvoering van 'n gegewe opdrag;
- Die effektiwiteit van visuele handelswarevoorstellings kan beoordeel tydens 'n praktiese voorlegging.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: VKLE312	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16

Title: Textile science / **Titel:** Tekstielkunde

Module outcomes:

After completion of the module, the student should be able to:

- reflect a sound knowledge of textile fibers, yarns, construction and finishes of textiles;
- analyse textile-related problems of consumers and make appropriate recommendations by applying knowledge of textiles;
- compare different fabrics in respect of their serviceability, in order to recommend suitable options for different purposes;
- at all times give guidance to the textile user from an established ethical value system to obtain and use textile sources in an ethically correct manner;
- explain the importance of quality control and apply and implement effective control measures;
- use various forms of technology to effectively communicate knowledge concerning textiles to the user; and
- co-operate and function as a member of a group on group assignments.

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- 'n Grondige kennis aangaande tekstielvesels, garings, tekstielstofkonstruksies en afwerkings te hê;
- tekstielverwante probleme van verbruikers te kan ontleed en deur die toepassing van tekstielkennis die korrekte aanbevelings te kan maak;
- verskillende tekstielstowwe ten opsigte van dienlikheid met mekaar te kan vergelyk om sodoende geskikte keuses vir verkillende doeleindes aan te beveel;
- ten alle tye op 'n eties verantwoordelike wyse en vanuit 'n gevestigde waardesisteem, aan die tekstielverbruiker voorligting te kan gee om op 'n eties-korrekte wyse tekstielbronne te verkry en te gebruik;
- die belang van kwaliteitsbeheer kan verduidelik, asook effektiewe beheermaatreëls kan toepas en implementeer;
- verskillende vorme van tegnologie te kan gebruik om kennis aangaande tekstiele effektief aan die verbruiker te kommunikeer; en
- in groepsopdragte en groepverband saam te kan werk en te kan funksioneer.

Assessment criteria:

Student's attainment of the outcomes will be determined as follows:

- Knowledge pertaining to textile fibers, yarns and the construction and finishes of textiles will be tested by way of written assessments and practical assignments;
- The ability to analyse textile-related consumer problems and to make appropriate recommendations, will be tested by way of class discussions, case studies and additional written assessments;
- Critically evaluate the production line in the textile industry and suggest improvements by way of written assessments and practical assignments;
- Critically evaluate current quality-control methods and suggest applicable improvements and also implement them as a consumer scientist by way of written assessments and practical assignments;
- Given an array of recommended options that would suit various purposes, the ability to compare different textiles in terms of their serviceability in order to arrive at a suitable choice will be tested by way of practical assignments, case studies and written assignments;
- The ability to give guidance to the textile user from an established ethical value system to obtain and use textile sources in an ethically correct manner will be assessed by way of practical assignments, case studies and written assignments;
- The ability to use various forms of technology to effectively communicate knowledge concerning textiles to the user will be assessed by way of practical assignments; and
- The ability to function effectively within a group will be tested by way of group assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Studente se bereiking van die uitkomst sal as volg bepaal word:

- Kennis aangaande tekstielvesels, garings en tekstielstofkonstruksies en -afwerkings sal met behulp van geskrewe assesserings en praktiese opdragte getoets word;
- Die vermoë om tekstielverwante verbruikersprobleme te ontleed en korrekte aanbevelings te maak, sal by wyse van klasbesprekings, gevallestudies en ander geskrewe assesserings getoets word;
- Die produksieyn in die tekstielbedryf krities kan evalueer en verbetering kan voorstel wat met behulp van geskrewe assesserings en praktiese opdragte getoets sal word;

- Huidige kwaliteitsbeheermetodes krities kan evalueer en as verbruikerswetenskaplike toepaslike verbeterings kan voorstel en ook implementeer wat met behulp van geskrewe assesserings en praktiese opdragte getoets sal word;
- Gegewe 'n verskeidenheid aanbevole opsies wat vir 'n verskeidenheid doeleindes gepas sou wees, sal die vermoë om die dienlikheid van verskillende tekstielstowwe met mekaar te vergelyk en om sodoende 'n geskikte keuse te maak by wyse van praktiese opdragte, gevallestudies en geskrewe assesserings getoets word;
- Die vermoë om ten alle tye op 'n eties verantwoordelike wyse en vanuit 'n gevestigde waardesisteem, aan die tekstielverbruiker voorligting te kan gee om op 'n eties-korrekte wyse tekstielbronne te verkry en te gebruik, sal geassesseer word deur praktiese opdragte, gevalle studies en geskrewe opdragte;
- Die vermoë om verskillende vorme van tegnologie te kan gebruik om kennis aangaande tekstiele effektië aan die verbruiker te kommunikeer, sal getoets word deur praktiese opdragte; en
- Die vermoë om doeltreffend as deel van 'n span te werk, sal met behulp van groepsopdragte getoets word.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
VKLE321

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: Clothing / Titel: Kleding

Module outcomes:

After completion of the module, the student should be able to:

- have integrated knowledge of inventory management from the manufacturer's point of view by defining the role of the consumer and consumer scientist in this regard and applying knowledge in practice
- demonstrate an understanding of consumer needs, preferences and problems in the fashion industry and demonstrate effective problem solving
- analyse and evaluate existing trend prediction techniques and apply them effectively to any retailer;
- function independently and in a problem-solving manner as consumer scientists;
- demonstrate understanding and insight in the clothing behaviour of individuals and groups from a framework of cognitive and symbolic interaction;
- analyse and critically reflect on the influence of culture on clothing and the individual in an academic and professional way;
- demonstrate a critical disposition towards social psychological aspects of clothing
- efficiently co-operate with others in groups; and
- use the library and the internet to obtain information and communicate in an ethical way as an individual and in a group

Module uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- Geïntegreerde kennis van voorraadbestuur vanuit die vervaardiger se oogpunt te kan deurgrond deur die rol van die verbruiker en verbruikerswetenskaplike hierin te omskryf en kennis in praktyk toe te pas;
- Demonstreer 'n begrip van verbruikers behoeftes, voorkeure en probleme in die modebedryf en demonstreer effektiewe probleem oplossings
- bestaande neigingvoorspellingstegnieke kan analiseer en evalueer en effektief kan toepas op enige kleinhandelaar;
- probleemoplossend en selfstandig as verbruikerswetenskaplikes te begin funksioneer.
- Demonstreer begrip en insig ten opsigte van kledinggedrag van individue en groepe vanuit 'n kognitiewe en simboliese interaksionele raamwerk;
- die invloed wat kultuur op kleding en die individu het, te kan omtrent en krities daarop te kan reflekteer op 'n akademiese en professionele manier;
- 'n kritiese ingesteldheid jeens sosiaal-sielkundige aspekte van kleding kan demonstreer:
- effektief in groepe met ander te kan saamwerk; en
- die biblioteek en internet te kan gebruik om inligting te verkry en op 'n etiese manier te kommunikeer as individu en in groepsverband .

Assessment criteria:

You have attained the module outcomes if you can demonstrate the following abilities:

- Define the term merchandise management from the manufacturer's viewpoint and explain the role of the consumer scientist in this regard in written assignments and tests;
- Identify leading South African and international fashion designers and provide a basic description of each one's work and accompanying target market in written assignments and tests;

- Discuss the importance of research by retailers and manufacturers for fashion forecasting in written assignments and tests;
- Extensively discuss the process of fashion research as well as the role of the consumer in each step in written assignments and tests;
- Identify and evaluate the different fashion services and resources available to fashion retailers in written assignments and tests;
- Compile a report to present new fashion trends to a client, together with a concept board;
- Critically evaluate current quality-control methods and suggest applicable improvements and also implement them as a consumer scientist in written assignments and tests;
- Critically discuss the theories on why people wear clothes on the basis of your value system in written assignments and tests.
- Give an overview of the role of clothes in the development of self-image in written assignments and tests;
- Explain the clothing behaviour of individuals and groups on the basis of the symbolic interactionism framework in written assignments and tests;
- Present a lecture/presentation in a group in which the traditional clothing of other culture groups in South Africa is indicated and explained;
- Analyse and discuss the influence of different cultures on clothing as well as the role of clothing on different cultures in a paper.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Studente het die module-uitkomst bereik indien hulle:

- die term handelswarebestuur uit die vervaardiger se oogpunt kan omskryf en die rol van die verbruikerswetenskaplike hierin kan verklaar in geskrewe opdragte en toetse;
- toonaangewende Suid-Afrikaanse en internasionale modeontwerpers kan identifiseer, asook 'n basiese beskrywing van elk se werk en meegaande teikenmark deur geskrewe opdragte en toetse;
- die belangrikheid van navorsing deur kleinhandelaars en vervaardigers by modevoorspelling kan bespreek in geskrewe opdragte en toetse;
- die prosesse van mode-navorsing breedvoerig kan bespreek, asook die rol wat die verbruiker in elke stap speel kan verklaar in geskrewe opdragte en toetse;
- die verskillende modedienste en hulpbronne beskikbaar aan mode-kleinhandelaars kan identifiseer en evalueer in geskrewe opdragte en toetse;
- 'n verslag kan saamstel om nuwe modeneigings voor te lê aan 'n kliënt, tesame met 'n konsepbord;
- Huidige kwaliteitsbeheermetodes krities kan evalueer en as verbruikerswetenskaplike toepaslike verbeterings kan voorstel en ook implementeer in geskrewe opdragte en toetse;
- Die teorieë waarom mense klere dra vanuit jou eie waardesisteen krities kan bespreek in geskrewe opdragte en toetse;
- 'n oorsig kan gee oor die rol van klere in die ontwikkeling van die selfbeeld in geskrewe opdragte en toetse;
- Die kledinggedrag van individue en groepe vanuit die simboliese interaksionisme raamwerk kan verduidelik en verklaar in geskrewe opdragte en toetse;
- In groepverband 'n lesing/demonstrasie kan aanbied waarin die tradisionele kleredrag van ander kultuurgroepe in Suid-Afrika getoon en verduidelik word en
- Die invloed wat verskillende kulture op kleding het asook die rol wat kleding op verskillende kulture het in 'n referaat kan analiseer en bespreek.

Assesseringsplan:

Deelnamepunt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
VPBB421

Semester 2

NQF level / NKR vlak: 8
Credits / Krediete: 8

Title: Health Service Management Skills / **Titel:** Gesondheidsdiensbestuursvaardighede

Module outcomes:

After completion of the module, the student should be able to:

- apply principles of health service management and financial leadership and quality assurance to management of a nursing or extensive primary health service unit.
- participate in the composition, training, teaching and applying of human resources with the aim of supplying health care to the community

Module-uitkomstste: Na voltooiing van die module moet die student in staat wees om: • beginsels van gesondheidsdiensbestuur en finansiële leierskap en gehalteversekering toe te pas in die bestuur van 'n verpleeg- of omvattende primêre gesondheidsdiensseenheid; en • te kan deelneem aan die samestelling, opleiding, onderrig en aanwending van menslike hulpbronne ten einde in die gesondheidsorg van die gemeenskap te voorsien.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPBP471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 8
Title: Health Service Management Practice / Titel: Gesondheidsdiensbestuurspraktyk		
Module outcomes: After completion of the module, the student should be able to: • plan, organize and audit a health service in hospital or in the community • He/she will be able to make professionally-ethical decisions and to function as a professional practitioner within the legal-ethical framework as well as be able to do a nursing research project.		
Module-uitkomstste: Na voltooiing van die module moet die student in staat wees om: • 'n gesondheidsdiens in hospitaal of in die gemeenskap te beplan, te organiseer en te audit; en • tot professioneel-etiese besluitneming en om as professionele praktisyn binne die wetlik-etiese raamwerk te funksioneer asook om 'n verpleegnavorsingsprojek uit te voer.		
Assessment methods: Practica / Assesseringsmetodes: Prakties		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPEK311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Introductory and Clinical Psychiatric Nursing Titel: Inleidende en Kliniese Psigiatriese Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: • show a broad conceptual and theoretical framework regarding psychiatric nursing as well as demonstrate knowledge of general acute psychiatric disorders, so that it forms the starting point according to which the student can facilitate the promotion, maintenance and restoration of her own mental health as well as the mental health of the patient.		
Module-uitkomstste: Na voltooiing van die module moet die student in staat wees om: • 'n breë konseptuele en teoretiese raamwerk ten opsigte van die Psigiatriese Verpleegkunde te toon asook kennis van algemene akute psigiatriese ongesteldhede te demonstreer, sodat dit die vertrekpunt vorm waarvolgens die student die bevordering, instandhouding en herstel van sy of haar eie geestesgesondheid sowel as die van die pasiënt fasiliteer.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPEP471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 26
Title: Psychiatric Nursing Science practice / Titel: Psigiatriese Verpleegkunde praktyk		
Module outcomes: After completion of the module, the student should be able to: • apply extensive psychiatric nursing for the mentally deranged and mentally retarded individual and groups in the hospital- and • apply extensive psychiatric nursing to the individual, family and groups in the community in a professional and culturally sensitive way to promote, maintain and restore mental health.		
Module-uitkomstste: Na voltooiing van die module moet die student in staat wees om: • omvattende psigiatriese verpleging toe te pas vir die geestesongestelde en geestesvertraagde individu en groepe in die hospitaal; en • omvattende psigiatriese verpleging toe te pas op die individu, gesin en groepe in die gemeenskap op 'n professionele en kultuursensitiewe wyse om geestesgesondheid te bevorder, in stand te hou en te herstel.		
Assessment methods: Practica / Assesseringsmetodes: Prakties		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 8

