

2019

Yearbook
Jaarboek



FACULTY OF HEALTH
SCIENCES
POSTGRADUATE

FAKULTEIT GESONDHEIDS-
WETENSKAPPE
NAGRAADS

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic 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 of the University.

Please note: Although the information in this Calendar 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.

An Afrikaans postgraduate yearbook can be obtained from the faculty upon request.

Visit the Faculty of Health Sciences at:

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

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NWU OFFICE BEARERS

Chancellor / Kanselier

Kgosi Leruo Molotlegi

Vice-Chancellor / Vise-Kanselier

Prof ND Kgwadi

Vice-Principal / Vise-Prinsipaal

Prof DM Balia

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

Prof N (Refilwe) 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 DM Balia

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

Prof L du Plessis

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

Prof M Setlalentoa

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 L Conley

Faculty of Engineering / Fakulteit Ingenieurswese

Prof L van Dyk

Faculty of Health Sciences / Fakulteit Gesondheidswetenskappe

Prof AF Kotzé

Faculty of Humanities / Fakulteit Geesteswetenskappe

Prof Pamela Maseko

Faculty of Law / Fakulteit Regte

Prof SPLR de la Harpe

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

Prof E Ebenso

Faculty of Theology / Fakulteit Teologie

(To be appointed)

FACULTY OF HEALTH SCIENCES OFFICE BEARERS

Executive Dean

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

Deputy Dean: Research and Innovation

Prof J du Plessis, BPharm (PU for CHE), MSc (PU for CHE), PhD (PU for CHE), Diploma in Tertiary Education (PU for CHE)

Deputy Dean: Teaching and Learning

Prof QM Temane, BA (Hons) (UNIN); MSocSc (UNIBO); PhD (NWU)

Deputy Dean: Strategy and Business Development

Prof Andrew K L Robinson, MBChB (US), D.H.S.M (UKZN), FCPHM (College of Medicine - SA)

Senior Faculty Administrator

Mrs R Muller

SCHOOLS

SCHOOL OF HUMAN MOVEMENT SCIENCES

Director: 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)

Program leaders

Diploma in Coaching Science

Mafikeng: Mrs M van Aswegen, BSc Sport science (SU), Hons B Biokinetics (SU), MSc (Med) Biokinetics (Wits)

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

Recreation Sciences

Me CM Schreck BA (PU for CHE), Hons BA (PU for CHE), MA (NWU)

Subject Group Chairpersons

Human Movement Sciences

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

Prof A Kruger, BComm (PU for CHE), BComm Honours in Sport Science (PU for CHE), MSc (Sport Science) (NWU), PhD (Human Movement Science), BSc Honours in Psychology (NWU), MSC Counselling Psychology (NWU)

Undergraduate Academic program manager

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

SCHOOL OF PHARMACY

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

Programme leaders

Pharmaceutics & Undergraduate Academic program manager (B Pharm)

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

Programme for Continuing Inter-Professional Education

Dr H Hamman, BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (NWU)

Subject Group Chairpersons

Pharmacology

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

Pharmaceutics

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

Pharmaceutical Chemistry

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

Pharmacy Practice

Dr WD Basson, BSc (PU for CHE), Hons BSc (Physiology) (PU for CHE), BPharm (PU for CHE), MPharm (Pharmacy Practice) (PU for CHE), PhD (NWU)

Clinical Pharmacy

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

Director: 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

Dietetics

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

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)

Consumer Sciences

Mrs N Le Roux, BSc Consumer Sciences (NWU), B Hons Consumer Sciences (NWU), M Consumer Sciences (UP)

Subject Group Chairpersons

Physiology

Dr L Lammertyn, BSc (Biological Sciences) (NWU), PGCE (Senior and Further Education and Training phase) (NWU), BSc Hons (Physiology) (NWU), MSc (Physiology) (NWU), PhD (Physiology) (NWU)

Nutrition

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

Consumer Sciences

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

Director (Potchefstroom): Prof AG Herbst, BA (Social Work) (UP), MA (Social Work with specialization in play therapy) (UP); PhD (Social Work) (PU for CHE)

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

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

Programme leaders

Psychology

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

Subject Group Chairpersons

Psychology

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

Mafikeng: Mrs RG Pila-Nemutandani, BA (UNIN), B Hons in Psych (UL), M Clin Psych (UL)

Vaal: 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)

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

Mafikeng: Dr Daniel T Masilo (*acting*), BSW, MA (SW) (NWU)

SCHOOL OF NURSING

Director (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).

Deputy Director (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)

Deputy Director (Vaal): Dr S Scholtz, B Soc Sc (Nursing) (UOFS), MCur (Medical and Surgical Nursing Science: Critical Care Nursing) (UJ), DCur (Medical and Surgical Nursing Science: Critical Care Nursing) (UJ), Advanced University Diploma (Health Science Education) (NWU), Advanced University Diploma (Health Service Management) (NWU)

Programme leaders

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).

Post basic Nursing programme

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

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).

Subject Group Chairperson

Nursing

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

RESEARCH ENTITIES

CEN - Centre of Excellence for Nutrition

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

Pharmacem - Centre of Excellence for Pharmaceutical Sciences

Director: Prof LJ Legoabe (*acting*), BPharm (UL), MSc (Pharmaceutical Chemistry) (NWU), PhD (Pharmaceutical Chemistry) (NWU)

HART – Centre of Excellence for Hypertension in Africa Research Team

Director: 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

Director: 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)

PhASRec - Focus area: Physical Activity, Sport and Recreation

Director: 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)

NUMIQ - Focus area: Quality in Nursing and Midwifery

Director: 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

Director: 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

Director: 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

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

Niche area: Lifestyle diseases

Director: Prof Ushotaneffe 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)

CPBS - CENTRE FOR PHARMACEUTICAL AND BIOMEDICAL SERVICES

Director: Dr E Swanepoel (*acting*), BPharm (PU for CHE), MSc (Pharmaceutics) (PU for CHE), PhD (Pharmaceutics) (PU for CHE)

RIIP/CENQAM - Research Institute for Industrial Pharmacy incorporated with Centre for Quality Assurance of Medicine

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

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

Vivarium

Head: Mr CJJ Bester, National Diploma in Laboratory Animal Technology, Senior Primary Education Diploma (PTC), Higher Education Diploma (PTC)

CCYFS - CENTRE FOR CHILD, YOUTH AND FAMILY STUDIES

Head: 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

Head: 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

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

CENTRES FOR HEALTH AND HUMAN PERFORMANCE

Institute for Psychology and Wellbeing

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)

Ipelegeng Centre

Prof Ushotane 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

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

Institute for Sport Science and Development

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

FACULTY MANAGEMENT COMMITTEE

Name	Designation
1. Prof AF (Awie) Kotzé	Executive Dean (Chairperson)
2. Prof J (Jeanetta) du Plessis	Deputy Dean: Research and Innovation
3. Prof QM (Michael) Temane	Deputy Dean: Teaching learning
4. Prof AKJ (Andrew) Robinson	Deputy Dean: Strategy and Business Development
5. Mrs R (Riana) Muller	Senior Faculty Administrator
6. (To be appointed)	Faculty Accountant
7. Prof JH (Hans) de Ridder	Director: School of Human Movement Sciences
8. Prof S (Sandra) van Dyk	Director: School of Pharmacy
9. Prof SM (Grieta) Hanekom	Director: School of Physiology, Nutrition and Consumer Sciences
10. Prof AG (Alida) Herbst	Director: School of Psychosocial Health
11. Dr H Walker-Williams	Deputy Director: School of Psychosocial Health (VC)
12. Dr E (Elizabeth) Smit	Deputy Director: School of Psychosocial Health (MC)
13. Dr M (Molekodi) Matsipane	Director: School of Nursing
14. Me E (Elsabe) Bornman	Deputy Director: School of Nursing (PC)
15. Dr S (Suegnet) Scholtz	Deputy Director: School of Nursing (VC)
16. Prof CM (Marius) Smuts	Director: Centre of Excellence for Nutrition
17. Prof LJ (Lesetja) Legoabe	Director: Centre of Excellence for Pharmaceutical Sciences
18. Prof P (Petra) Bester	Director: Research Unit: The Africa Unit for Transdisciplinary Health Research
19. Prof HW (Hugo) Huisman	Director: Centre of Excellence for Hypertension in Africa Research Team
20. Prof SJ (Hanlie) Moss	Director: Focus area: Physical Activity, Sport and Recreation
21. Prof CS (Karin) Minnie	Director: Focus area: Quality in Nursing and Midwifery
22. (To be appointed)	Director: Focus area: Community Psychosocial Research
23. Prof MS (Martie) Lubbe	Director: Niche area: Medicine Usage in South Africa
24. Prof JL (Johan) du Plessis	Director: Niche area: Occupational Hygiene and Health Research Initiative
25. Dr E (Erna) Swanepoel	Director: Research Institute for Industrial Pharmacy incorporated with Centre for Quality Assurance of Medicine
26. Prof CHM (Retha) Bloem	Head: Centre for Child, Youth and Family studies
27. Prof AF (Anne) Grobler	Director: DST/NWU Preclinical Drug Development Platform
28. Prof U (Ushotanefe) Useh	Director: Lifestyle diseases
29. Prof M (Minrie) Greeff	Head: Ethics Office
30. Prof GM (Gerda) Reitsma	Head: Centre For Health Professions Education
31. Ms N (Nonkie) Motsapi	Practitioner: People & Culture

FACULTY BOARD

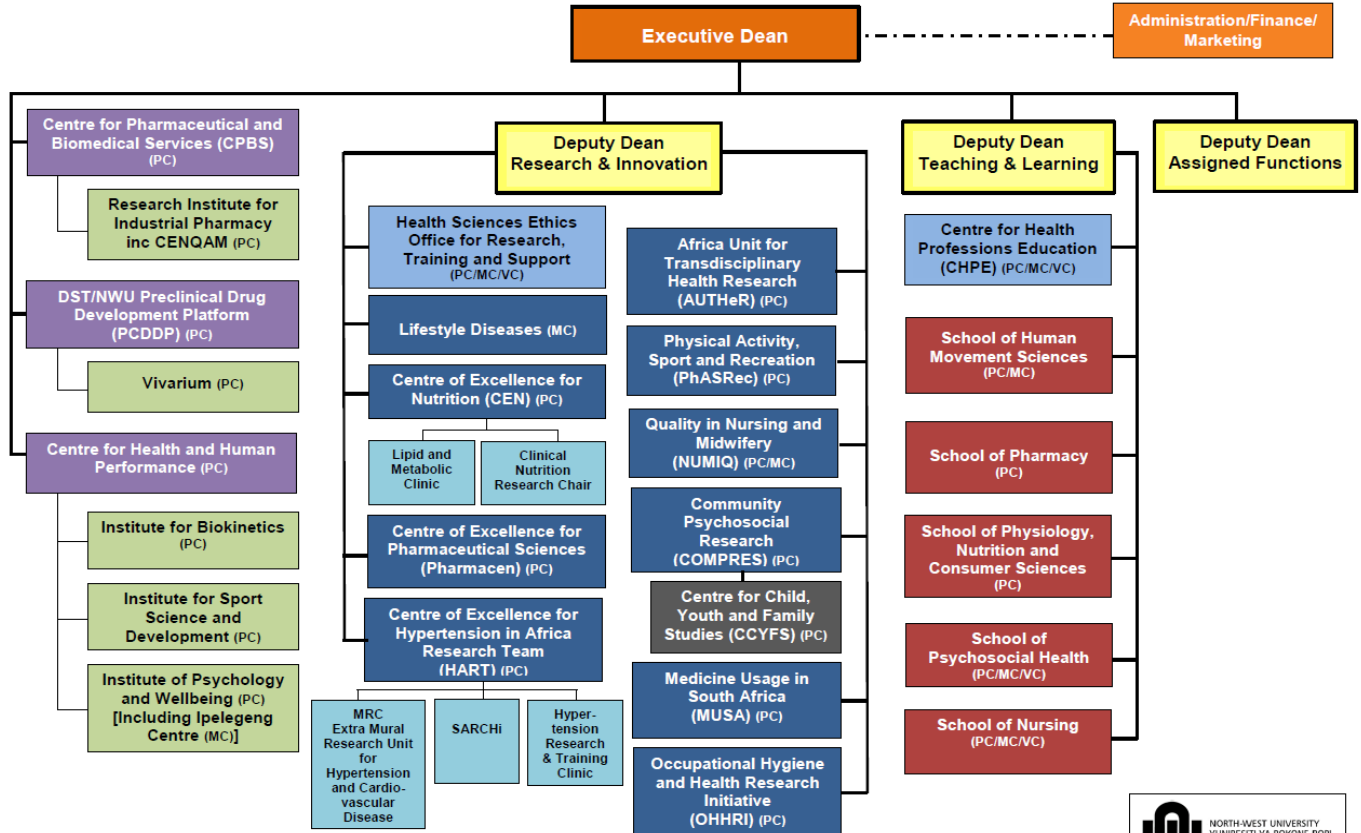
Name	Designation	Term
4.1.1 Executive Dean		
1. Prof AF (Awie) Kotzé	Executive Dean (Chairperson)	
4.1.1.2 Deputy Deans		
2. Prof J (Jeanetta) du Plessis	Deputy Dean: Research and Innovation	Apr 2018 -
3. Prof AKL (Andrew) Robinson	Deputy Dean: Strategy and Business Development	Mei 2018 -
4. Prof QM (Michael) Temane	Deputy Dean: Teaching and Learning	Oct 2018 -
4.1.1.3 Directors (School and Research entity directors)		
5. Prof P (Petra) Bester	Director: Research Unit: Africa Unit for Transdisciplinary Health Research (AUTHeR)	Apr 2017 – Dec 2020
6. Prof CHM (Retha) Bloem	Head: Centre for Child, Youth and Family studies (CCYFS)	
7. Prof H (Hans) de Ridder	Director: School of Human Movement Sciences	Apr 2017 –
8. Prof LJ (Lesetja) Legoabe	Director: Centre of Excellence for Pharmaceutical Sciences (Pharmacem)	Jan 2019 -
9. Prof JL (Johan) du Plessis	Director: Niche Area: Occupational Hygiene and Health Research Initiative (OHHR)	Jan 2015 – Dec 2019
10. Prof M (Minrie) Greeff	Head: Ethics Office	
11. Prof AF (Anne) Grobler	Director: DST / NWU Preclinical Drug Development Platform (PCDDP)	Apr 2017 – Dec 2018
12. (To be appointed)	Director: Focus Area: Community Psychosocial Research (COMPRES)	
13. Prof SM (Grieta) Hanekom	Director: School of Physiology, Nutrition and Consumer Sciences	Jul 2017 – Mch 2018
14. Prof AG (Alida) Herbst	Director: School of Psychosocial Health	Apr 2017 – Dec 2019
15. Prof HW (Hugo) Huisman	Director Centre of Excellence: Hypertension in Africa Research Team (HART)	Apr 2017 – Feb 2020
16. Prof MS (Martie) Lubbe	Director: Niche Area: Medicine Usage in South Africa (MUSA)	
17. Prof CS (Karin) Minnie	Director: Focus Area: Quality in Nursing and Midwifery (INSINQ)	Apr 2017 – Mch 2019
18. Prof SJ (Hanlie) Moss	Director: Focus Area: Physical Activity, Sport and Recreation (PHASRec)	Apr 2017 – Mch 2018
19. Prof GM (Gerda) Reitsma	Head: Centre for Health Professions Education	
20. Prof CM (Marius) Smuts	Director: Centre of Excellence for Nutrition (CEN)	Apr 2017 – Dec 2020