VPER421		Credits / Krediete: 16
Title: Psychiatric Nursing Science practice / Titel: Psigiatriese Verpleegpraktykvoering		
Module outcomes: After completion of the module, the student should be able to: render extensive psychiatric nursing to the individual, family, group and community in a culturally sensitive manner; as well as show personal integration regarding a professional role in Psychiatric Nursing for the promotion, maintenance and restoration of mental health.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: op 'n kultuursensitiewe wyse omvattende psigiatriese verpleging aan die individu, gesin, groep en gemeenskap te lewer, sowel as om persoonlike integrasie ten opsigte van 'n professionele rol in Psigiatriese Verpleegkunde te toon vir die bevordering, instandhouding en herstel van geestesgesondheid.		
Assessment methods: 1 x 3 hour 1 : 1 / Asseseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPEV321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Psychiatric Skills and Methods / Titel: Psigiatriese vaardighede en metodes		
Module outcomes: After completion of the module, the student should be able to: - to internalize a broad conceptual and theoretical framework of the psychiatric nursing practice. - apply the therapeutic use of the self by using psychiatric nursing skills and methods as well as identify her/his role and function in the mental health team with the aim of promoting, maintaining and restoring wholeness for himself/herself as well as for the patient.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: 'n breë konseptuele en teoretiese raamwerk van die Psigiatriese Verpleegpraktyk te internaliseer; en - terapeutiese gebruikmaking van die self kan toepas deur die gebruikmaking van Psigiatriese Verpleegvaardighede en -metodes asook sy/haar rol en funksie in die geestesgesondheidspan kan identifiseer ten einde heelheid by hom-/haarself en die pasiënt te bevorder, in stand te hou en te herstel.		
Assessment methods: 1 x 3 hour 1 : 1 / Asseseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPFB121	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 16
Title: Basic Needs and Professional Skills / Titel: Basiese behoeftes en professionele vaardighede		
Module outcomes: After completion of the module, the student should be able to: promote, maintain and restore health by providing the basic needs of patients within the community and in hospitals and apply principles of professional practice like legal, ethical and philosophical principles in the nursing practice.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: om gesondheid te bevorder, in stand te hou en te herstel deur in die basiese behoeftes van pasiënte binne die gemeenskap en in hospitale te voorsien en om beginsels van professionele praktykvoering soos wetlike, etiese en filosofiese beginsels in die verpleegpraktyk toe te pas.		
Assessment methods: 1 x 3 hour 1 : 1 / Asseseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPFI111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 16
Title: Introduction to Fundamental Nursing Science / Titel: Inleiding tot Fundamentele Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: to identify facilitating and impeding factors for wholeness in humans as whole persons in all age groups and cultures; to apply the scientific method of nursing and apply technology and intra- and interpersonal skills effectively to provide the basic needs of patients within a legal, ethical and philosophical framework.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: fasiliterende en belemmerende faktore vir heelheid by die mens as heelheidwese in alle ouderdomsgroepe en kulture te identifiseer; om die wetenskaplike metode van verpleging toe te pas en tegnologie en intra- en		

interpersoonlike vaardighede effektief aan te wend om in die basiese behoeftes van pasiënte te voorsien binne 'n wetlike, etiese en filosofiese raamwerk.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPFP171	Semester 1 & 2	NQF level / NKR vlak: 5 Credits / Krediete: 12
Title: Fundamental Nursing Science Practice / Titel: Fundamentele Verpleegpraktyk		
Module outcomes: After completion of the module, the student should be able to: - deliver high quality culturally sensitive nursing. The student will thus be able to promote, maintain and restore the health of the patient in the hospital/community as well as to assess the patient with reference to his/her basic needs, to plan and implement nursing and evaluate its affectivity within a legal, ethical and philosophical framework. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - hoë kwaliteit kultuursensitiewe verpleging te lewer. Die student sal dus in staat wees om die gesondheid van die pasiënt in die hospitaal/gemeenskap te bevorder, in stand te hou en te herstel asook om die pasiënt te beraam met betrekking tot sy/haar basiese behoeftes, verpleging te beplan, te implementeer en die effektiwiteit daarvan te evalueer binne 'n wetlike, etiese en filosofiese raamwerk.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGI111	Semester 1	NQF level / NKR vlak: 5 Credits / Krediete: 8
Title: Introduction to Community Nursing Science / Titel: Inleiding tot Gemeenskapsverpleegkunde		
Module outcomes: After completion of the module, the student should be able to: - clear out the concepts of community nursing within the national and international development of extensive community health with specific reference to the South African context of diversity to render service as a member of a team according to the Batho Pele principles to the individual, family and groups within the community for promoting, maintaining and restoring health. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - konsepte vanuit verskeie teoretiese begroting en die rol van Gemeenskaps-verpleegkunde uit te klaar binne die nasionale en internasionale geskiedenis en ontwikkeling van omvattende gemeenskapsgesondheid met spesifieke verwysing na die Suid-Afrikaanse konteks van verskeidenheid om binne spanverband kwaliteit diens volgens die Batho Pele beginsels te lewer aan die individu, gesin en groepe binne die gemeenskap ten einde gesondheid te bevorder, in stand te hou en te herstel.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGO221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Extensive Primary Healthcare / Titel: Omvattende Primêre Gesondheidsorg		
Module outcomes: After completion of the module, the student should be able to: - function within a cultural and ethical framework as a full member of the multidisciplinary team in the rendering of extensive primary health services during the complete life cycle of individuals, families, groups and communities within a legal, ethical and philosophical framework. This skill implies planning and management of an extensive primary health organization service; identification of health determinants that indicate facilitating and impeding possibilities; and participation of health programme evaluation according to set indicators and criteria to ensure quality care in promoting, maintaining and restoring health of individuals, groups and community. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - binne 'n kulturele en etiese raamwerk as 'n volwaardige lid van die multidissiplinêre span te funksioneer in die lewering van omvattende primêre gesondheidsdienste gedurende die hele lewensverloop van individue, gesinne, groepe en gemeenskappe binne 'n wetlike, etiese en filosofiese raamwerk. Hierdie vaardigheid behels beplanning en bestuur van 'n omvattende primêre gesondheidsorganisasiediens; identifisering van gesondheidsdeterminante wat fasiliterende en belemmerende moontlikhede aandui; en deelname aan gesondheidsprogramevaluering volgens gestelde indikatore en kriteria ten einde gehalte sorg te verseker in die bevordering, instandhouding en herstel van gesondheid van individue, groepe en gemeenskap.		

Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGP171	Semester 1 & 2	NQF level / NKR vlak: 5 Credits / Krediete: 8
Title: Community Nursing Science Practice / Titel: Gemeenskapsverpleegkunde Praktyk		
Module outcomes: After completion of the module, the student should be able to: • apply the principles of the scientific nursing process within a multidisciplinary team, to facilitate health information effectively and distinguish between the different services required to render an extensive service that is culturally congruent and reflects the Batho Pele principles within a legal, ethical and philosophical framework. This knowledge is acquired within the dynamics of changes in the community as result of various influences on health like ethical questions, cultural differences, economic influences and political processes. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • binne multidissiplinêre spanverband die beginsels van die wetenskaplike verpleegproses toe te pas, gesondheidsvoorgligting effektief te fasiliteer en te onderskei tussen die verskillende dienste wat vereis word om 'n omvattende gemeenskapsdiens te lewer wat kultuur kongruent is en die Batho Pele beginsels weerspieël binne 'n wetlike, etiese en filosofiese raamwerk. Hierdie kennis word opgedoen binne die dinamika van veranderinge in die gemeenskap as gevolg van verskeie invloede op gesondheid soos etiese kwessies, kultuurverskille, ekonomiese invloede en politieke prosesse.		
Assessment methods: Practica / Assesseringsmetodes: Prakties		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGP271	Semester 1 & 2	NQF level / NKR vlak: 6 Credits / Krediete: 12
Title: Community Nursing Science Practice / Titel: Gemeenskapsverpleegkunde Praktyk		
Module outcomes: After completion of the module, the student should be able to: • function within an extensive primary health care service in which all the components of such a service are addressed according to the national policy. There will be opportunity for participation in community assessment to promote health through a community development project Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • binne 'n omvattende primêre gesondheidsorgdiens te funksioneer waarbinne al die komponente van so 'n diens aangespreek word volgens die nasionale beleid. Daar sal geleentheid wees tot deelname aan gemeenskapsberaming om gesondheid te bevorder deur 'n gemeenskaps-ontwikkelingsprojek		
Assessment methods: Practica / Assesseringsmetodes: Prakties		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGP372	Semester 1 & 2	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Community- and Psychiatric Nursing Science Practice Titel: Gemeenskaps- en Psigiatryse Verpleegkunde Praktyk		
Module outcomes: After completion of the module, the student should be able to: • function within an extensive primary health care service as a full member of the multidisciplinary team, facilitate influences that have a facilitating as well as an impeding effect on people of all ages in rural as well as urban areas. • after exposure to mental health services, be able to apply psychiatric skills to determine the needs in mental health and conduct a supporting interview with a patient; promote and maintain mental health in the community. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • binne 'n primêre gesondheidsorgdiens te funksioneer as volwaardige lid van die multidissiplinêre span, invloede wat 'n fasiliterende sowel as belemmerende uitwerking op welstand van mense van alle ouderdomme in die platteland sowel as binne stedelike gebiede het, insluitende rehabilitasie te fasiliteer; en • geleentheid te kry vir blootstelling aan geestesgesondheidsdienste en sal ook psigiatryse vaardighede kan toepas ten einde 'n pasiënt se geestesgesondheidsbehoeftes te beraam en 'n ondersteunende onderhoud met 'n pasiënt te voer en geestesgesondheid in die gemeenskap te bevorder, in stand te hou en te herstel.		
Assessment methods: Practica / Assesseringsmetodes: Prakties		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: VPGR122	Semester 2	NQF level / NKR vlak: 5 Credits / Krediete: 8
Title: Community Nursing Science Processes / Titel: Gemeenskapsverpleegkunde prosesse		
Module outcomes: After completion of the module, the student should be able to: • assess facilitating and impeding factors involved in individuals, families, groups and communities in a scientific manner and plan interventions by using various processes in community nursing to promote, maintain and restore health at community level intersectorally within a legal, ethical and philosophical framework. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • fasiliterende en belemmerende faktore betrokke by individue, gesinne, groepe en gemeenskappe op wetenskaplike wyse te beraam en intervensies te beplan deur gebruik te maak van verskeie prosesse, insluitende gesondheidsvoorligting binne Gemeenskapsverpleegkunde om op gemeenskapsvlak intersektoraal gesondheid te bevorder, in stand te hou en te herstel binne 'n wetlike, etiese en filosofiese raamwerk.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGR211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Introduction to Primary Healthcare / Titel: Inleiding tot Primêre Gesondheidsorg		
Module outcomes: After completion of the module, the student should be able to: • critically evaluate and give an overview on health care services in South Africa, with specific reference to primary health care; • participate actively in community programmes and health services on the grounds of basic principles and components of primary health care within legal-, ethical- and socio-cultural frameworks; • use the applied scientific approach to facilitate health promotion by giving consideration to ecological and preventative-, promotion- and rehabilitation dimensions, whilst providing the highest standard health care contributing to recovering of health in individuals, families and groups in the community; • function as member of a health team, involved in community health, whilst demonstrating a conscious understanding of the role and function, responsibility and accountability as nursing professional in the discipline of community health and within the broader health system; and • apply the scientific process of nursing in order to provide a cultural congruent primary health care service to the mother and child, from birth to adolescent. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • 'n Oorsig gee van die gesondheidsdienste in Suid Afrika en dit krities evalueer met verwysing na primêre gesondheidsorg; • Aktief deelneem aan gemeenskapsprogramme en gesondheidsdienste wat gegrond is op die basiese beginsels en komponente van primêre gesondheidsorg binne die wetlike, etiese en sosiokulturele raamwerk; • Die wetenskaplike benadering van verpleging tot omgewingsgesondheid binne die Teorie van Menslike Heelheid implementeer, met die nodige inagneming van die ekologiese en voorkomende, bevorderende, genesings- en rehabiliterings- dimensies, terwyl jy gesondheidsorg van die hoogste standaard verskaf om die gesondheid van individue, gesinne en groepe in die gemeenskap te herstel; • Funksioneer as 'n lid van 'n gesondheidsorgspan wat besorg is oor gemeenskapsgesondheid, met 'n bewuste begrip van jou rol en funksie, verantwoordelikheid en aanspreeklikheid as 'n verpleegkundige in die dissipline van gemeenskapsgesondheid en die oorkoepelende gesondheidstelsel; • Die wetenskaplike proses van verpleging toepas om 'n kultureel kongruente, omvattende primêre gesondheidsorgdiens van na geboorte tot adolessensie aan die moeder en kind te verskaf.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGS311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Rural and Urban Community Health / Titel: Plattelandse en stedelike gemeenskapsgesondheid		
Module outcomes: After completion of the module, the student should be able to: • identify the environmental, economic, cultural, ethical, political and other influences that have a facilitating as well as impeding effect on health and welfare of people of all age groups in rural as well as urban areas		

- implement ethical decision making within the cultural diversity of South Africa, to identify environmental influences on health and welfare and to promote, maintain and restore health by prevention and control of infectious, transmittable and serious endemic diseases in South Africa. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - die omgewing-, ekonomiese-, kulturele-, etiese-, politieke en ander invloede wat fasiliterende sowel as belemmerende uitwerking op gesondheid en welstand van mense van alle ouderdomsgroepe in plattelandse sowel as stedelike gebiede het, te identifiseer; en - om etiese besluitneming binne die kultuur-diversiteit van Suid-Afrika te implementeer, omgewingsinvloede op gesondheid en welstand te identifiseer en om gesondheid te bevorder, in stand te hou en te herstel deur voorkoming en beheer van aansteeklike, oordraagbare en ernstige endemiese siektetoestande in Suid-Afrika.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPGW211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Health Promotion for Nursing Science / Titel: Gesondheidsbevordering vir Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: - conceptual framework and theoretical models within health promotion; - international and national events on health promotion; - health risks and protection factors at individual, group and community level; - collaboration strategies, mechanisms and mediation within a multidisciplinary team and with other role-players in the community with reference to promotion of health; - availability of health and related services that can be used as resources; - policy stated at national level with reference to health promotion; - scientific approach applied to facilitate health promotion after the community profile was set up; - the role of community participation and community involvement within health promotion; - development of community projects; - behaviour change and health information; and - effective communication within the cultural spectrum to facilitate health promotion Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - konseptuele raamwerk en teoretiese modelle binne gesondheidsbevordering; - internasionaal en nasionale gebeure met invloed op gesondheidsbevordering; - gesondheidsrisiko's en beskermingsfaktore op individuele-, groeps en gemeenskapsvlak; - samewerkingstrategieë, -meganismes en voorspraak binne multidissiplinêre span en ander rolspelers in die gemeenskap met verwysing na bevordering van gesondheid; - beskikbaarheid van gesondheids- en verwante dienste wat as hulpbronne gebruik kan word; - beleid soos op nasionale vlak uiteengesit met verwysing na gesondheidsbevordering; - wetenskaplike benadering toepas om gesondheidsbevordering te fasiliteer nadat die gemeenskapsprofiel opgestel is; - die rol van gemeenskapsdeelname en gemeenskapsbetrokkenheid binne gesondheids-bevordering; - ontwikkeling van gemeenskapsprojekte; - gedragsverandering en gesondheidsvoorligting; en - effektiewe kommunikasie binne kulturele spektrum om gesondheidsbevordering te fasiliteer.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPLS371	Semester 1 & 2	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Lifestyle Enrichment / Titel: Lewensstylverryking		
Module outcomes: After completion of the module, the student should be able to: - handle the world of nursing and as an adult student the demands that the career requires by developing interpersonal and communication skills. - show knowledge and skills regarding self-image, self assertion and effective communication. - These skills are also extended to effective assessment and support interviewing, health education, handling stress, handling crises and accompanying the dying.		