Name	Designation	Term
21. Dr E Swanepoel	Acting Director: Centre for Pharmaceutical and Biomedical Services (CPBS)	
22. Prof S (Sandra) van Dyk	Director: School of Pharmacy	Apr 2017 – Jul 2018
23. Dr M (Molekodi) Matsipane	Director: School of Nursing MC	
24. Vacant	Head: Centre for Health and Human Performance	
4.1.1.4 Deputy Directors (School and Research Entity directors)		
25. Prof Ushotanefe Useh	Director: Lifestyle Diseases (Niche Area)	
26. Dr EI (Elizabeth) Smith	Deputy Director: MC_School of Psychosocial Health	
27. Dr H (Hayley) Walker-Williams	Deputy Director: VTC_School of Psychosocial Health	
28. Ms E (Elsabe) Bornman	Deputy Director: PC_School of Nursing	
29. Dr S (Suegnet) Scholtz	Deputy Director: VTC_School of Nursing	
4.1.1.5 Academic members		
Professors (10)		
30. Prof KHB (Karel) Botha	PC_Psychology	Feb 2018 – Feb 2021
31. Prof CB (Tiaan) Brink	PC_Pharmacology	Feb 2018 – Feb 2021
32. Vacant		
33. Vacant		
34. Vacant		
35. Vacant		
36. Vacant		
37. Vacant		
38. Vacant		
39. Vacant		
Associate professor (10)		
40. Prof A (Anja) Franken	PC_Physiology	Feb 2018 – Feb 2021
41. Prof LJ (Lesetja) Legoabe	PC_Drug Discovery	Feb 2018 – Feb 2021
42. Prof A (Ansie) Fouchè	VTC_Social Work	Feb 2018 – Feb 2021
43. Prof A (Anel) Petzer	PC_Pharmaceutical Chemistry	Feb 2018 – Feb 2021
44. Prof CA (Choja) Oduaran	MC_Psychology	Feb 2018 – Feb 2021
45. Vacant		Feb 2018 – Feb 2021
46. Vacant		Feb 2018 – Feb 2021
47. Vacant		
48. Vacant		
49. Vacant		
Snr Lecturer(10)		

Name	Designation	Term
50. Dr S (Shani) Botha	PC_Physiology	
51. Dr L (Leandi) Lammertyn	PC_Physiology	Feb 2018 – Feb 2021
52. Dr L (Lusilda) Schutte	PC_Africa Unit for Transdisciplinary Health Research (AUTHER)	Feb 2018 – Feb 2021
53. Dr MR (Makhotso) Lekhooa	PC_Pharmacology	Feb 2018 – Feb 2021
54. Dr TT (Theunis) Cloete	PC_Pharmaceutical Chemistry	Feb 2018 – Feb 2021
55. Dr AG (Ruan) Spies	PC_Psychology	Feb 2018 – Feb 2021
56. Vacant		Feb 2018 – Feb 2021
57. Vacant		
58. Vacant		
59. Vacant		
Lecturer (5)		
60. Ms S (Sonette) du Preez	PC_Physiology	Feb 2018 – Feb 2021
61. Ms V (Vedhna) Lalla	VTC_Social Work	Feb 2018 – Feb 2021
62. Ms NF (Florina) Sizane	PC_Psychology	Feb 2018 – Feb 2021
63. Vacant		
64. Vacant		
Junior Lecturer (1)		
65. Ms TD (Tracy) Mkwanzazi	VTC_Social Work	Feb 2018 – Feb 2021
NRF Rated Researchers (5)		
66. Prof AE (Alta) Schutte	PC_Hypertension in Africa Research Team (HART)	Feb 2018 – Feb 2021
67. Prof HB (Brian) Harvey	PC_Pharmacology	Feb 2018 – Feb 2021
68. Prof WJH (Wim) Roostenburg	PC_Social Work	Feb 2018 – Feb 2021
69. Vacant		
70. Vacant		
4.1.1.6 Faculty Administrator		
71. Mrs R (Rana Muller)	Sr Faculty Administrator	
4.1.1.7 Student representation (SRC designated)		
72.		
4.1.1.8 Representative from other Faculties		
73.	Economic Management Sciences	
74.	Humanities	
75.	Natural Sciences	

(Date: 2018/06/30)

FACULTY OF HEALTH SCIENCES



HSC.1 FACULTY RULES

HSC.1.1 AUTHORITY OF THE GENERAL RULES

The faculty rules are valid for the different qualifications, programmes and curricula of this faculty and contained in the faculty calendar. It is subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. Faculty rules should be read in conjunction with the General Academic Rules. The Manual for Masters and Doctoral students, with specific guidelines and procedures for masters and doctoral studies, as well as quality measures of research entities also apply.

HSC.1.2 FACULTY-SPECIFIC RULES

Faculty rules apply to all Senate-approved academic programmes that lead to formal qualifications listed in the Programme and Qualification Mix (PQM) of the university and in the faculty, regardless of the mode of delivery. Where applicable, the rules distinguish between provisions that apply to programmes delivered by means of the contact and distance modes of delivery (referred to in these rules as “contact” and “distance” qualifications and programmes).

HSC.1.2.1 General provisions

HSC.1.2.1.1 Application and interpretation of the General Academic Rules

- a) General Academic Rules must be read with and applied subject to the Higher Education Act (101 of 1997), the Higher Education Qualifications Sub-framework (HEQSF) and the Statute of the North-West University, and in conjunction with policies as determined by Senate and Council, such as, but not limited to, the Admissions Policy and all other related policies for the governance, management and administration of teaching, learning and research, as well as the schedule of payable fees as determined annually by the university.
- b) General Academic Rules apply to all Senate-approved academic programmes that lead to formal qualifications listed in the Programme and Qualification Mix (PQM) of the university, regardless of the mode of delivery. Where applicable, the Rules distinguish between provisions that apply to programmes delivered by means of the contact and distance modes of delivery (referred to in these rules as “contact” and “distance” qualifications and programmes).
- c) All faculty rules and processes, described in the quality manual of the faculty are aligned with the General Academic rules of the University.
- d) The Glossary of Teaching-Learning Related Concepts and Designations contained in the Appendix determines the interpretation and application of these rules.
- e) Where General Academic Rules require or allow the exercise of a discretion, the senate may review and substitute a decision taken in the exercise of such discretion.
- f) Where functions and decision-making authority are entrusted by these rules to persons or structures, senate or a duly mandated sub-committee of senate may at any time resolve to require the person or structure concerned to report on the performance of the function concerned or the making of the decision, and senate may, within the limits of reasonableness, taking into account the implications for those affected thereby, replace or revoke the act or decision concerned.
- g) All decisions made by executive deans or other persons in terms of these rules will be recorded appropriately by the responsible academic or administrative unit.
- h) The executive dean may, in writing, delegate any power or function vested in him/her in terms of these rules to any faculty sub-committee, the deputy dean, an academic director or deputy director. Any person aggrieved by the exercise of such a delegated power or function may, within a reasonable time, request the executive dean to reconsider a decision made in terms of such delegated authority, and the executive dean may confirm, replace or amend such a decision or refer it back to the person or committee to whom decision-making authority was delegated for reconsideration.

- i) A person who demonstrates the intention to be associated with the university and faculty, by applying for admission, or being admitted to the university, for formal study, is subject to these rules.

HSC.1.2.1.2 The structure of qualifications

- a) The HEQSF provides the basis and minimum requirements for the design, structure and quality assurance of all qualification types offered by the faculty.
- b) Only those qualifications that form part of the PQM will be marketed, offered and conferred.
- c) The internal qualification standards of the university are provided for in the rules of each degree or programme and published in the faculty postgraduate yearbook to ensure compliance with the HEQSF.
- d) The senate may approve faculty rules with regard to specific programme requirements that allow for a maximum additional credit allocation of 20% more than the minimum required total credits for a qualification specified in the HEQSF.
- e) The additional credit allocation contemplated in rule 1.2.4 may be exceeded in cases where it is required by a professional body competent to recognize or accredit a qualification.
- f) Amendments to the credit structure, module outcomes or curriculum outlay of a programme leading to a qualification are subject to approval by the Institutional Committee for Academic Standards (ICAS).
- g) In cases where an approved qualification undergoes a major change to its purpose, outcomes, field of study, or modules, application will be made via ICAS for the external approval of such changes.

HSC.1.2.1.3 Faculty rules

- a) The faculty board will make proposals to the senate for the adoption of faculty rules with regard to the requirements for qualifications and programmes that are part of the PQM of the university and offered by the faculty.
- b) In addition to matters provided for in General Academic rules, faculty rules will, where appropriate, provide for arrangements that may be necessary for the accommodation of programme-specific requirements and faculty-specific procedures and structures. Programme-specific requirements are specified at each programme in this yearbook, whilst faculty specific procedures are published in the relevant quality manual of the faculty.
- c) The minimum and maximum duration of study for a qualification, the composition of the curricula of programmes, and the credit structure of programmes leading to a qualification, are set out in these faculty rules and are published in the postgraduate yearbook annually.
- d) Where faculty rules are amended and approved by senate before the next version of the yearbook is published, reasonable steps will be taken to bring the amendments to the attention of all students in the faculty who are affected thereby. These steps may include electronic communication and changing information on the web page of the faculty.

HSC.1.2.1.4 Recognition as a student of the university

- a) To be recognised as a student of the university (and faculty) for the purposes of these rules, a person must have been admitted and registered for a programme leading to the attainment of a qualification in the faculty.
- b) In order to continue with studies, a returning student who has been admitted and registered at the university must register annually in accordance with these rules.

HSC.1.2.1.5 Application, selection and admission to the university

HSC.1.2.1.5.1 Application and admission

- a) A prospective student applies for admission to the university (and faculty) by completing the prescribed application form, either on paper or electronically, and submitting it to the North-West University Central Application office (in the case of honours degrees and postgraduate diplomas) and to the Higher Degrees Application Office (for masters and doctoral programmes), and according to the admissions procedure required by the

university, together with the required additional application documentation and proof of payment of applicable fees for application and selection.

- b) No student will be considered for selection if the formal application process as described in par 1.5.1.1 has not been followed.
- c) The general requirements for admission to all formal contact and distance qualifications and related programmes offered by the university, as well as the provisions for conditional exemptions, are set out in the Admissions Policy of the NWU as recommended by the Institutional Admissions Requirements Committee, adopted by Senate, and approved by Council (http://www.nwu.ac.za/content/policy_rules).
- d) Programme-specific admission requirements are provided for in the postgraduate yearbook of the faculty and no application for admission may be accepted unless the applicant complies with both the general admission requirements and faculty-specific requirements.

HSC.1.2.1.5.2 Selection

- a) The faculty reserves the right to set selection criteria, in addition to the minimum admission requirements, and apply such criteria to admit or refuse admission to specific qualifications and programmes, taking into consideration the university's targets for the size (total number of students) and shape (fields of study and diversity profile) of the student population, and the capacity available to the university to offer the qualifications and programmes concerned.
- b) The allocation of a number for identification purposes to an applicant who meets the minimum admission requirements does not constitute or create a right to be admitted to the university as a student.
- c) Selection will take place during the approved time schedules for each programme as indicated in the faculty's academic calendar or yearbook.

HSC.1.2.1.6 Admission and advanced standing on grounds of recognition of prior learning

- a) The executive dean will, by means of the recognition of prior learning (RPL) in accordance with the university's Recognition of Prior Learning Policy, grant a student who does not meet the minimum admission requirements admission to a programme of a qualification, or grant advanced standing to a student by exempting the student from the recognised modules required for the completion of a particular programme.
- b) Only proven informal or non-formal learning may be taken into consideration by means of RPL, the process of equivalence-setting between such learning and formal modules must be documented, and its outcome will be recorded on the official student record.
- c) Where a student was granted exemption for one or more modules as a consequence of RPL, the remaining HEMIS credits required for the qualification must be obtained by completing the relevant programme.
- d) The maximum portion of a qualification from which a student may be exempted by means of RPL is fifty percent of the credits of the full qualification.
- e) Applications for recognition of prior learning (RPL) must be approved at the faculty board.

HSC.1.2.1.7 Credit recognition and transfer

HSC.1.2.1.7.1 Definition and application

- a) Credit recognition and transfer entails a documented process by means of which a student receives credit for specified prescribed modules or coursework components of a formal programme offered by the faculty, allowing the adjustment of the minimum study period for the completion of a programme offered by the faculty within the framework of Academic rules 2 to 5.
- b) Credit recognition and transfer will only be granted for credits obtained during studies towards a formal qualification, including credits obtained for modules taken for non-degree purposes.