- demonstrate knowledge and skills regarding home stimulation programmes of the healthy and the mentally retarded individual. - This module promotes self-enrichment of the student with the objective of enriching the individual, family and community. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - die wêreld van verpleging en as 'n volwasse student die eise wat die beroep stel te hanteer deur interpersoonlike en kommunikasievaardighede te ontwikkel; - kennis en vaardighede te openbaar ten opsigte van selfbeeld, selfhandhawing en effektiewe kommunikasie; - hierdie vaardighede word ook uitgebrei tot effektiewe beraming en ondersteunings-onderhoudvoering, gesondheidsonderrig, streshantering, krisishantering en sterwens-begeleiding; - kennis en vaardighede te demonstreer met betrekking tot tuisstimulasieprogramme van die gesonde en die geestesvertraagde individu; en - hierdie module bevorder selfverryking van die student om sodoende die individu, gesin en gemeenskap te verryk.		
Assessment methods: Practica / Only attendance / Assesseringsmetodes: Prakties / Slegs bywoning		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPLS471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 8
Title: Psychiatric and Nursing Science skills and methods Titel: Psigiatriese- en verpleegvaardighede en -metodes		
Module outcomes: After completion of the module, the student should be able to: - promote, maintain and restore mental health of the individual and family as part of the community, by using psychiatric nursing skills and methods. - also strive for an increase in personal and professional self-knowledge thereby facilitating his/her own as well as the patient's pursuit of wholeness. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - geestesgesondheid van die individu en gesin as deel van die gemeenskap te bevorder, in stand te hou en te herstel deur die gebruikmaking van psigiatriese verpleegvaardighede en -metodes; en - te streef na toename in persoonlike en professionele selfkennis om sodoende haar/sy eie sowel as die pasiënt se strewe na heelheid te fasiliteer.		
Assessment methods: Practica / Only attendance / Assesseringsmetodes: Prakties / Slegs bywoning		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPNN232	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Introduction to Nursing Research / Titel: Inleiding tot Verpleegnavorsing		
Module outcomes: After completion of the module, the student should be able to: - manage the research process and related concepts Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - die verloop van die navorsingsproses en die verwante konsepte te bemeester		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPNN411	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8
Title: Methodology of Nursing Research / Titel: Metodologie van Verpleegnavorsing		
Module outcomes: After completion of the module, the student should be able to: - plan health related research of a high ethical standard in order to promote service delivery to individuals, families and communities and to expand professional knowledge Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - gesondheidsverwante navorsing van hoogstaande etiese standaard te beplan ten einde dienslewering aan individue, gesinne en gemeenskappe te bevorder en om die professionele kennisbasis uit te brei.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		

Module code / Modulekode: VPNP471	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 8
Title: Nursing Research Project / Titel: Verpleegnavorsing projek		
Module outcomes: After completion of the module, the student should be able to: - do a health related research project by planning the project, data collection and analysis, making recommendations for the improvement of nursing practice and expansion of the scientific knowledge base as well as reporting by publication of articles and delivering a possible congress paper Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: 'n gesondheidsverwante navorsingsprojek uit te voer deur die beplanning van die projek, data-insameling en -analise, aanbevelings vir die verbetering van die verpleegpraktyk en uitbreiding van die wetenskaplike kennisbasis asook verslaglewering deur artikelpublikasie en moontlike kongresvoordrag.		
Assessment methods: Practica 1 : 1 / Asseseringsmetodes: Prakties 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPPF411	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 8
Title: Legislation and Professional Practice / Titel: Wetgewing en professionele praktykvoering		
Module outcomes: After completion of the module, the student should be able to: - realize as a practicing professional nurse, a Christian life and world view and to accept within the legal-ethical framework professional responsibility in practice and show a pursuit of professional and personal growth and health. - facilitate within the relevant cultural contexts, health by patients, colleagues and subordinates. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - as praktiserende professionele verpleegkundige, 'n Christelike lewens-, en wêreldbeskouing te verwesenlik en om binne die wetlike-etiese raamwerk professionele aanspreeklikheid in praktykvoering te aanvaar en 'n strewe na professionele en persoonlike groei en gesondheid te toon; en - binne die toepaslike kulturele konteks, gesondheid by pasiënte, kollegas en ondergeskiktes kan fasiliteer.		
Assessment methods: 1 x 2 hour 1 : 1 / Asseseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPVA412	Semester 1	NQF level / NKR vlak: 8 Credits / Krediete: 16
Title: Complicated Midwifery / Titel: Gekompliseerde Verloskunde		
Module outcomes: After completion of the module, the student should be able to: - apply knowledge of the pathology and clinical pictures of deviations and complications that may occur during childbirth regarding the neonate, as well as knowledge of the relevant pharmacology, to the nursing of the patient with complicated childbirth and high-risk neonates. - recognize genetic deviations and support the family psychologically as well as should be able to manage a practice unit as independent midwife/accouter within the broad health framework and within the legal-ethical framework. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - kennis van die patologie en kliniese beelde van afwykings en komplikasies wat tydens baring, en met betrekking tot die neonat voorkom, sowel as kennis van die relevante farmakologie, te kan toepas in die verpleging van die pasiënt met gekompliseerde baring en hoë risiko neonat; en - genetiese afwykings te herken en die gesin psigologies ondersteun asook in staat wees om as onafhanklike vroedvrou/vroedmeester binne die breë gesondheidsraamwerk en binne die wetlike -etiese raamwerk, 'n eenheid of praktyk te kan bestuur.		
Assessment methods: 2 x 2 hour 1 : 1 / Asseseringsmetodes: 2 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPVB321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Normal childbirth and complicated pregnancy		
Titel: Normale baring en gekompliseerde swangerskap		
Module outcomes: After completion of the module, the student should be able to:		

• apply knowledge of the physiological changes during childbirth, maternal and fetal welfare as well as promotion of childbirth and dealing with pain to the scientific nursing of the patient during childbirth. • apply knowledge of pathology and clinical pictures of complications that may occur during pregnancy to the scientific nursing of the pregnant woman with complications as well as to apply knowledge of relevant pharmacology and the South African Nursing Council Regulation. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • kennis van die fisiologiese veranderinge tydens baring, moederlike en fetale welsyn sowel as vordering van baring en hantering van pyn te kan toepas in die wetenskaplike verpleging van die pasiënt tydens baring; en • kennis van patologie en kliniese beelde van komplikasies wat tydens swangerskap ontstaan, te kan toepas in die wetenskaplike verpleging van die swanger vrou met komplikasies asook om kennis van relevante farmakologie en die Suid-Afrikaanse Raad op Verpleging Regulasies te kan toepas.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPV1222	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 8
Title: Introductory Midwifery and normal pregnancy Titel: Inleidende Verloskunde en normale swangerskap		
Module outcomes: After completion of the module, the student should be able to: • demonstrate knowledge of fundamental terms and principles of Midwifery; explain the role of the midwife in the multidisciplinary team and integrate the relevant SANC regulations for safe practice. • apply knowledge of the anatomic, physiological and psychological changes during pregnancy, as well as the knowledge of the development and physiology of the fetus to the scientific nursing of the pregnant patient and her fetus. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • kennis van grondliggende terme en beginsels van Verloskunde te demonstreer, die rol van die vroedvrou in die multidissiplinêre span te verduidelik en relevante SARV-regulasies te integreer vir veilige praktykvoering; en • kennis van die anatomiese, fisiologiese en psigologiese veranderinge tydens swangerskap, sowel as die kennis van die ontwikkeling en fisiologies van die fetus te kan toepas in die wetenskaplike verpleging van die swanger pasiënt en haar fetus.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPVN311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 8
Title: Normal neonate, puerperium and parenthood / Titel: Normale neonaat, puerperium en ouerskap		
Module outcomes: After completion of the module, the student should be able to: • apply knowledge of the physiological changes after birth as well as the physiological and psychological properties and needs of the neonate to the scientific nursing of the neonate within the framework of the relevant South African Nursing Council Regulations. • apply knowledge of the anatomy, physiology and psychological changes during the puerperium to the scientific nursing of the patient during the normal and abnormal puerperium; apply the principles of health information in giving information on parenthood in individuals and groups. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • kennis van die fisiologiese veranderinge na geboorte sowel as die fisiologiese en psigologiese eienskappe en behoeftes van die neonaat te kan toepas in die wetenskaplike verpleging van die neonaat binne die raamwerk van die relevante Suid-Afrikaanse Raad op Verpleging Regulasies; en • kennis van die anatomie, fisiologie en psigologiese veranderinge gedurende die puerperium te kan toepas in die wetenskaplike verpleging van die pasiënt gedurende die normale en abnormale puerperium; die beginsels van gesondheidsvoorrugting in die gee van voorligting oor ouerskap in individuele en groepsverband te kan toepas.		
Assessment methods: 1 x 2 hour 1 : 1 / Assesseringsmetodes: 1 x 2 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPVP372	Semester 1 & 2	NQF level / NKR vlak: 7 Credits / Krediete: 18

Title: Midwifery Practice I / Titel: Verloskunde Praktijk I		
Module outcomes: After completion of the module, the student should be able to: • give health information to individuals and groups regarding pregnancy, childbirth and parenthood. • nurse the pregnant patient and her fetus the patient during normal childbirth and puerperium scientifically, individually and holistically within the legal framework as well as to apply the technology applicable to Obstetric Nursing in a suitable way.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • gesondheidsvoorligting te kan gee aan individue en groepe aangaande swangerskap, baring en ouerskap; en • die swanger pasiënt en haar fetus, die pasiënt tydens normale baring en puerperium wetenskaplik, geïndividualiseerd en holisties te kan verpleeg binne die wetlike raamwerk van die Suid-Afrikaanse Raad op Verpleging Regulasies asook die tegnologie van toepassing in Verloskunde toepaslik te kan aanwend.		
Assessment methods: Practica 1 : 1 / Assesseringsmetodes: Prakties 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPVP472	Semester 1 & 2	NQF level / NKR vlak: 8 Credits / Krediete: 32
Title: Midwifery Practice II / Titel: Verloskunde Praktijk II		
Module outcomes: After completion of the module, the student should be able to: • nurse scientifically, individually and as a whole person the patient with complications during childbirth and puerperium as well as the high-risk neonates within the legal framework. • apply obstetric emergency actions and manage a unit of practice within the broad health framework within the legal framework.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • die pasiënt met komplikasies tydens baring en puerperium sowel as hoë risiko neonaat wetenskaplik, geïndividualiseerd en as 'n heelmens te kan verpleeg binne die wetlike raamwerk; en • obstetriesse noodoptrede te kan toepas en binne die breër gesondheidsraamwerk 'n eenheid of praktyk kan bestuur binne die wetlike raamwerk van die Suid-Afrikaanse Raad op Verpleging Regulasies.		
Assessment methods: Practica 1 : 1 / Assesseringsmetodes: Prakties 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPWB211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Impaired Health Status and Minor disorders		
Titel: Belemmerde gesondheidstatus en geringe onsteldhede		
Module outcomes: After completion of the module, the student should be able to: • promote, maintain and restore health by quality nursing within the legal, ethical and cultural framework according to the scientific approach of nursing as focused on impaired health status of the individual, family and community- and • use problem-solving and critical analytical skills in assessing and diagnosing minor disorders in the patient and also plan, implement and evaluate nursing accordingly.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • binne die wetlike, etiese en kulturele raamwerk volgens die wetenskaplike benadering van verpleging soos gefokus op belemmerde gesondheidstatus, die gesondheid van die individu, gesin en gemeenskap deur gehalte verpleging te bevorder, in stand te hou en te herstel; en • van probleemoplossing- en kritiese analitiese vaardighede gebruik te maak ten einde geringe ongesteldhede by die pasiënt te beraam, diagnoseer en verpleging te beplan, implementeer en evalueer.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPWG221	Semester 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Minor disorders / Titel: Geringe onsteldhede		
Module outcomes: After completion of the module, the student should be able to:		

- render nursing within a culturally sensitive, ethical and legal framework to the individual, family and community with infectious and transmittable diseases. - use problem solving and critical analytical skills in assessing and diagnosing minor disorders in the patient as well as plan, implement and evaluate nursing for it. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - verpleging binne 'n kultuursensitiewe, etiese en wetlike raamwerk aan die individu, gesin en gemeenskap met aansteeklike en oordraagbare siekte te lewer; en - van probleemoplossings- en kritiese analitiese vaardighede gebruik te maak te einde geringe ongesteldhede by die pasiënt te beraam, diagnoseer en verpleging te beplan, implementeer en evalueer.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPWP271	Semester 1 & 2	NQF level / NKR vlak: 6 Credits / Krediete: 16
Title: Minor disorders in practice / Titel: Geringe onsteldhede in praktyk		
Module outcomes: After completion of the module, the student should be able to: - render quality culturally sensitive nursing to promote, maintain and restore the health of a patient with minor disorder in the hospital/community. - assess the patient, plan, implement and evaluate nursing regarding the minor disorders of all body systems. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - hoë kwaliteit kultuursensitiewe verpleging te lewer ten einde die gesondheid van 'n pasiënt in die hospitaal/ gemeenskap met geringe ongesteldheid te bevorder, in stand te hou en te herstel; en - die pasiënt te beraam, verpleging te beplan, implementeer en evalueer met betrekking tot die geringe ongesteldhede van alle liggaamstelsels.		
Assessment methods: Practica 1 : 1 / Assesseringsmetodes: Prakties 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPXP371	Semester 1 & 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Specialization Nursing Science Practice / Titel: Spesialisasie Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: - assess the patient with a medical or surgical condition in the tertiary health service facility. - plan, implement and evaluate high quality, culturally sensitive nursing in order to promote, maintain and restore health in the patient with chronic and acute conditions of all the body systems. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: - die pasiënt met 'n mediese of chirurgiese toestand in die tersiêre gesondheidsdiens-fasiliteit te beraam; en - hoë kwaliteit, kultuursensitiewe verpleging te kan beplan, implementeer en evalueer ten einde gesondheid te bevorder, in stand te hou en te herstel by die pasiënt met kroniese en akute toestande van al die liggaamstelsels.		
Assessment methods: Practica 1 : 1 / Assesseringsmetodes: Prakties 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPXS311	Semester 1	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Specialization Nursing Science / Titel: Spesialisasie Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: - as a member of multi-professional team, render promotion, maintenance and restoration, culturally sensitive nursing within a legal-ethical framework to the individual in tertiary health facilities. - implement the scientific method of nursing within the framework of the nursing theory w.r.t human completeness as applied to specialized medical and surgical conditions on the following body systems: Otorhinolaryngology; Respiratory; Cardiovascular; Haemopoietic; Digestion; Endocrinology; Metabolic; and to render intra-operative nursing in the operation theatre. Module-uitkomst: Na voltooiing van die module moet die student in staat wees om:		

• as lid van die multiprofessionele span, bevorderende, instandhoudende en herstellende, kultuursensitiewe verpleging binne 'n wetlike-etiese raamwerk aan die individu in tersiêre gesondheidsfasiliteite te verskaf; en • die wetenskaplike metode van verpleging binne die raamwerk van die Verpleegteorie vir Mensheelheid kan implementeer soos van toepassing op gespesialiseerde medies en chirurgiese toestande van die volgende liggaamstelsels: Otorhinolaringologie; Respiratories; Kardiovaskulêr; Hemapoeties; Spysvertering; Endokrinologie; Metabolies; en om intra-operatiewe verpleging in die operasiesaal te lewer.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VPXS321	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: Specialization Nursing Science / Titel: Spesialisasie Verpleegkunde		
Module outcomes: After completion of the module, the student should be able to: • render (as a member of the multi-professional team) culturally sensitive nursing within a legal-ethical framework to individuals in tertiary health facilities. • implement the scientific method of nursing within the framework of the nursing theory w.r.t human completeness as applicable to specialized medical and surgical conditions on the following body systems: Genito-urinary; Musculo-skeletal; Neurology; Ophthalmology; and Dermatology.		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om: • as lid van die multiprofessionele span, bevorderende, handhawende en herstellende, kultuursensitiewe verpleging binne 'n wetlike-etiese raamwerk aan die individu in tersiêre gesondheidsfasiliteite te verskaf; en • die wetenskaplike metode van verpleging binne die raamwerk van die Verpleegteorie vir Mensheelheid kan implementeer soos van toepassing op gespesialiseerde medies en chirurgiese toestande van die volgende liggaamstelsels: Genito-urinêr; Muskulo-skeletaal; Neurologie; Oftalmologie; en Dermatology.		
Assessment methods: 1 x 3 hour 1 : 1 / Assesseringsmetodes: 1 x 3 uur 1 : 1		
Method of delivery: Full-time / Metode van aflewering: Voltyds		
Module code / Modulekode: VVBG211	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 12
Title: Introduction to Consumer Behaviour / Titel: Inleiding tot Verbruikersgedrag		
Module outcomes: Upon successful completion of this module, the student should be able to demonstrate: • Detailed knowledge and understanding of what consumer behaviour entails and how it applies and relates to fields within consumer sciences, as well as be able to evaluate, discuss and practically apply the various influencing factors and elements concerning consumer decision making by solving given problems; • understanding of the importance of consumerism and associated aspects within the South African context, as well as be able to select, implement and manage strategies to optimise consumer behaviour in different given contexts; • actions in accordance with knowledge and insight gained about the ethical and professional role and purpose of a consumer scientist, specifically towards consumers; and • research skills such as consultation of the relevant sources relating to consumer behaviour; analysis of various information sources in order to determine and compare the relevance thereof with a view to complete specific literature assignments; correct referencing of sources; and communicating the results of such research in a reliable, accurate and coherent manner to the relevant audience.		
Module-uitkomst: Na voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer: • 'n Deeglike mate van kennis en begrip oor wat verbruikersgedrag behels asook hoe dit van toepassing is en verband hou met die verskillende velde van Verbruikerswetenskappe, sowel as die vermoë om die onderskeie faktore en elemente aangaande verbruikersbesluitneming te kan evalueer, bespreek en prakties te kan toepas deur gegewe probleme op te los; • 'n begrip van die belangrikheid van verbruikerswese en verbandhoudende aspekte in die Suid-Afrikaanse konteks, en die vermoë om strategieë te selekteer, te implementeer en te bestuur wat sal bydra tot optimalisering van verbruikersgedrag in gegewe kontekste; • aksies in ooreenstemming met kennis en insig wat opgedoen is oor die etiese en professionele rol en taak van 'n verbruikerswetenskaplike, spesifiek teenoor verbruikers; • navorsingsvaardighede soos die konsultasie van relevante bronne wat verband hou met verbruikersgedrag; ontleding van verskeie inligtingsbronne om die relevansie daarvan te kan bepaal en vergelyk ten einde spesifieke literatuurverwante opdragte te voltooi; korrekte aanhaling van en verwysing na bronne; en kommunisering van die resultate van hierdie navorsing op 'n betroubare, akkurate en samehangende manier en aan 'n geskikte gehoor te kan voordra.		

Assessment criteria:

The student proves that he or she has reached the outcomes:

- If they are able to define consumer behaviour concepts and explain the origin and development of consumer behaviour theories within the field of consumer science through tests and practical assignments;
- when they can to identify, analyse and select the most appropriate method to address given consumer decision making scenarios;
- when they are able to apply problem solving skills with regards to consumer decision making by presenting practical assignments in a professional way;
- if they are able to analyse, process and present integrated literature on a discipline-related topic in consumer behaviour by consulting the internet for information and integrating applicable knowledge in literature studies and during the execution of a given assignment;
- the ability to evaluate consumer behaviour related issues and challenges by explaining the task of the consumer scientist during oral presentations;
- if they are able to incorporate ethical implications of decisions, actions and practices specifically relevant to consumer behaviour within the South African context in given assignments.

Assessment methods – Formal formative:

The students must submit assignments and written class tests.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die student bewys dat hy of sy die uitkomst bereik het deur:

- As hulle verbruikersgedragskonsepte kan definieer en die oorsprong en ontwikkeling van verbruikersgedragsteorieë binne die veld van verbruikerswetenskap kan verduidelik deur middel van toetse en praktiese opdragte;
- wanneer hulle die mees geskikte metode kan identifiseer, ontleed en selekteer om gegewe verbruikersbesluitnemingstendense aan te spreek;
- wanneer hulle probleemoplossingsvaardighede kan toepas ten opsigte van verbruikersbesluitneming deur praktiese opdragte professioneel aan te bied;
- in staat te wees om geïntegreerde literatuur oor 'n dissipline verwante onderwerp in verbruikersgedrag te analiseer, verwerk en aan te bied deur die internet te raadpleeg vir
- inligting en integrasie van toepaslike kennis in literatuurstudies en tydens die uitvoering van 'n gegewe opdrag;
- die vermoë om verbruikersgedragverwante kwessies en uitdagings te evalueer deur die taak van die verbruikerswetenskaplike tydens mondelinge aanbiedings te verduidelik;
- as hulle in staat is om etiese implikasies van besluite, aksies en praktyke wat spesifiek relevant is vir verbruikersgedrag binne die Suid-Afrikaanse konteks in gegewe opdragte in te sluit.

Assesseringsplan:

Deelnam punt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7
VVBG311		Credits / Krediete: 16

Title: Consumer decision-making / **Titel:** Verbruikersbesluitneming

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply consumer decision-making to different areas within the field of Consumer Behaviour;
- the ability to identify, analyse, critically reflect on and address complex problems and challenges related to consumer decision-making and apply evidence-based solutions with theory-driven arguments;
- the ability to develop and communicate ideas and opinions in well-formed arguments in an ethical manner, using appropriated academic and professional discourse;
- access, analyse and evaluate current research, as well as conducting research about consumer decision-making and formulate appropriate conclusions and recommendations within a given context in the field of Consumer Behaviour;
- the ability to identify, evaluate and accurately address one's own learning needs in a self-directed manner and to take full responsibility for one's own work, learning, decision-making and effective use of resources to successfully realise task outcomes.

Module-uitkomst:

Na voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- Geïntegreerde kennis en insig van, asook die vermoë om verbruikersbesluitneming korrek te evalueer en toe te pas in verskeie areas binne die veld van Verbruikersgedrag;
- Die vermoë om komplekse probleme en uitdagings ten opsigte van verbruikersbesluitneming te identifiseer, te ontleed, krities daar op te reflekteer en aan te spreek deur middel van bewese oplossings en teorie-gedrewe argumente;
- Die vermoë om idees en opinies deur middel van goed-gestruktureerde argumente op 'n etiese manier te formuleer en te kommunikeer deur gebruik te maak van gepaste akademiese en professionele diskoerse;
- Die vermoë om huidige navorsing in te samel, te ontleed en te evalueer, as ook om navorsing oor verbruikersbesluitneming te doen en gepaste gevolgtrekkings en aanbevelings in 'n gegewe konteks binne die veld van Verbruikersgedrag te formuleer;
- Die vermoë om eie leerbehoefes op 'n self-gerigte wyse akkuraat te identifiseer, te evalueer en aan te spreek, en om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en effektiewe gebruik van hulpbronne om die taak uitkomstes te bereik.

Assessment criteria:

The student proves that he or she has reached the outcomes:

- critically discuss, analyse, evaluate and apply all aspects of the consumer decision-making process in various contexts within the field of Consumer Behaviour, by way of written assessments and practical assignments;
- identify, analyse and critically reflect on, and address complex problems and challenges related to the consumer decision-making process and apply evidence-based solutions with theory-driven arguments, by way of class discussions, case studies and written assessments;
- develop and communicate ideas and opinions in well-formed arguments in an ethical manner, using appropriated academic and professional discourse, by way of written assessments, class discussions and practical assignments;
- identify, analyse and evaluate current research, as well as conducting research about the consumer decision-making process and formulate appropriate conclusions and
- recommendations within a given context in the field of Consumer Behaviour, by way of case studies, practical group assignments and oral presentations;
- identify, evaluate and accurately address one's own learning needs in a self-directed manner and take full responsibility for one's own work, learning, decision-making and effective
- use of resources to successfully realise task outcomes, by way of written assessments, practical assignments and oral presentations. **Assessment methods – Formal formative:**

The students must submit assignments and written class tests.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die student bewys dat hy of sy die uitkomste bereik het deur:

- Alle aspekte van die verbruikersbesluitnemingsproses in verskeie kontekste binne die veld van Verbruikersgedrag krities te bespreek, te ontleed, te evalueer en toe te pas, by wyse van geskrewe assesserings en praktiese opdragte;
- Komplekse probleme en uitdagings ten opsigte van die verbruikersbesluitnemingsproses te identifiseer, te ontleed, krities daar op te reflekteer, en aan te spreek deur middel van bewese oplossings en teorie-gedrewe argumente, by wyse van klasbesprekings, gevallestudies en geskrewe assesserings;
- Idees en opinies deur middel van goed-gestruktureerde argumente op 'n etiese manier te formuleer en te kommunikeer deur gebruik te maak van gepaste akademiese en professionele diskoerse, by wyse van geskrewe assesserings, klasbesprekings en praktiese opdragte;
- Huidige navorsing in te samel, te ontleed en te evalueer, asook om navorsing oor die verbruikersbesluitnemingsproses te doen en gepaste gevolgtrekkings en aanbevelings in 'n gegewe konteks binne die veld van Verbruikersgedrag te formuleer, by wyse van gevallestudies, praktiese groepsopdragte en mondelinge aanbiedinge;
- Eie leerbehoefes op 'n self-gerigte wyse akkuraat te identifiseer, te evalueer en aan te spreek, en om volle verantwoordelikheid te neem vir eie werk, leer, besluitneming en effektiewe gebruik van hulpbronne om die taak uitkomstes te bereik, by wyse van geskrewe opdragte, praktiese opdragte en mondelinge aanbiedinge.

Assesseringsplan:

Deelname punt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
VVBG321

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 16

Title: The South African Consumer / **Titel:** Die Suid-Afrikaanse Verbruiker

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- integrated knowledge of and engagement with the theory particular to consumer behaviour in South Africa, and the ability to apply this knowledge in practice to enhance consumer well-being;
- an understanding of the internal and external factors influencing consumer decision-making and to evaluate these factors within any given consumer decision-making process within the South African context;
- an ability to act as a consumer scientist, analysing and addressing problems based on typical consumer behaviour scenarios drawing on the complex South African consumer market;
- an ability to review information gathered from a variety of sources, evaluate and manage this information to develop creative responses to problems and issues pertinent to South African consumers and to present and communicate these responses effectively in an academic, professional manner;
- an ability to operate effectively as a consumer scientist by researching and managing South African consumers and the different consumer segments within a system based on an understanding of consumer behaviour and the roles and relationships between the consumer and its internal and external environments, including consumer rights in South Africa.

Module-uitkomst:

Na voltooiing van die module behoort die student in staat te wees om die volgende te demonstreer:

- Geïntegreerde kennis van en bemoeienis met teorie spesifiek tot verbruikersgedrag in Suid-Afrika, en die vermoë om hierdie kennis in praktyk toe te pas om verbruikers-welstand te verbeter;
- 'n Begrip van interne en eksterne faktore wat verbruikersbesluitneming beïnvloed en die vermoë om hierdie faktore in enige gegewe verbruikersbesluitnemingsproses binne die Suid-Afrikaanse konteks te evalueer;
- Die vermoë om as 'n verbruikerswetenskaplike op te tree, om probleme voortspruitend uit 'n tipiese verbruikersgedrag-skenario binne die komplekse Suid-Afrikaanse verbruikersmark te ontleed en aan te spreek;
- Die vermoë om inligting wat uit 'n verskeidenheid bronne ingesamel is te hersien, te evalueer en te bestuur ten einde kreatiewe oplossings te bied vir probleme en kwessies met betrekking tot Suid-Afrikaanse verbruikers en om hierdie oplossings dan effektief aan te bied en te kommunikeer op 'n akademiese en professionele manier;
- Die vermoë om effektief as verbruikerswetenskaplike op te tree en Suid-Afrikaanse verbruikers en die verskillende marksegmente te bestuur en na te vors binne 'n stelsel gebaseer op begrip van verbruikersgedrag en die rolle en verhouding tussen die verbruiker en sy interne en eksterne omgewings, met inbegrip van verbruikersregte in Suid-Afrika.