- c) For the purposes of credit recognition and transfer, distinctions are maintained between programmes leading to a qualification that have been completed and those that have not been completed, and between credits received in programmes offered by the university and credits received from other recognised higher education institutions.
- d) Credit recognition and transfer applies to –
 - a student of the faculty who is registered for, but has not completed a programme, and who wishes to change to a different programme linked to the same qualification;
 - a student of the faculty who is registered for, but has not completed a programme, and who wishes to change to a different programme linked to a different qualification;
 - a student registered at another recognised higher education institution who has not completed the programme at that institution, and who wishes to register for the same or a different programme at the university and faculty;
 - a student who has completed a qualification at the university or at another recognised higher education institution who wishes to enrol for a programme leading to another qualification at the university and faculty, and
 - qualifications that consist entirely or partially of coursework modules or components, but not to qualifications that consist purely of a research component.
- e) Credit recognition and transfer can only be granted to a student who meets the minimum admission requirements of the qualification and programme for which the student wishes to register.
- f) 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.
- g) All requests for credit recognition and transfer must be motivated and/or recommended by the involved academic managers and endorsed by the Faculty Board before the decision can be officially documented.
- h) The Faculty Board has the final discretion regarding the granting of credit recognition and transfer, and the executive dean is responsible for overseeing the procedure provided for in Academic rule 1.7.3 and for ensuring appropriate record-keeping thereof.
- i) Credit recognition will not be granted for modules passed more than five years ago.

HSC.1.2.1.8 Linked and concurrent modules

- a) Linked modules, being modules identified as assumed learning for a subsequent module or modules, will be specified in programme-specific requirements.
- b) Linked modules must have been passed before a student may register for a successive module.
- c) 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.

HSC.1.2.1.9 Maximum credit load

- a) A student may not normally be registered for a credit load of more than 1.2 FTE credits in any given academic year, but may, subject to express permission granted by the executive dean in order to enable the student to meet the progression requirements for continuation of study, or to meet the requirements for the completion of the programme for which the student is registered, be allowed in a specific academic year to register for a credit load of not more than 1.5 FTEs.

HSC.1.2.1.10 Registration

HSC.1.2.1.10.1 Annual registration

- a) 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 faculty requirements applicable to the qualification, programme and module(s) concerned.
- b) A student is personally responsible to:
 - ensure compliance with all the programme and module registration requirements and the completion and submission of the formal documents required for registration as specified in the postgraduate yearbook, and
 - determine that there are no clashes in contact time tables or scheduled assessment opportunities between the modules registered for.
- c) The faculty reserves the right to refuse or cancel the registration of a student where an applicant provides false, incorrect or incomplete information or documentation material to registration as a student, or where any other condition provided for in these rules is not satisfied.
- d) The requirements for active participation by students in specific programmes will be set out in the applicable study guides and postgraduate yearbook and students may not register for modules in which they are unable to or intend not to actively participate.
- e) In order to receive credits for a specific module a student must be registered for such module and pass it.
- f) Two registration periods for the various levels and modes of study are annually determined in the university calendar, the second of which is reserved exclusively for registration of students in such programmes as may be identified annually by the executive dean.
- g) A registered student remains responsible to ensure that the University always has his/her latest personal details in order to be able to receive official communication from the University and faculty. Changes to personal details must be submitted on a prescribed form to the Department of the Chief Director: Student Academic Lifecycle Administration.
- h) A student who was registered during the second registration period of the previous year must in the subsequent academic years report for registration during the first annual registration period.
- i) In order to be registered, a student or the entity that has granted the student a bursary, must pay the prescribed registration and minimum tuition fees prescribed by the university.
- j) A student who registers in the paper-based process for registration must complete and sign the relevant registration form, acquire the necessary approval from the faculty, and submit the signed form to the appropriate section within the Department of the Chief Director: Student Academic Lifecycle Administration, upon which an official proof of registration is issued to the student.
- k) A student who registers electronically must complete and sign the registration form electronically, and after approval of the registration by the faculty concerned, an official proof of registration is issued electronically.
- l) A registered student must promptly submit all relevant changes to personal details in the prescribed form to the Chief Director: Student Academic Lifecycle Administration for the purposes of official communication by the university with the student.
- m) Official correspondence with students may be addressed by the university to the postal addresses, email addresses and cell phone numbers supplied during registration, or as changed in accordance with Academic rule 1.10.1.11.

HSC.1.2.1.10.2 Submission to rules and resolutions

- a) By signing and submitting either on paper or electronically the prescribed application and registration forms, the applicant or registered student agrees to be bound by the applicable

rules, policies and resolutions of the university and the faculty until the registration of the student is terminated.

HSC.1.2.1.10.3 Active enrolment

- a) A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which the student is registered, as indicated in the applicable study guide in order to be deemed to be an enrolled student of the faculty.
- b) Sitting for an examination alone does not constitute proof of active enrolment.
- c) Students of the faculty registered for research degrees must be actively involved in the study guidance process as agreed with the supervisor/promoter, as well as research activities of the applicable research entity or project.
- d) The registration of a student who fails to participate satisfactorily in the activities referred to above is subject to review in accordance with the progression requirements provided for in Academic rule 1.16, or as specified in programme specific requirements in the postgraduate yearbook.

HSC.1.2.1.10.4 Amendment, cancellation and discontinuation of registration

- a) Subject to university requirements and the applicable provisions concerning payable fees, any contact or distance 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.
- b) Registration may be cancelled for a programme or a module, and entails that a student withdraws from the programme or module before formal tuition or study guidance begins.
- c) Timely cancellation of registration will not reflect in a student's academic record and a part of the registration fees, as well as the paid tuition fees, may be reimbursed by the university.
- d) The faculty reserves the right to cancel any erroneous registration.
- e) Discontinuation of registration entails that a student withdraws from a programme or module after the commencement of formal tuition or study guidance.
- f) Discontinuation of registration will be reflected as such on the student's academic record and does not entitle the student to receive reimbursement of registration or tuition fees.

HSC.1.2.1.10.5 Simultaneous registration at more than one institution

- a) A student registered at the faculty may not register concurrently for a qualification at another university except with the approval of the executive dean, who may grant such approval only if the student has met the minimum requirements of either one of the universities.
- b) With the approval of the executive dean, a student may register for non-degree purposes at the faculty and as a student for a formal qualification at another university.
- c) Except for research master's degree by dissertation and doctoral programmes, a student may in exceptional cases be granted permission to register for a maximum of 20% of the total credit value of a programme at another institution as indicated in Academic rule 1.10.5.3.
- d) For coursework master's degrees and professional master's degrees, a student may in exceptional cases be granted permission to register for a maximum of 20% of the credit value of the coursework component of the programme at another institution as indicated in Academic rule 1.10.5.3.

HSC.1.2.1.10.6 Simultaneous registration for more than one qualification at the university

- a) The executive dean may in writing grant a student permission, subject to the limitation on credit load provided for in Academic rule 1.9, to register simultaneously for more than one qualification at the university.

HSC.1.2.1.10.7 Use of the university and faculty's facilities by registered students

- a) Subject to specific exceptions granted by the Chief Director: Student Academic Lifecycle Administration, only registered students are entitled to utilise university and/or faculty's facilities and to be given study guidance.

HSC.1.2.1.11 Protection of personal and education-related information

- a) 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.
- b) The faculty will only 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.