Assessment criteria:

The student proves that he or she has reached the outcomes:

- As a consumer scientist, use your knowledge to analyze and evaluate South African consumers' behaviour by understanding its theories and apply this integrated knowledge to solve consumer problems to ultimately enhance consumer well-being.
- Analyze and evaluate the internal and external factors influencing consumer decision-making within any given consumer decision-making process relevant to a specific consumer market/segment and purchasing situation within the South African context.
- Review, evaluate and interpret information gathered from a variety of sources aimed at solving problems pertinent to South African consumers and to communicate these solutions verbally and in a written format in a professional and academic manner.
- Act as a consumer scientist and operate effectively to enhance consumer well-being in South Africa based on a critical evaluation of consumer behaviour and its internal and external environments, including consumer rights.

Assessment methods – Formal formative:

The students must submit assignments and written class tests.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Die student bewys dat hy of sy die uitkomste bereik het deur:

- As 'n verbruikerswetenskaplike jou kennis kan gebruik om Suid-Afrikaanse verbruikers se gedrag te ontleed en te evalueer deur teorieë verwant hieraan te begryp en hierdie geïntegreerde kennis kan toepas ten einde die verbruiker se probleme op te los en, op die lange duur, die verbruiker se welstand te versterk;
- die interne en eksterne faktore kan ontleed en evalueer wat verbruikerbesluitneming binne enige gegewe verbruikerbesluitnemingsproses relevant tot 'n spesifieke verbruikersmark/segment en aankoop situasie binne die Suid-Afrikaanse konteks beïnvloed;

- inligting wat vanuit 'n verskeidenheid bronne versamel is, kan hersien, evalueer en interpreteer met die oog daarop om probleme eie aan Suid-Afrikaanse verbruikers op te los en hierdie oplossings verbaal en in 'n geskrewe formaat op 'n professionele en akademiese wyse kan oordra; en
- doeltreffend as 'n verbruikerswetenskaplike kan optree en funksioneer ten einde verbruikerswelstand in Suid-Afrika te versterk gegron op 'n kritiese evaluering van gebruikersgedrag en die interne en eksterne omgewings wat daarop betrekking het, met inbegrip van verbruikersregte.

Assesseringsplan:

Deelname punt (50%) en Summatiewe assesserings (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
VVDL112

Semester 1

NQF level / NKR vlak: 5
Credits / Krediete: 12

Title: Food / Titel: Voedsel

Module outcomes:

Upon the successful completion of the module the student should:

- have a fundamental knowledge and comprehension of the food industry and the food retail business, as well as an understanding of the role of the consumer scientist and dietitian in the industry, in order to convey information to consumers by eg training sessions;
- have a fundamental knowledge and understanding of basic food composition and processing and preservation including additives, food safety and security, and the basic principles of the procedures that are necessary to ensure food safety and security, the effects of faith and food anthropology on food choices, the essence of national and international influences on cuisine, trends and food styling by applying mentioned aspects to the advantage of consumers in the industry;
- apply practical problem-solving skills to food processing, food safety and sanitation by analysing the essence of relevant food legislation, and communicate it to the consumer eg during the evaluation of a flow diagram during the application of the HACCP system;
- be able to operate effectively as an individual and in groups during practical classes or during the execution of an assignment and be able to use the library and Internet to access information around a basic comprehension of food anthropology, and faith on food consumption and eating patterns; a variety of national and international cuisine, and its influence on the South African consumers and cuisine, as well as to analyse and demonstrate the development of food processing and food safety systems by means of practical reports and applied assignments; and
- be able to act professionally towards consumers, act ethically with regard to food training and information programmes, and always act in the best interests of the consumer's cultural and religious convictions.

Module-uitkomst:

Na die suksesvolle afhandeling van die module behoort die student:

- oor 'n fundamentele kennis en begrip te beskik van die voedselindustrie en die voedsel kleinhandelbesigheid asook begrip vir die rol van die verbruikerswetenskaplike en dieetkundige in die industrie, sodat inligting wat verwerf is aan verbruikers oorgedra kan word deur by opleidingsessies;
- oor fundamentele kennis en begrip van basiese voedselsamestelling en –prosessering en preservering insluitend additiewe, voedselveiligheid en –sekeriteit te beskik, asook die basiese beginsels van die prosedures wat nodig is om voedselveiligheid en –sekeriteit te verseker, die invloed van geloofsoortuigings en voedsel antropologie op voedselkeuses, die essensie van nasionale en internasionale invloede op voedselcuisine, voedselneigings en voedselsteillering ten einde genoemde aspekte prakties in die bedryf te kan toepas tot voordeel van verbruikers;
- praktiese probleemoplossingsvaardighede op voedselprosessering, voedselveiligheid en sanitasie toe te pas, deur die essensie van relevante voedselwetgewing te analiseer en aan die verbruiker te kommunikeer en ook die kennis toe te kan pas by tydens die evaluering van 'n vloei diagram om 'n HACCP sisteem toe te pas;
- effektief individueel en in groepe te kan saamwerk tydens praktika of as 'n opdrag gedoen word; deur die biblioteek en Internet te kan gebruik om inligting te bekom oor basiese begrippe van voedsel antropologie, geloofsoortuigings op voedselverbruik en eetpatrone, nasionale en internasionale cuisine en die invloed daarvan op die Suid-Afrikaanse verbruikers; asook voedselprosesserings- en voedselveiligheidssisteme te analiseer en te demonstree in die vorm van praktiese verslae en toegepaste opdragte; en
- professioneel teenoor verbruikers op te tree, volgens etiese waardes voedsel-opleiding en inligtingsprogramme op te stel en aan te bied en deur altyd in die beste belang van die verbruiker se kulturele en geloofsoortuigings op te tree.

Assessment criteria:

Students will have achieved the outcomes if they are able to do the following:

- identify and discuss the role and importance of the consumer scientist / dietitian in the food industry and the food retail business by means of practical examples; identify, explain and apply the basic aspects and principles of food processing, -preservation and food composition;
- identify and discuss various factors that contribute to food safety in such a way that consumers will understand the principles and propose an effective plan in the food manufacturing environment so that food security may be promoted;
- propose an effective food sanitation programme for a large scale kitchen and explain the basic principles of the "HACCP" system and explain and demonstrate relevant aspects regarding legislation to the consumer;
- indicate and describe the unique diversity of cuisine within a South African context to be applicable in the hospitality industry;
- have an understanding of the impact on food anthropology and the influence of faith upon food choices and behaviour to advice and sensitise stakeholders in the food industry towards the cultural diversity of the population; and
- be able to communicate in writing by means of assignments and practical reports individually or in groups as a member of a team; to use the library and Internet to access
- information, by applying ethical principles to all processes according to the considerations and convictions of the consumers.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Studente het die uitkomst bereik wanneer hulle die volgende te kan doen:

- die rol en belangrikheid van die verbruikerwetenskaplike /diëtikundige in die voedselindustrie en die voedsel kleinhandelbesigheid kan identifiseer en bespreek; basiese aspekte en beginsels van voedsel prosesering en –preservering en voedselsamestelling kan uitken, verduidelik en toepas;
- verskillende faktore wat tot voedselveiligheid bydra kan identifiseer en bespreek sodat verbruikers voedselveiligheid verstaan en 'n effektiewe plan in 'n voedsel-vervaardigingsopset kan voorstel sodat voedsel-veiligheid bevorder word;
- deur 'n effektiewe voedselsanitasiësiëprogram in 'n grootskaalkombuis voor te stel en die "HACCP" sisteem kan verduidelik, die relevante aspekte van die wetgewing aan verbruikers demonstreer sodat hulle verskillende komponente/ begrippe verstaan;
- die rol en invloed van voedsel antropologie en die invloed van geloofsoortuigings op voedselkeuses en –gewoontes verstaan ten einde voorligting aan rolspelers in die voedselbedryf te kan verskaf en hulle binne die kulturele verskeidenheid van die bevolking te sensitiseer; en
- oor die vermoë te beskik om skriftelik deur opdragte en praktiese verslae individueel of in groepe as lid van 'n span te kommunikeer; om die biblioteek en Internet te gebruik om inligting te bekom, om etiese beginsels op alle prosesse volgens die oorwegings en oortuigings van die verbruikers toe te pas.

Assesseringsplan:

Deelname punt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 2	NQF level / NKR vlak: 5
VVDL123		Credits / Krediete: 12

Title: Vegetable food groups and systems / **Titel:** Plantaardige voedselgroepe en -sisteme

Module outcomes:

After completion of the module, the student should be able to:

- demonstrate fundamental knowledge of plant food groups and systems, its composition and the changes that take place during processing and preparing;
- apply the basic knowledge that was acquired in the introductory food module to plant food groups and systems, and to apply these principles practically in the laboratory;
- operate effectively as an individual and in groups to practically apply the basic scientific properties of plant food groups and systems in experimental work and assignments with the aid of relevant sources;
- advice consumers and employers in the retail, hospitality and private sector regarding practical problems with plant food groups and systems; and
- evaluate and resolve problems and ethical issues relating to plant food groups and systems, and to make recommendations to the consumer.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

- te beskik oor fundamentele kennis van plantaardige voedselgroepe en -sisteme, die samestelling daarvan en die veranderinge wat plaasvind tydens die verwerking en voorbereiding daarvan;
- die basiese kennis wat in die inleidende voedselmodule opgedoen is, kan toepas op plantaardige voedselgroepe en -sisteme en hierdie beginsels prakties in die laboratorium kan uitvoer;
- effektief individueel en in groepe kan saamwerk om die basiese wetenskaplike eienskappe van plantaardige voedselgroepe en -sisteme prakties toe te pas in eksperimentele werk en opdragte met behulp van relevante bronne;
- aan verbruikers en werkgewers in die kleinhandel, gasvryheidsbedryf en privaat sektor advies te gee oor probleme met plantaardige voedselgroepe en -sisteme; en
- probleemituasies en etiese kwessies met betrekking tot plantaardige voedselgroepe en -stelsels te evalueer, op te los en aanbevelings aan die verbruiker te maak.

Assessment criteria:

Upon completion of this module the student should:

- have skills as well as identification of problems and questions relevant to the study of plant food groups and systems will be determined in view of individual and group assignments;
- have the knowledge of plant food groups and systems in products and the processing of these products will be determined in view of practical, class tests and the answering of knowledge and application questions;
- have the ability to inform consumers concerning their purchase decision of plant food groups and systems will be reflected in class assignments and group discussions; and
- have the ability to advise consumers about relevant quality problems and ethical aspects of plant food groups and systems will be reflected in individual and group exercises as well as class discussions.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Assessering van die module-uitkomst sal soos volg plaasvind:

- vaardighede asook identifisering van probleme en vraagstukke relevant tot die studie van plantaardige voedselgroepe en -sisteme sal bepaal word aan die hand van individuele en groepsopdragte;
- die kennis van plantaardige voedselgroepe en -sisteme in produkte en die verwerking van hierdie produkte sal bepaal word aan die hand van praktika, klastoetse en die beantwoording van kennis en -toepassingsvrae;
- die vermoë om verbruikers in te lig in hul aankoopbesluit van plantaardige voedselgroepe en -sisteme sal weerspieël word in klasopdragte en groepsbesprekings; en
- die vermoë om verbruikers te kan adviseer oor relevante kwaliteitsprobleme en etiese aspekte van plantaardige voedselgroep en -sisteme sal weerspieël word in individuele en groepsoefeninge asook klasbesprekings.

Assesseringsplan:

Deelname punt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: VVDL213	Semester 1	NQF level / NKR vlak: 6 Credits / Krediete: 16

Title: Animal food groups and systems / **Titel:** Dierlike voedselgroepe en -sisteme

Module outcomes:

Having completed this module, the student should:

- demonstrate a sound knowledge of animal food groups and systems, its composition and the changes that take place during processing and preparation on the basis of practical, class tests and the answering of knowledge and application questions;
- apply the basic knowledge of animal food groups and systems in the third year in recipe and product development on the basis of individual and group assignments;
- operate effectively as an individual and in groups to apply practically the advanced scientific properties of animal food in experimental work and assignments with the aid of sources from the library and the Internet;
- be able to evaluate the quality of animal products and state what factors may influence quality with the help of individual and group exercises as well as class discussions;
- evaluate, by way of case studies, practical problems with animal food principles and consumer orientated foods and to communicate, by way of a report, advice to consumers and employers in the retail, hospitality and private sector; and

- evaluate problem situations and ethical issues regarding animal food groups and systems and consumer orientated foods and to make recommendations to the consumer on the basis of individual and group exercises as well as class discussions.

Module-uitkomste:

Na voltooiing van die module moet die student in staat wees om:

- oor 'n fundamentele kennis van dierlike voedselgroepe en –sisteme beskik, die samestelling daarvan en die veranderinge wat tydens die verwerking en voorbereiding daarvan plaasvind aan die hand van praktika, klastoetse en die beantwoording van kennis en -toepassingsvrae;
- die basiese kennis van dierlike voedselgroepe en –sisteme prakties kan toepas in die derde jaar in resep- en produkontwikkeling aan die hand van individuele en –groepsopdragte;
- effektief individueel en in groepe kan saamwerk om die gevorderde wetenskaplike eienskappe van dierlike voedsel met behulp van die biblioteek, internet, prakties in eksperimentele werk en opdragte toe te pas;
- die kwaliteit van dierlike produkte kan evalueer en kan verklaar watter faktore die kwaliteit beïnvloed met behulp van individuele en groepsoefeninge asook klasbesprekings;
- praktiese probleme met dierlike voedselbeginsels en verbruikersgerigte voedsel in die vorm van gevallestudies kan evalueer en advies aan verbruikers en werknemers in die kleinhandel, gasvryheidsbedryf en privaat sektor in verslagformaat kan kommunikeer; en
- probleemituasies en etiese kwessies met dierlike voedselgroepe en –stelsels en verbruikersgerigte voedsel kan evalueer en aanbevelings aan die verbruiker kan maak aan die hand van individuele en groepsoefeninge asook klasbesprekings.

Assessment criteria:

Assessment of the module outcomes will take place as such:

- skills as well as identification of problems and questions relevant to the study of animal and consumer orientated food groups and systems will be determined in view of individual and group assignments;
- the knowledge of animal and consumer orientated food groups and systems thereof in products and the processing of these products will be determined in view of practical, class tests and the answering of knowledge and application questions;
- the ability to inform consumers in their purchasing decision of animal and consumer orientated food groups and systems will be reflected in class assignments and group discussions; and
- the ability to advise consumers about relevant quality problems and ethical aspects of animal and consumer orientated food groups and systems will be reflected in individual and group exercises as well as class discussions.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Assessering van die module-uitkomste sal soos volg plaasvind :

- vaardighede asook identifisering van probleme en vraagstukke relevant tot die studie van dierlike en verbruikersgerigte voedselgroepe en -sisteme sal bepaal word aan die hand van individuele en -groepsopdragte;
- die kennis van dierlike en verbruikersgerigte voedselgroepe en -sisteme daarvan in produkte en die verwerking van hierdie produkte sal bepaal word aan die hand van praktika, klastoetse en die beantwoording van kennis en -toepassingsvrae;
- die vermoë om verbruikers in te lig in hul aankoopbesluit van dierlike en verbruikersgerigte voedselgroepe en -sisteme sal weerspieël word in klasopdragte en groepsbesprekings; en
- die vermoë om verbruikers te kan adviseer oor relevante kwaliteitsprobleme en etiese aspekte van dierlike en verbruikersgerigte voedselgroep en -sisteme sal weerspieël word in individuele en groepsoefeninge asook klasbesprekings.

Assesseringsplan:

Deelname punt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode: VVDL324	Semester 2	NQF level / NKR vlak: 7 Credits / Krediete: 16
Title: New food product development processes		
Titel: Nuwe voedselprodukontwikkelingsprosesse		
Module outcomes:		

Upon completion of this module, you should be able to:

- have a well-rounded and systematic knowledge of food retail and marketing of food products, and its uniqueness in the food industry;
- practically apply factors that lead to success in the retail trade within the retail environment by analysing the role of food within the retail set-up;
- understand the retail trade, product range and depth, the role of shop layout and the role of price structure, food packaging and marketing in the food chain;
- practically apply problem-solving skills to improve the position of food within the retail environment, to analyse the product development processes and communicate results in writing;
- have a well-rounded and systematic knowledge of: food products in the retail as well as the different new product categories; the utilisation of different sources for new product ideas; utilisation of the different role players in the new product development process, the integration of the different processes and stages and the different quality control aspects in the new food product development process as well as the recipe to formula translation;
- explain and evaluate the feasibility of a new food product, integrate the different role players in the new product development process and evaluate the product development processes and the role of sensory evaluation in the food product development process; and
- act professionally according to ethical values within the production and retail environment in the best interest of the industry and the consumers to be served.

Module-uitkomst:

Aan die einde van die module, behoort jy in staat te wees om:

- 'n goed afgeronde en stelselmatige kennis van voedselkleinhandel en die bemaking van voedselprodukte te hê, en van die uniekheid daarvan in die voedselbedryf;
- 'n goed afgeronde en stelselmatige kennis te hê van voedselprodukte in die kleinhandel sowel as die verskillende nuwe produkkeategorieë, die verskillende rolspelers in die ontwikkelingsproses van die nuwe produkte, die verskillende prosesse en stadiums in die ontwikkelingsproses van die nuwe produkte; die verskillende aspekte van gehaltebeheer in die ontwikkelingsproses van die nuwe produkte, die vertaal van resep na formule;
- die kleinhandelbedryf, produkromvang en -diepte, die rol van sensoriese evaluering in die ontwikkelingsproses van voedselprodukte; die rol van winkelluiter en die rol van prysstruktuur, voedselverpakking en bemaking in die voedselketting;
- die lewensvatbaarheid van 'n nuwe voedselprodukt te verduidelik en te evalueer, die verskillende rolspelers in die produkontwikkelingsproses te integreer, en die produkontwikkelingsprosesse te evalueer;
- verskillende bronne vir nuwe produkieë te benut;
- faktore wat tot welslae in die kleinhandelbedryf lei binne die kleinhandel-omgewing prakties toe te pas deur die rol van voedsel in die kleinhandelopset te ontleed;
- probleemoplossingsvaardighede prakties toe te pas ten einde die posisie van voedsel in die kleinhandelomgewing te verbeter, die produkontwikkelings-prosesse te ontleed en die resultate skriftelik te kommunikeer; en
- in belang van die bedryf en die verbruikers wat gedien moet word, professioneel op te tree volgens etiese waardes binne die produksie- en kleinhandelomgewing

Assessment criteria:

Students will achieve the outcomes if they demonstrate the ability to:

- analyse and discuss product range and depth as well as different new product categories by using examples in the retail environment and present a written report;
- identify, explain and discuss the different sources of ideas for the identification of new products;
- identify, explain and practically apply recipe to formula translation;
- identify, explain and discuss the generation/sources of ideas for new products as part of the development process;
- evaluate and integrate the food product development processes;
- identify and explain the role and importance of sensory evaluation in the food product development process;
- design a feasibility study on a new food product;
- construct a new food product development flow diagram;
- explain the importance and role of shop layout and motivate it to shop management;
- evaluate an existing grocery store layout and communicate the recommendations by means of visual presentation or a formal report;
- identify, explain and discuss the importance of the consumer in the retail environment and in the food product development process;
- discuss and analyse the importance and role of price structure, food packaging and marketing in the food chain;

- demonstrate ability to communicate in writing in the form of assignments and practical reports individually and to work effectively in a group; and to use the library and Internet to obtain information. and
- apply ethical principles to the product development process according to the beliefs and customs of clients.

Assessment methods – Formal formative:

The students must submit assignments and written class tests. Practical assignments will also be included.

Assessment methods – Summative:

Sit-down written examination

Assessment plan:

Participation mark (50%) and Summative assessment (50%)

Assesseringskriteria:

Studente sal die uitkomst bereik as hulle die vermoë aan die dag lê om:

- produkvang en -diepte sowel as die nuwe produkategorieë te ontleed en aan die hand van voorbeelde in die winkel dit in 'n verslag te bespreek;
- die verskillende bronne van idees vir die identifisering van nuwe produkte te identifiseer, verduidelik en bespreek;
- die vertaling van resep na formule te identifiseer, verduidelik en prakties toe te pas;
- die generering/bronne van idees vir nuwe produkte as deel van die ontwikkelingsproses te identifiseer, verduidelik en bespreek;
- die ontwikkelingsprosesse vir voedselprodukte te evalueer en integreer;
- die rol en belang van sensoriese evaluering in die ontwikkelingsproses van voedselprodukte te identifiseer en verduidelik;
- 'n uitvoerbaarheidstudie vir 'n nuwe voedselprodukt te ontwerp;
- 'n vloeiagram vir die ontwikkeling van 'n nuwe voedselprodukt te konstrueer;
- die belangrikheid en rol van winkeluitleg te verduidelik, en dit by winkelbestuur te motiveer;
- die winkeluitleg van 'n bestaande kruidenierswinkel te evalueer en die aanbevelings deur middel van 'n visuele aanbieding of 'n formele verslag te kommunikeer;
- die belang van die verbruiker in die kleinhandelomgewing en in die ontwikkelingsproses van voedselprodukte te identifiseer, verduidelik en bespreek;
- die belang en rol van prysstruktuur, voedselverpakking en bemarking in die voedselketting te bespreek en ontleed;
- die vermoë aan die dag te lê om in die vorm van werkopdragte en praktiese verslae individueel skriftelik te kommunikeer en doeltreffend in 'n groep te werk; en om die biblioteek en Internet te gebruik om inligting te bekom; en
- etiese beginsels in die produkontwikkelingsproses ooreenkomstig die oortuigings en gebruike van kliënte krities toe te pas.

Assesseringsplan:

Deelname punt (50%) en Summatiewe assessering (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

WVES311

Semester 1

NQF level / NKR vlak: 7

Credits / Krediete: 12

Title: Applied ethics

Titel: Toegepaste etiek

Module outcomes:

Be knowledgeable about:

- selected ethical theories;
- strategies for moral decision making;
- selected socio-economical ethical issues;
- selected issues and approaches in business ethics;
- the nature of organisations and of management from an ethical perspective;
- have the ability and skills to apply the foregoing knowledge to case studies; and
- be able to analyse and evaluate the above theories and issues from various philosophical and/or ideological perspectives.

Module-uitkomst:

Kennis te dra van:

- geselekteerde etiese teorieë;
- strategieë vir morele besluitneming;
- geselekteerde sosio-ekonomiese etiese kwessies;
- geselekteerde kwessies en benaderings in besigheidsetiek;
- die aard van organisasies en van bestuur vanuit 'n etiese perspektief;
- Oor die vermoë en vaardighede te beskik om bogenoemde kennis toe te pas op gevallestudies; en

- Die bogenoemde teorieë en kwessies te kan analiseer en evalueer vanuit verskillende filosofiese en/of ideologiese perspektiewe

Assessment criteria:

Knowledgeable about:

- selected ethical theories, strategies for moral decision making, selected socio-economical ethical issues, selected issues and approaches in business ethics, and the nature of organisations and of management from an ethical perspective;
- Ability and skills to apply the foregoing knowledge to case studies; and
- Analyse and evaluate the above theories and issues from various philosophical and/or ideological perspectives

Assessment methods – Formal formative:

Could include, but might not be limited to, class tests, assignments and case studies

Assessment methods – Summative:

Written examination

Assessment plan:

Formative assessment (50%) and Summative assessment (50%)

Assesseringskriteria:

Kennis van:

- geselekteerde etiese teorieë; strategieë vir morele besluitneming; geselekteerde sosio-ekonomiese etiese kwessies; geselekteerde kwessies en benaderings in besigheidsetiek; en die aard van organisasies en van bestuur vanuit 'n etiese perspektief.
- vermoë en vaardighede om bogenoemde kennis toe te pas op gevallestudies; en
- die bogenoemde teorieë asook kwessies te kan analiseer en evalueer vanuit verskillende filosofiese en/of ideologiese perspektiewe

Assesseringsplan:

Formatiwe assesserings (50%) en Summatiewe assesserings (50%)

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:

WVGW221

Semester 2

NQF level / NKR vlak: 6

Credits / Krediete: 12

Title: Know and understand the Health World

Titel: Ken en verstaan die gesondheidswêreld

Module outcomes:

After completion of the module, the student should be able to:

Outcome 1

Plan a transdisciplinary health promotion project by using a case study.

Outcome 2

Understand the functioning of a transdisciplinary team across multi-sectoral boundaries resulting in health development and human capacity building;

Outcome 3

Reflect a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function as well as different contemporary manifestations of these world views and ideologies;

Outcome 4

Demonstrate knowledge of health and distinguish between fortigen and pathogen paradigms on a meta-theoretical, theoretical and empirical data level, thus realizing the complementary value of these approaches to health;

Outcome 5

Demonstrate a basic understanding of the health services in South Africa, with international influences taken into consideration;

Outcome 6

Demonstrate an awareness of health trends and determinants, including internal and external risk factors of individuals, groups and communities.

Module-uitkomst:

Na voltooiing van die module moet die student in staat wees om:

Uitkoms 1

'n Transdisiplinêre gesondheidsbevorderingsprojek te beplan deur die gebruik van 'n gevallestudie;

Uitkoms 2

Die funksionering binne 'n multi- en transdisiplinêre span oor multi-sektorale grense heen te verstaan met gemeenskapsgesondheidsontwikkeling en menslike kapasiteitsbou as eindresultaat;

Uitkoms 3

Oor 'n fundamentele kennisbasis van 'n seleksie van wêreldbeskouinge en ideologieë te beskik, asook om jou begrip van hierdie wêreldbeskouinge en ideologieë te demonstreer deur 'n vermoë te openbaar om die aard en funksie, sowel as verskillende kontemporêre manifestasies daarvan te kan vergelyk;

Uitkoms 4

'n Begrip van gesondheid te hê en te onderskei tussen fortogene en patogene paradigmas op 'n metateoretiese, teoretiese en empiriese datavlak om sodoende die komplimentêre waarde van hierdie benaderings tot gesondheid te realiseer;

Uitkoms 5

'n Basiese begrip van die gesondheidsdienste in Suid-Afrika te demonstreer en ook internasionale invloede in ag te neem;

Uitkoms 6

'n Bewustheid te openbaar van gesondheidstendense en determinante, insluitend interne en eksterne risikofaktore, van individue, groepe en gemeenskappe.

Assessment criteria:

Outcome 1

- Plan a transdisciplinary health promotion project that includes strategies for implementation and evaluation;
- State and motivate the philosophical grounds on which a transdisciplinary health promotion project is to be founded;
- Reflect on and articulate what kind of influence your personal world view is going to have on a transdisciplinary health promotion project;
- Evaluate the sustainability of a transdisciplinary health promotion project;

Outcome 2

- Distinguish between mono-, inter, multi- and transdisciplinary team functioning;
- Discuss professionalism as core component in your functioning as health care team member;
- Identify and recognise the different roles and responsibilities of members of the transdisciplinary team;
- Reflect on identified factors that can limit successful functioning of the transdisciplinary team in an ethical / legal context;

Outcome 3

- Distinguish between the concepts world view and ideology and give examples of each to illustrate your understanding thereof;
- Compare the characteristics, nature and functions of a relevant selection of world views and ideologies;
- Explain how a selection of these world views and ideologies manifest in a contemporary community and illustrate the impact that they have on a community by giving effective examples from real life;
- Identify issues that originate in health owing to these world views and ideologies;

Outcome 4

- Explain and compare different conceptual descriptions or definitions of health, well-being and disease / illness in the context of the cultural diversity of South Africa;
- Explain the role of fortigene and pathogenic paradigms and perspectives on views of health with reference to all three the levels of scientific text;
- Identify human strength and capacity regardless of suffering as protective factors in your life;
- Explain theoretical models for health behaviour changes, as method to address identified weaknesses in your life;

Outcome 5

- Explain the philosophical grounding of the Primary Health Care Approach;
- Discuss the different levels of health care in South Africa;
- Discuss the relationship between disease prevention, health promotion, maintenance and recovery in public health and primary health care;
- Critically discuss advocacy by members of the health team for the rights of individuals, families and / or groups in communities with regards to health;
- Debate ethical issues in health service delivery;

Outcome 6

- Analyse and evaluate health trends and determinants of the South African population;
- Identify health risks with the help of epidemiological data;
- Explain the mobilisation of individuals, families / groups and communities towards optimal health;

Assessment methods – Formal formative:

Teaching / tuition tests:

Students are required to write formal teaching / tuition tests in the course of the semester which contribute towards their participation mark.