HSC.1.2.1.12 Exemption from practical work or class attendance in a module

- a) 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 from the practical component when the student repeats the module unless it is specified otherwise in programme specific requirements.
- b) The granting of exemption in terms of Academic rule 1.12.1 and 1.12.4 is subject to the applicable programme specific requirements set out in this yearbook and applicable study guide and is valid only for the year following the year when the student failed the module.
- c) 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.
- d) Where a student fails a coursework module that has a class attendance requirement, but, in the opinion of the academic director concerned, did meet the class attendance requirements, the student may apply in writing to the executive dean to be exempted from the class attendance requirement when the student repeats the module.
- e) If exemption from class attendance is granted in respect of a coursework 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.

HSC.1.2.1.13 Assessment

HSC.1.2.1.13.1 Determination of module mark

- 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 this yearbook and/or applicable study guide except where the module mark is based on continuous assessment or where no participation mark is required.
- b) 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.
- c) The method of calculating the final module mark will be communicated effectively to students when the teaching of the module begins.

HSC.1.2.1.13.2 Requirements for admission to the examination

- a) Subject to rule 1.13.2.3 a student is required to achieve a module participation mark of at least 40% in order to be admitted to the examination in the module concerned unless

specified otherwise in programme-specific requirements in this yearbook as well as specified assessment methods.

- b) Subject to rule 1.13.2.3 an adequate module participation mark provides admission to no more than two consecutive examination opportunities scheduled within the period that the university determines annually for the conduct of all assessment activities in the academic year concerned unless specified otherwise in programme-specific requirements.
- c) Programme-specific requirements may provide that no participation mark is required in a specific module, or that alternative proof of participation must be provided for admission to the examination.

HSC.1.2.1.13.3 Requirements for passing a module

- a) The sub-minimum for examinations in all coursework modules is 40% except where a higher sub-minimum is set in the applicable programme specific requirements.
- b) A student passes a coursework module if a final module mark of at least 50% is attained, taking into account the provisions of the programme specific requirements regarding the examination sub-minimum and the ratio between the module participation and examination mark.
- c) A final mark of at least 50% is required to pass a research module.
- d) 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 the 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.
- e) Where a student fails a module, the student must repeat the module in its entirety.
- f) A student passes a module with distinction if a final module mark of at least 75% is achieved.

HSC.1.2.1.13.4 Examination opportunities

The rules for the various qualification levels and types determine the number of examination opportunities that are available to students.

HSC.1.2.1.13.5 Additional time or special requests during examinations

A student completing coursework modules 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. (Refer to 4.11.3 for masters' students in structured degrees).

HSC.1.2.1.13.6 Dean's concession examination (third examination opportunity)

A student who, having used one or both examination opportunities provided for in the rules relating to the various qualifications, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may apply to the executive dean to be granted a final assessment opportunity in the outstanding module provided that –

- the student has achieved an adequate participation mark in the module for admission to the examination;
- the student has previously failed the module in question;
- the student completes the final assessment for the applicable module in the following examination period that is scheduled for such assessment opportunities in the annual university calendar;
- the maximum mark that can be obtained for a final assessment is 50%;
- the final module mark is based solely on the mark achieved in the final assessment, without taking the participation mark into account, and

- the student is required to pay the applicable fee for the final assessment opportunity but is not required to re-register for the programme concerned, and provided that the student must have been registered for the module in the academic year during which all the other requirements for the attainment of the qualification were complied with.

HSC.1.2.1.13.7 Access to and review of marked examination work

- a) All students have the right to view their marked examination scripts and the associated memoranda in accordance with faculty rules.
- b) To view a marked script, the student must submit an application to the faculty administrator on the relevant form.
- c) All applications will be considered and processed according to guidelines specified in A-Rule 1.13.7 and sub-paragraphs.

HSC.1.2.1.14 Avoidance of conflict of interest

- a) The executive dean will, in consultation with academic directors concerned, ensure that the risk of conflict of interest is limited to the minimum when supervisors, promoters, examiners, and moderators are appointed.

HSC.1.2.1.15 Maximum duration of study

- a) For full-time contact students, the maximum duration of study is as follows:
 - One-year qualifications: two years;
 - Two-year qualifications: four years;
 - Master's degrees: two years (with an option to apply for a third year if progress is satisfactory);
 - Doctoral degrees: three years (with an option to apply for a fourth year if progress is satisfactory).
- b) For part-time contact students, the maximum duration of study is as follows:
 - One-year qualifications: three years;
 - Two-year qualifications: four years;
 - Master's degrees: two years (with an option to apply for a third year if progress is satisfactory);
 - Doctoral degrees: three years (with an option to apply for a fourth year if progress is satisfactory).

HSC.1.2.1.16 Monitoring of academic performance

- a) Subject to exceptions that may be provided for in the applicable quality manual of the faculty, a student is deemed not to have made satisfactory academic progress if, in a semester, the student achieves less than half the credits required for the programme concerned as prescribed for the mode of delivery (contact or distance) and attendance mode (full-time or part-time).
- b) 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.
- c) Every school will monitor the academic progress of students who have received warning letters.
- d) The supervisor or promoter of a postgraduate student must regularly, as required by the guidelines in the applicable quality manual of the faculty, submit a report on the progress made by a student on the research component of the programme concerned, and if such

progress proves to be unsatisfactory, the student will be given a written warning by the executive dean.

- e) Masters and doctoral students are encouraged to freely react on the study guidance process by completing the applicable questionnaire and submit it to the applicable research director or Deputy Dean: Research and Innovation.

HSC.1.2.1.17 Progression requirements

- a) In order to ensure that a sufficient percentage of the credit load of the programme for which the student is registered is completed within the maximum duration allowed for the study –
- a contact student must obtain at least 66% of the total credits that is required for the programme up to the historic year level for which the student is registered, and
 - a distance student must obtain at least 50% of the total credits that is required for the curriculum up to the historic year level for which the student is registered.
- b) A student who fails to comply with the progression requirements provided for in Academic rule 1.16.1 does not automatically qualify to continue study in the programme concerned.
- c) After every examination period the executive dean will, in consultation with the faculty management committee or other faculty structure concerned, review the academic records of all students to determine the students' compliance with the progression requirements.
- d) Should the executive dean decide to terminate a student's registration due to failure to comply with the progression requirements, the student may, within ten days of the date of such decision, submit to the faculty administrator a motivated request in the prescribed form to be readmitted to the study.
- e) The executive dean's decision to grant or refuse a request for readmission submitted in terms of Academic rule 1.16.4 is final.
- f) The executive dean reports all the decisions taken in terms of this rule to the registrar.

HSC.1.2.1.18 Extension of period of study

- a) 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.

HSC.1.2.1.19 Termination of studies

- a) The executive dean may direct the registrar to terminate a student's registration if such student –
- does not meet the requirements for annual registration as provided for in Academic rule 1.10.1;
 - does not meet the requirements for proof of active enrolment as provided for in Academic rule 1.10.3.1;
 - has received two warnings with respect to satisfactory academic performance from the executive dean as provided for in Academic rule 1.15.2 and fails for the third time to show satisfactory academic performance;
 - does not meet the minimum progression requirements set out in rule 1.16, or fails to submit a research proposal as contemplated in Academic rule 4.12.6 and 5.12.5;
 - does not obtain an extension of time as provided for in rule 1.17, and
 - fails, after having been granted an extension of time as provided for in Academic rule 1.17, to complete the study.
- b) After every examination period the registrar will submit a report to senate on students whose studies have been terminated.