Assignment:

Students are required to submit an assignment in the course of the semester and keep a portfolio of specific activities within this assignment.

Assessment methods – Summative:

Students are expected to write an examination paper of 100 marks. They have 180 minutes to complete the examination.

Assessment plan:

Formal tests: 60% of the participation mark.

The assignment: 40% of the participation mark.

Students need a final module mark of at least 50% to pass the module. The final mark will be calculated as follow:

- Participation mark: Students must have a minimum participation mark of 40% in order to qualify for examination admission.
- Examination mark: Students are required to obtain a sub-minimum of 40% for the written examination paper in order to qualify for a pass mark in the module.

Assesseringskriteria:**Uitkoms 1:**

- 'n Transdissiplinêre gesondheidsbevorderingprojek wat strategieë vir implementering en evaluering insluit, kan beplan;
- Die filosofiese gronde waarop 'n transdissiplinêre gesondheidsbevorderingprojek tot stand moet kom, kan noem en motiveer;
- Oor die soort invloed wat jou persoonlike wêreldbeskouing op 'n transdissiplinêre gesondheidsbevorderingprojek gaan hê, kan reflekteer en helder kan verwoord;
- Die volhoubaarheid van 'n transdissiplinêre gesondheidsbevorderingprojek kan evalueer;

Uitkoms 2:

- Tussen mono-, inter-, multi en transdissiplinêre spanfunksionering kan onderskei;
- Professionalisme as kernkomponent in jou funksionering as gesondheidsorgspanlid kan bespreek;
- Die verskillende rolle en verantwoordelikhede van lede van die transdissiplinêre span kan identifiseer en onderskryf;
- Oor geïdentifiseerde faktore, wat die suksesvolle funksionering van die transdissiplinêre span in 'n etiese / wetlike konteks kan beperk, kan reflekteer;

Uitkoms 3:

- Kan onderskei tussen die begrippe wêreldbeskouing en ideologie en voorbeelde van elk kan gee om jou begrip daarvan te illustreer;
- Die eienskappe, aard en funksies van 'n tersaaklike seleksie van wêreldbeskouings en ideologieë kan vergelyk;
- Kan verduidelik hoe 'n verskeidenheid van hierdie wêreldbeskouings en ideologieë in 'n eietydse gemeenskap manifesteer en die uitwerking wat dit op die gemeenskap het aan die hand van doeltreffende voorbeelde uit die werklikheid kan illustreer;
- Vraagstukke kan identifiseer wat as gevolg van hierdie wêreldbeskouings en ideologieë in gesondheid ontstaan;

Uitkoms 4:

- Verskillende konseptuele beskrywings of definisies van gesondheid, welstand en ongemak / siekte in die konteks van die kulturele verskeidenheid in Suid-Afrika kan verduidelik en vergelyk;
- Die rol van fortogene en patogene paradigmas en perspektiewe op sienings van gesondheid kan verduidelik met verwysing na al drie vlakke van wetenskaplike teks;
- Menslike krag en kapasiteit ongeag lyding as beskermende faktore in jou lewe kan identifiseer;
- Teoretiese modelle vir gesondheidsgedragsveranderinge, as metode om geïdentifiseerde swakhede as bedreigende faktore in jou lewe aan te spreek kan verduidelik;

Uitkoms 5:

- Die filosofiese grondslag van die primêre gesondheidsorgbenadering kan verduidelik;
- Die verskillende vlakke van gesondheidsorg in Suid-Afrika kan bespreek;
- Die verhouding tussen siektevoorkoming, die bevordering en instandhouding van gesondheid asook die herstel in publieke gesondheid en primêre gesondheidsorg kan bespreek;
- Voorspraak deur lede van die gesondheidspan vir die regte van individue, gesinne en / of groepe in gemeenskappe met betrekking tot gesondheid krities kan bespreek;
- Etiese vraagstukke in gesondheid-dienslewering kan debatteer;

Uitkoms 6:

- Gesondheidstendense en determinante van die Suid-Afrikaanse bevolking kan ontleed en evalueer;
- Gesondheidsrisiko's met behulp van epidemiologiese data kan identifiseer;

- Die mobilisering van individue, gesinne of groepe en gemeenskappe tot optimale gesondheid, kan verduidelik;
- Assesseringsplan:**
Formele toetse: 60% van die deelnamepunt.
Die opdrag: 40% van die deelnamepunt.
Studente benodig 'n finale modulepunt van ten minste 50% om die module te slaag. Berekening van finale punt:
- Deelnamepunt: Studente moet 'n minimum deelnamepunt van minstens 40% hê om vir eksamentoeiating te kwalifiseer.
 - Eksamenpunt: Studente moet 'n subminimum van 40% in die skriftelike eksamenvraestel behaal om vir 'n slaagpunt in die module in aanmerking te kom.

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:	Semester 1	NQF level / NKR vlak: 7
WVLS314		Credits / Krediete: 12

Title: The human being and society: Critical perspectives on continuity and change/transformation

Titel: Mens en samelewing: Kritiese perspektiewe op kontinuiteit en verandering/transformasie

Module outcomes:

On completion of this module, students should

- have an integrated, applied and coherent knowledge of important foundational issues and philosophical ideas in the human and social sciences, and
- demonstrate an understanding of this knowledge as contested and thus as something to be evaluated;
- demonstrate the ability to analyse, synthesise and criticise the philosophical assumptions in a chosen theme or issue,
- be able to formulate a personal opinion about the theme or issue that gives evidence of a coherent paradigm, and
- be able to communicate the findings in an applicable academic way.

Module-uitkomste:

By die voltooiing van hierdie module behoort studente

- 'n geïntegreerde, toegepaste en samehangende kennis te hê van belangrike grondslae-vraagstukke in die mens en sosiale wetenskappe, en
- 'n verstaan hiervan te toon as betwiste kwessies;
- die vermoë te toon om die filosofiese aannames in 'n gekose tema of vraagstuk, te analiseer, te kritiseer en te sintetiseer,
- 'n persoonlike standpunt oor die tema of vraagstuk te kan formuleer wat blyke gee van 'n samehangende paradigma, en
- om die resultate op 'n toepaslike akademiese wyse te kommunikeer.

Assessment criteria:

- A student will show that s/he has mastered the outcomes if s/he can give an informed reproduction of an integrated, applied and coherent knowledge of important foundational issues or philosophical ideas in the human and social sciences, and
- demonstrate an understanding of this knowledge as contested.
- A student will be able to reproduce new knowledge in assignments and answers to test and exam questions.
- Texts that are studied should be interpreted accurately.
- New knowledge should include knowledge about appropriate theories, concepts, principles, and methods.
- A student should be able to evaluate new knowledge from an established and an own point of view.
- A student should be able to apply new knowledge and viewpoints to issues in our current world.
- Assignments and answers must portray coherent arguments and applicable conclusions.
- Assignments and answers must portray an acceptable level of academic formulation, language, referencing as well as text editing and text lay-out,
- with an understanding of copyright principles and adherence to the rules on plagiarism.

Assessment methods – Formal formative:

Tests and assignments

Tests and assignments – weight: 50% Semester exam 1X2 hours – weight: 50%

Assessment methods – Summative:

Semester examination

Assessment plan:

Formative tests and assignments – weight 50%

Summative exam 1X2 hours – weight 50%

Assesseringskriteria:

- 'n Student sal toon dat h/sy die uitkomste bemeester het indien s/hy 'n geïntegreerde, toegepaste en samehangende weergawe van belangrike grondslae-kwessies of filosofiese idees in die mens- en sosiale wetenskappe kan gee, en

- (b) 'n verstaan hiervan as betwiste kwessies, kan toon.
- (c) 'n Student sal instaat wees om nuwe kennis te kan weergegee in taakopragte en antwoorde op toets- of eksamen vrae.
- (d) Tekste wat bestudeer word, behoort akkuraat geïnterpreteer te word.
- (e) Nuwe kennis behoort veral kennis van toepaslike idees en metodes in te sluit.
- (f) 'n Student behoort nuwe kennis vanuit 'n gevestigde en eie standpunt te kan evalueer.
- (g) 'n Student behoort nuwe kennis en standpunte te kan toepas op vraagstukke in ons huidige leefwêreld.
- (h) Opdragte en antwoorde moet samehangende argumente en toepaslike konklusies toon.
- (i) Opdragte en antwoorde moet 'n aanvaarbare vlak van akademiese formulering, taal, verwysing, teksafronding en teksuitleg toon,
- (j) met 'n verstaan van kopiëreg beginsels en nakoming van die reëls ten opsigte van plagiaat.

Assesseringsplan:

Formatiewe toetse en werkstukke – gewig 50%

Summatiewe eksamen 1X2 ure

Method of delivery: Full-time / **Metode van aflewering:** Voltyds

Module code / Modulekode:
WVNS211

Semester 1

NQF level / NKR vlak: 6
Credits / Krediete: 12

Title: Understanding the natural world

Titel: Verstaan die natuurlike wêreld

Module outcomes:

This module will, upon its successful completion, serve as a fundamental source of knowledge for students regarding the nature and function of worldviews and ideologies as these have developed historically from science, from the ancient to the postmodern era. Student will also understand the relationship between norms and science, the influence of science and technology on the spiritual, cultural and material worldview of mankind, its community and environment. Students must be able to understand, discuss and explain key concepts regarding the development of science in the context of value systems as they function in their worldview. The module strives to achieve the following overarching outcomes:

- (1) That students will develop a knowledge base consisting of a selection of world pictures/views and ideologies and be able to demonstrate their critical understanding thereof in the light of an ability to set out, analyse and evaluate the nature, function and various contemporary manifestations thereof.
- (2) That students will be able to demonstrate and make allowance for the influence of various world pictures/views on the scientific and technological development in their own forming of paradigms.
- (3) That students will develop the ability to understand the interrelationship between scientific and social phenomena and to analyse and evaluate from this paradigm contemporary problems and to offer appropriate solutions.
- (4) That students will be able to articulate and defend their personal world picture/view while using this as a point of departure in a quest for effective solutions for the major problems of our time.
- (5) That students will be able to apply scientific research methodology with integrity.

Module-uitkomst:

"Hierdie module sal, ná die suksesvolle voltooiing daarvan, vir die student as 'n fundamentele kennisbron dien van die aard en funksie van wêreldbeskouings en ideologieë soos dit geskiedkundig uit die wetenskap ontwikkel het van die antieke tot die postmoderne era. Die student sal ook die verhouding tussen norme en wetenskap, die invloed van wetenskap en tegnologie op die geestelike, kulturele en materiële wêreldbeskouing van die mens, sy gemeenskap en omgewing, verstaan. Die student moet kernbegrippe rondom die ontwikkeling van die wetenskap in die konteks van waardesisteme, soos dit in hulle wêreldbeskouing funksioneer, kan verstaan en bespreek en verduidelik". Die Module streef daarna om die volgende oorkoepelende uitkomst te bereik:

- (1) Dat studente 'n kennisbasis van 'n seleksie van wêreldbeelde en ideologieë sal ontwikkel en hul kritiese begrip daarvan sal kan demonstreer aan die hand van 'n vermoë om die aard, funksie en verskillende kontemporêre manifestasies daarvan te kan weergee, analiseer en evalueer
- (2) Dat studente die invloed van verskillende wêreldbeelde op die natuurwetenskaplike en tegnologiese ontwikkeling sal kan demonstreer en verdiskonteer in hul eie paradigmavorming.
- (3) Dat studente die vermoë sal ontwikkel om die interverwantskap van natuurwetenskaplike en sosiale fenomene te verstaan, en vanuit hierdie paradigma hedendaagse probleme te analiseer, te evalueer en oplossings aan te bied.
- (4) Dat studente in staat sal wees om hul persoonlike wêreldbeeld te artikuleer en te verdedig, en dit as vertrekpunt te gebruik in 'n soeke na effektiewe oplossings vir die hoof-probleme van ons tyd
- (5) Dat studente in staat sal wees om die wetenskaplike navorsingsmetodiek met integriteit toe te pas.

Assessment criteria:

Students will have achieved the outcomes if they:

- Can differentiate between the concepts worldview and ideology and can give examples in order to illustrate their understanding;

- can present the characteristics, nature and influence of a number of worldviews and ideologies on natural science and technology in a well-structured paper that meets all academic requirements;
- can explain how some worldviews and ideologies manifest in present-day society and give examples of the way in which such worldviews and ideologies influence the current society as well as the practising of natural science and technology;
- use can be made of examples from society in order to illustrate or elucidate the interrelationship between natural science/technology and society with regard to relevant phenomena;
- use examples from natural science and technology to explain the causes, interwoven nature and resultant discrepancies with regard to the distribution of resources, diseases, et cetera more fully;
- can analyse either on an individual or a group basis case studies of modern-day social problems in a scientifically accountable way with their own worldview as point of departure;
- can engage in conversation with persons who have different worldviews from theirs in a meaningful and constructive way with a view to a quest for solutions for contemporary problems; and
- can demonstrate ability with regard to written and verbal understanding and reporting via effective and successful participation in assessments by means of various technologies and formats as mentioned earlier in this guide.

Assessment methods – Formal formative:

- (1) Formal formative assessment and evaluation of WVNS211/WVTS211 are based on the following assignments/tasks:
- (2) Regular tests on efundi. Students should view prescribed videos as well as read the applicable section of the study guide and then complete the relevant test on efundi before contact sessions.
- (3) Active participation in class (which is possible only if they have actually studied the prescribed texts for that particular study unit).
- (4) Regular written multi-choice assessment opportunities regarding the key concepts in the module.
- (5) A written individual assignment, as well as a written group assignment to put finishing touches to their understanding of individual study units.
- (6) Debating in class that will require of them to be able to analyse a particular social problem, identify and analyse the underlying worldview and/or ideological grounding thereof, and then to demonstrate how it can be addressed by means of scientific or technological intervention.