- c) Notification of termination of study or the intention of termination of studies will be sent to students in sufficient time before the next registration period, or, where applicable, before the next semester.
- d) A student whose studies have been terminated may, in accordance with the process 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.
- e) The executive dean may set reasonable conditions for admission to another study programme as contemplated in Academic rule 1.18.4, and must report such conditions to the registrar.
- f) A postgraduate student whose studies have been terminated may not apply more than twice for admission to the university.

HSC.1.2.1.20 Readmission after interruption of studies

- a) Where a student's study is interrupted for a year or longer, the student must apply for re-admission by completing the relevant application and obtaining the written permission of the executive dean to be readmitted.
- b) The executive dean has the discretionary authority to set reasonable conditions for such re-admission and must report such conditions to the registrar.
- c) Irrespective of the number of modules passed or failed during years of study before readmission, previous years of study for a specific programme contribute to the maximum duration of study for that programme.

HSC.1.2.1.21 Withdrawal of a qualification

- a) The council may, with the concurrence of the senate, revoke a degree or withdraw a diploma or certificate where it is found in the course of a disciplinary hearing or administrative enquiry that the recipient committed plagiarism, theft, fraud, bribery or any other dishonest or unlawful act during the study concerned.

HSC.1.2.1.22 Qualifications awarded posthumously

- a) Notwithstanding any other provision, senate may, on recommendation by an executive dean, award a degree, diploma or certificate posthumously if the student complied with all the requirements of the qualification concerned before passing away, or if the student has, in the opinion of senate, clearly proven that the final examinations or other assessments required for the completion of the qualification would in all likelihood have been passed by the deceased student.

HSC.1.2.1.23 General rule about student academic requests

- a) No academic request will be approved without the submission and processing of a formal student request form, which will be processed according to the guidelines outlined in the applicable faculty quality manual. No verbal approval will be permitted for a student request. All decisions will be confirmed and noted in the minutes of the relevant faculty structure meeting and/or recorded on the students' academic record.

HSC.1.2.1.24 Guidelines about student feedback and complaints

- a) Students in honours degrees and postgraduate diplomas, follow the instructions of the policy for feedback about teaching and learning and complete a student feedback survey for this purpose. The aim is to determine how a student experience the effectiveness of the lecturer's teaching. Other complaints must be addressed by means of normal correspondence or in person with the subject group chairpersons, faculty administrator or school director.
- b) Any complaint or dissatisfaction about the study guidance process, must be brought to the attention of the relevant research director by means of a written complaint, the student feedback questionnaire, or in person. The applicable director will respond to the complainant by reviewing all aspects relating to the dissatisfaction and inform him/her of the outcome of the assessment. If the complainant is not satisfied with the outcome, the

matter will then be referred to the Deputy Dean for Research and Innovation, who will further attempt to resolve the matter in consultation with both the complainant and relevant director. Once all avenues to dispense with the dissatisfaction in the faculty are exhausted and the student is still not satisfied, the student may refer the complaint to the Registrar for final intervention.

HSC.1.2.2 The bachelor honours degree and the postgraduate diploma

HSC.1.2.2.1 Structure of the bachelor honours degree and the postgraduate diploma

- a) The bachelor honours degree and the postgraduate diploma each consists of a number of modules with a minimum total credit value of 120 at NQF level 8, structured according to the provisions of Academic rule 1.2, and subject to programme-specific requirements.
- b) Whereas the programme of a bachelor honours degree must include conducting and reporting research under supervision worth at least 30 credits, a postgraduate diploma does not have a formal research requirement.

HSC.1.2.2.2 Credit recognition and transfer

- a) In the case of bachelor honours degrees, credit accumulation and transfer does not apply to the research component of a programme.
- b) Credit recognition and transfer must be based on modules or coursework components completed on an equivalent NQF level as the bachelor honours degree or the postgraduate diploma.
- c) A student may apply in writing to the executive dean for recognition of completed equivalent coursework modules required for the programme for which the student wishes to register.
- d) If an application contemplated in Academic rule 3.2.3 is based on credits achieved in a programme offered by the university that the student has not completed, the executive dean may, within the framework of the applicable quality manual of the faculty, grant any or all credits as applied for to satisfy part of the requirements of the programme concerned.
- e) If an application contemplated in Academic rule 3.2.3 is not based on credits achieved in a programme offered by the university that the student has not completed, the student must complete 50% of the coursework modules of the programme at the university

HSC.1.2.2.3 Additional modules

- a) Subject to the applicable faculty guidelines, a student who registers for a bachelor honours degree or a postgraduate diploma may on application be granted permission by the executive dean concerned to register for additional modules besides those required for the curriculum of the programme concerned, provided that no timetable clashes are brought about thereby, and subject to the maximum number of HEMIS credits for which a student may register in a given academic year, as provided for in rule 1.9.

HSC.1.2.2.3.1 Simultaneous registration for an undergraduate qualification and an honours degree or postgraduate diploma

- a) Taking into consideration the provisions of Academic rule 1.10.6 –
 - the executive dean may grant a student who has no more than two modules outstanding for the completion of an undergraduate degree permission to register for an honours degree or postgraduate diploma if it is not in contradiction with programme-specific requirements.
 - a student who receives permission for simultaneous registration in accordance with rule 3.4.1 may not be awarded the honours degree or postgraduate diploma before all the requirements for the attainment of the relevant undergraduate qualification have been met.

HSC.1.2.2.4 Assessment

HSC.1.2.2.4.1 Examiners and moderators

- a) For every module in an honours degree or postgraduate diploma there is at least one internal examiner and at least one internal moderator.
- b) Every module is moderated externally at least every two years by a person with the required qualifications, which should be at least at NQF level 9, provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment.
- c) Programme-specific assessment criteria, will indicate whether only examination results in a programme must be subjected to external moderation or if other summative assessment components will also be moderated externally.
- d) If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly.
- e) External moderators are appointed by the academic director concerned, subject to approval by the faculty board.
- f) An external moderator is required to mark at least ten percent of the examination scripts for each paper written and to do random checks of at least twenty percent of examination scripts for each paper.
- g) Where less than fifty students submitted examination scripts, at least ten scripts must be marked by the external moderator, and, in cases where less than ten students submitted examination scripts, all the examination scripts must be marked by the external moderator.
- h) An external moderator is required to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional and, where applicable, professional regulations.
- i) The supervisor of a bachelor honours research component of the programme may not be appointed as an internal examiner of such component.

HSC.1.2.2.4.2 Number of examination opportunities

- a) The executive dean may grant a student who failed one or more of the modules of an honours degree or a postgraduate diploma programme a second examination opportunity, provided that a module mark of at least 40% was obtained in the module concerned, unless it is specified otherwise in the programme-specific requirements.
- b) A student may, in the course of the maximum period allowed for the study, be granted second examination opportunities in modules constituting no more than 25% of the curriculum concerned, unless it is specified otherwise in programme-specific requirements.