All assessments will be open-book.

Assessment methods – Summative:

Students will write a summative assessment (examination) (with a weight of 50%). This summative assessment will consist of an Examination Assignment on a relevant issue (which will count 60% of the examination), as well as a written examination paper which will consist of multiple choice questions and count 40% towards the examination mark. All assessments will be open-book.

The final module mark is calculated according to the directives of A.139 and A.8.7.4 (referring to official "A" rules of the NWU) concerning the ratio between participation marks and examination marks as indicated by the module outcomes (refer to Regulation ON.4.1 in the official yearbook of the NWU).

Assessment plan:

All of the formative assessment tasks mentioned above (with a cumulative weight of 50%) will be used to calculate the participation mark of each student for this module. Admission to the examination in this module will be granted only if official proof of participation can be had from the various formative assessments. Please note that a proof of participation will be issued only if a student:

- i. have met the particular/specific outcomes / graduate attributes as set out in the study guide for this module; and
- ii. have attained a minimum participation mark of 40% for formative assessments in this module.

In addition to the above-mentioned assessments, students will also write a summative assessment (examination with a weight of 50%) as indicated above.

Assesseringsplan:

Alle formatiewe assesseringstake hierbo genoem (met 'n kumulatiewe gewig van 50%) sal gebruik word om elke student se deelnamepunt vir hierdie Module te bereken. Studente sal benewens bogenoemde assesserings ook 'n summatiewe assessering (eksamen) aflê (met 'n gewig van 50%).

Die modulepunt word vervolgens bereken volgens die direkteiewe van A.139 en A.8.7.4 (verwys na amptelike "A"-reëls van die NWU) aangaande die verhouding tussen deelnamepunte en eksamenpunte soos aangedui deur die module-uitkoms (verwys na Regulasie ON.4.1 in die amptelike Jaarboek van die NWU).

Method of delivery: Full-time / Metode van aflewering: Voltyds

Module code / Modulekode:
WVPS321

Semester 2

NQF level / NKR vlak: 7
Credits / Krediete: 12

Title: Ethics for the pharmacist

Title: Etiek vir die apteker

Module outcomes: On completion of this module the student should: • have thorough knowledge of the theoretical approach to ethics; • have a clear understanding of ethics as a multi-disciplinary discipline; • be familiar with the principles of medical ethics with specific reference to the role of the pharmacist; • be able to take a stand on the challenges of our time; • be able to analyse practical problems and challenges and propose solutions; and • have a thorough understanding of responsibilities toward ourselves, our colleagues, patients and the environment. Module-uitkomst: Na voltooiing van hierdie module moet die student: • 'n grondige kennis hê van die teoretiese benadering tot etiek.; • 'n duidelike konsep hê van etiek as 'n multi dissiplinêre dissipline; • vertrouwd wees met die beginsels van mediese etiek met spesifieke verwysings na die rol van die apteker; • in staat wees om standpunt in te neem oor die uitdagings van ons tyd; • in staat wees om praktiese probleme en uitdagings te analiseer en oplossings voor te stel; • 'n deeglike begrip hê van verantwoordelikhede teenoor onself, ons kollegas, pasiënte en omgewing. Assessment methods – Formal formative: None Assessment methods – Summative: None Assessment plan: The final and only assessment is the preparation of a project that will be presented to the entire class group and to the assessors. The format of the presentation will be consulted and made available on eFundi. 100% participation in compulsory contact sessions is required for participation in the final assessment. Assesseringsmetodes – Formeel formatief: Geen Assesseringsmetodes – Summatief: Geen Assesseringsplan: Alle formatiewe assesseringsake hierbo genoem (met 'n kumulatiewe gewig van 50%) sal gebruik word om elke student se deelnamepunt vir hierdie Module te bereken. Studente sal benewens bogenoemde assesserings ook 'n summatiewe assesserings (eksamen) aflê (met 'n gewig van 50%). Die modulepunt word vervolgens bereken volgens die direkteiewe van A.139 en A.8.7.4 (verwys na amptelike "A"-reëls van die NWU) aangaande die verhouding tussen deelnamepunte en eksamenpunte soos aangedui deur die module-uitkomst (verwys na Regulasie ON.4.1 in die amptelike Jaarboek van die NWU). Method of delivery: Full-time / Metode van aflewering: Voltyds

HSC.23 MODULE OUTCOMES OF BACCALAUREUS CURATIONIS (EDUCATIONIS ET ADMINISTRATIONIS) - TELEMATIC MODULES

BSKP311: ORGANISATIONAL PSYCHOLOGY

TL 1 x 3 hours 40 : 60

On completion of the module the learner must know and understand the research, theories, and approaches regarding organizational behaviour, stress, motivation, job satisfaction, leadership, group behaviour, organizational politics, conflict, decision-making, communication and organizational design; develop sensitivity for individual, group and organizational problems on national and international level and develop flexibility regarding the management thereof; apply skills to diagnose individual, group and organizational problems and to intervene and/or refer individuals to professionals, facilitate individuals and/or groups and/or advise the relevant parties on solutions; know and understand the nature, reasons for and history of organizational culture, organizational climate and organizational development; Know and understand the competencies of an organizational development consultant and apply skills to diagnose problems and opportunities, and refer/facilitate/consult individuals and groups to solve problems and/or to utilize opportunities; Identify changes impacting on the work context and know and understand the management of change; Know and understand organizational diagnosis as a part of organizational development and apply techniques to diagnose problems and opportunities in organizations; know and understand elementary organizational development

interventions that could be used to solve problems or capitalize on opportunities and apply skills to develop and implement and evaluate these interventions in the work place.

BSKT111: INTRODUCTION TO PSYCHOLOGY IN WORK CONTEXT

TL 1 x 3 hours 40 : 60

On completion of the module the student must know and understand differences in individual behaviour and criteria that can be used to classify individual differences; know and understand the impact of stereotypes, prejudice and assimilation in a diverse workplace; motivate the value of a diversified workforce that mirrors the population and evaluate different programmes to manage diversity; know and understand the nature and importance of a safe and healthy work environment, and one that enhances the quality of work life of workers in organizations; show insight the safety, health and quality of work life problems are experienced by workers; know and understand the ways in which organizations should go about ensuring and maintaining a safe and healthy work environment, and one that is conducive to the improvement of the quality of work life of workers.

BSKT221: PERSONNEL PSYCHOLOGY

TL 1 x 3 hours 40 : 60

On completion of the module the student must know and understand the nature, value and functions of human resource management and its challenges; demonstrate knowledge of and insight into job analysis, human resource planning, recruitment, selection, compensation, performance management, induction, training and development and apply skills to develop these programmes in work context; show knowledge of and insight into the importance of a safe and healthy work environment and one that enhances the quality of the work life of workers; apply knowledge and skills to compile human resource management programmes.

BSOT221: OCCUPATIONAL SOCIOLOGY

TL 1 x 3 hours 40 : 60

Know and understand the challenges in occupation, motivation to work, conflict between occupations, role theory and know how an organization structure could influence the business. Demonstrate knowledge and understanding of mobility, stratification and the working of the organization on different levels. Know and understand socio-demographic and economic trends which could affect work site health and safety.

BSOT321: LABOUR RELATIONS

TL 1 x 3 hours 40 : 60

On completion of the module the learner must: demonstrate knowledge and understanding of concepts, modalities regulating labour relations, tripartite relationship, industrial democracy, participation and representation, development of industrial relations in South Africa, legislation, trade unions, collective bargaining and how it influences the work environment; Know and understand the mechanics and dynamics of strikes, reasons for strikes, primary enterprise-level procedures, work representation at enterprise level through workplace forums and future industrial relations development; Apply skills to ensure effective labour relations.

NSDT111: HEALTH SCIENCE DYNAMICS

TL 1 x 3 hours 40 : 60

After studying this module the student should be able to demonstrate a sound knowledge of the health care of South Africa with reference to the developing world and health care in South Africa; demonstrate an understanding of health care as a caring concern; demonstrate the ability to debate the concept "professionalism" as related to health care professionals; and demonstrate the ability to act ethically in any given health care situation; develop the self through the study of Health Science Dynamics regarding personal and professional growth; participate effectively as a health practitioner in the multi-disciplinary team.

NSET111: HEALTH SCIENCE EDUCATION : INTRODUCTION

TL 1 x 3 hours 40 : 60

On completion of this module the student should be able to demonstrate knowledge of the psychological framework regarding human behaviour in the educational process; be knowledgeable about growth dynamics; have an understanding about information processing, learning strategies and motivation; motivate the imperativeness of effective education and achieving positive teaching outcomes.

NSET211: CURRICULUM STUDIES

TL 1 x 3 hours 40 : 60

On completion of this module the student should be able to demonstrate knowledge, skills and attitude regarding SAQA/NQF/OBE; the skills development act; outcomes based education; outcomes based education and the curriculum; study guide development and lesson plans; outcomes based learning and the learning accompanist; outcomes based learning and the adult student.

NSET221: DIDACTICS

TL 1 x 3 hours 40 : 60

On completion of this module the student should be able to demonstrate knowledge; skills and attitude regarding the teaching and learning context, construction of knowledge; determinants of learning; dimensions of learning; creation of a context conducive to learning (facilitation-, clinical skills and assessment).

NSET271: HEALTH SCIENCE EDUCATION : PRACTICA

(Successful attendance)

On completion of this module the student should be able to demonstrate confidence in the planning of learning opportunities; utilize various teaching strategies; create a context conducive to learning; evaluate learning; write a report on nursing school administration.

NSET311: THEORETICAL AND PHILOSOPHICAL FOUNDATIONS

TL 1 x 3 hours 40 : 60

On completion of this module the learner should be able to demonstrate knowledge; skills and attitude regarding the: influence of philosophy on health science education; philosophical trends (constructivism, critical reflection and cognition); flexibility in learning and teaching (open and distance learning, telematic learning, cooperative learning, tutorials).

NSET321: CONTEMPORARY ISSUES

TL 1 x 3 hours 40 : 60

On completion of this module the learner should be able to demonstrate knowledge, skills and attitude regarding the: comparative systems in education; continuing education (professional development, entrepreneurial skills); teaching portfolio; management aspects in health science education (quality control); human resources; performance management.

NSFT121: FINANCIAL HEALTH MANAGEMENT

TL 1 x 3 hours 40 : 60

On completion of this module the student should be able to discuss cost and financial management in health services; understand the cost elements in health care services; understand planning and budgeting in health services; understand cost control and decision making.

NSGT121: SOCIOLOGY: INTRODUCTION B

TL 1 x 3 hours 40 : 60

Students who have completed this module will be able to define the term *deviance* in a scientifically correct manner and discuss the main sociological perspectives' analysis of deviant behaviour critically; analyze dispersed and convergent forms of collective behaviour sociologically; explain social movements and its relationship to social change; and apply sociological knowledge as far as health and the health care system are concerned.

NSMT211: UNIT/CLINIC MANAGEMENT

TL 1 x 3 hours 40 : 60

After studying this module, the student should be able to explain what management and unit management is; apply the management process in the nursing unit; debate the necessity of policy and procedure manuals in the nursing unit; describe the unit managers' financial and budgetary responsibilities; illustrate an effective staff scheduling plan; outline the supervisory duties of the unit manager and; formulate a disaster and emergency plan for the nursing unit.

NSMT221: HUMAN RESOURCES MANAGEMENT

TL 1 x 3 hours 40 : 60

After studying this module the student should be able to discuss the principles of quality improvement; apply the process of quality improvement; implement a quality improvement programme in the health service; formulate and apply total quality management in the health service; apply risk management and case management and implement information systems in the management of the health organization.

NSMT271: HEALTH SERVICE MANAGEMENT PRACTICA

(Successful attendance)

On completion of this module the student should be able to apply the principles of management in the practice of Health Service Management by: evaluating clinic/hospital/units philosophy, policy, procedure manuals, formulate new philosophy, policy and procedures; discuss the application of Human Resource implementation in the clinic/hospital/unit; discuss the quality control used in the clinic/hospital/unit; provide a schematic outline of a personnel development programme; discuss the role of the Health Service Manager in the clinic/hospital/unit with regard to the finances and personnel/staff.

NSMT311: STRATEGIC MANAGEMENT

TL 1 x 3 hours 40 : 60

On the completion of this module the learner should be able to apply strategic management by giving attention to the nature and value of strategic management, strategy formulation and strategy implementation. This will be achieved by: understanding the nature and value of strategic management; formulating and implementing a strategy through action plan, functional tactics and employee empowerment.

NSMT321: CONTEMPORARY ISSUES

TL 1 x 3 hours 40 : 60

On completion of this module the learner should be able to debate the various roles of the nurse manager, i.e. the nurse manager as negotiator, the nurse manager as consultant and the nurse manager as project manager. This will be achieved by: understanding the nature and process of negotiation; understanding the consultation process and applying it to individuals, groups and the community; understanding and applying the principles and process of project management and; understanding the benefits of networking and the development of personal and professional networks.

NSRT121: HEALTH SCIENCE RESEARCH

TL 1 x 3 hours 40 : 60

On completion of this module the student should be able to appreciate the meaning and usefulness of Health Science Research; demonstrate a proficiency in utilizing the correct methodology for each type of research; complete the research process with confidence and utilize research results in the health practice.

OBAD112: INTRODUCTION TO PUBLIC MANAGEMENT

TL 1 x 3 hours 40 : 60

A student will be able to understand public management and administration as a discipline; public policy and legislative framework for implementation, achieving sustainable development: the role of local government.

VWTL311: PHILOSOPHY OF SCIENCE

TL 1 x 2 hours 40 : 60

On completion of this module the learner should be able to demonstrate that he/she understands the status of Nursing as discipline in the world of sciences; identify and discuss the prominent philosophies points regarding the foundational questions in Nursing as science; to evaluate these questions from his/her own framework of reference; identify the basic issues in the contemporary debate regarding science and faith and apply it in Nursing; evaluate the ethical consequences of his/her scientific and professional conduct from an own and Christian value orientation.