HSC.1.2.2.5 Attainment of the degree

HSC.1.2.2.5.1 Satisfaction of requirements

- a) Taking into account Academic rule 1.3.3, 1.14, 1.17 and 1.19.3, a bachelor honours degree or postgraduate diploma is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable programme-specific requirements for the programme of the qualification concerned.

HSC.1.2.2.5.2 Qualification with distinction

- a) In order to be awarded a bachelor honours degree or postgraduate diploma with distinction, a student must achieve a weighted average of at least 75% for all the core modules identified as such, not taking additional modules taken by the student into account.
- b) A full-time student enrolled in a contact programme must complete the programme within the minimum time specified in the postgraduate yearbook of the faculty 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 may approve the award of the degree with distinction.

- c) A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the postgraduate yearbook of the faculty in order to qualify for the award of the qualification with distinction.
- d) The marks obtained in core modules completed at other institutions recognised by the university for the purpose must be taken into account when calculating the weighted average mark referred to in Academic rule 3.6.2.1.

HSC.1.2.3 General and professional master's degrees

HSC.1.2.3.1 Manual for Master's and Doctoral Studies

- a) Subject to the provisions of these rules, the Manual for Master's and Doctoral Studies, as approved and amended from time to time by the senate, regulates matters relating to the preparation for, progress, guidance, completion and termination of study towards a master's degree.

HSC.1.2.3.2 Purpose and structure of general and professional master's degrees

- a) Whereas a general master's degree must be aimed at educating and training researchers who can contribute to the development of knowledge at an advanced level, the professional master's degree must be aimed at educating and training graduates for advanced and specialised professional employment with the ability to contribute to the development of knowledge at an advanced level.
- b) Unless otherwise provided for in programme-specific requirements and statutory and professional body requirements, general and professional master's degrees consist of a total number of 180 credits.
- c) The faculty may offer a general master's degree in the form of –
 - a research master's degree by dissertation with a minimum of 180 credits for research;
 - a master's degree by coursework and a dissertation with a minimum of 100 credits for research, and)
 - a master's degree by coursework and a mini-dissertation with a minimum of 60 and maximum of 90 credits for research.
- d) A professional master's degree offered by the faculty will include an independent research component that comprises, as provided for in the applicable programme-specific requirements, at least 45 credits consisting of either a single research or technical project or a series of smaller projects demonstrating innovation or professional expertise.

HSC.1.2.3.3 Requirements for a master's degree

- a) Subject to additional requirements that may be provided for in programme-specific requirements, the components of a general master's degree are –
 - for a research master's degree by dissertation, a written dissertation or equivalent research product as provided for in Academic rules 4.2.3.1 and 4.4;
 - for a master's degree by coursework and dissertation, coursework modules for which formative and summative assessments are required, and a dissertation or equivalent research product as provided for in Academic rules 4.2.3.2 and 4.4, and
 - for a master's degree by coursework and mini-dissertation, coursework modules for which formative and summative assessments are required, and a mini-dissertation, or equivalent research product as provided for in Academic rules 4.2.3.3 and 4.4.
- b) Subject to the requirements provided for in programme-specific requirements and indicated at each qualification where applicable and in Academic rule 4.2.4, the components of a professional master's degree are coursework modules for which formative and summative assessments are required, and an independent research component in the form of a single research or technical project or a series of research or technical projects, including a research article or any of the forms of creative output provided for in Academic rule 4.4.

- c) Programme-specific requirements may require a master's degree student to submit a research article to a journal as specific requirement to pass the degree.
- d) Where coursework modules are required in a master's degree programme, those modules must, subject to exceptions provided for in the specific quality manual of the faculty, be completed before the research component can be submitted for examination.

HSC.1.2.3.4 Requirements for the research component of a master's degree

- a) Subject to the exceptions provided for in Academic rules 4.4.2 and 4.4.3, the requirements for the research component of a master's degree are the successful submission and examination of a written dissertation, mini-dissertation, or one or more research reports or projects in the case of a professional master's degree.
- b) According to the specifications of the research entity it may be required that full or partial compliance with the research component of a master's degree may take the form of one or more publishable or published research articles in a specified field, taking into account the requirements of Academic rules 4.10 and 4.12 and specifying the minimum number of research articles required in lieu of a dissertation, a mini-dissertation, or the research component of a professional master's degree.

HSC.1.2.3.5 Credit recognition and transfer

- a) Credit accumulation and transfer does not apply to the research component of a master's degree programme.
- b) Credit recognition and transfer in a master's degree, will be based on modules or coursework components completed on an equivalent NQF level as the master's degree.
- c) A student may apply in writing to the executive dean for recognition of completed equivalent coursework modules required for the master's degree programme for which the student wishes to register.
- d) If an application contemplated in Academic rule 4.5.3 is based on credits achieved in a programme offered by the university that the student has not completed, the executive dean may, within the framework of the applicable programme-specific requirements and in consultation with the applicable school director and programme manager, grant any or all credits as applied for to satisfy part of the requirements of the programme concerned.
- e) If an application contemplated in Academic rule 4.5.3 is not based on credits achieved in a programme offered by the university that the student has not completed, the student must complete 50% of the coursework modules of the programme at the university.
- f) Credit recognition will not be granted for modules passed more than five years ago.

HSC.1.2.3.6 Additional coursework modules

- a) A student who registers for a master's degree may on application be granted permission by the executive dean to register for additional modules besides those required for the curriculum of the programme concerned, provided that no timetable clashes are brought about thereby, and subject to the maximum number of HEMIS credits for which a student may register in a given academic year, as provided for in Academic rule 1.9. Such applications will only be granted in exceptional cases following a positive motivation by the applicable school and-or research director; and if it is contributing to the applicable research or specialization field in improving knowledge.

HSC.1.2.3.7 Registration

- a) A student who does not register on or before the required registration date determined for that purpose in the annual university calendar may, in the same calendar year, apply to the executive dean for late registration for which the payment of a penalty may be prescribed by the registrar.
- b) A student who does not register in a particular year, but wishes to continue the study in the subsequent year, must apply for readmission to the executive dean.
- c) Interruption of research/ studies with one academic year, due to ill-health will not be considered after 31 May of the year of interruption.

- d) The executive dean may set reasonable conditions for late registration or readmission in a subsequent year.
- e) If, in any year, a master's degree student fails to re-register on or before the required registration date determined for that purpose in the annual university calendar, the academic director concerned may assign the topic of the planned research, if already registered, to another student in the same research entity.

HSC.1.2.3.7.1 Re-registration for coursework modules

- a) A student may, in the course of the maximum period allowed for the study, repeat once coursework modules constituting not more than 25% of the total credits of the coursework component of a master's degree programme.

HSC.1.2.3.7.2 Exemption from registration

- a) Where a master's degree student is required to make minor changes to an examined dissertation, mini-dissertation or research report, such student does not have to register for a new academic year, provided that the required changes are made satisfactorily by the end of January of the year concerned or, if the registrar so directs, before the closure of the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.
- b) Where a master's degree student needs to write only one outstanding module, such student does not have to register for a new academic year, provided that the student passes the examination by the end of January of the year concerned or, if the registrar so directs, before the closure of the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.

HSC.1.2.3.8 Supervision

- a) A master's degree study must be registered within the academic scope of either a research entity or a school.
- b) A student admitted to a master's degree programme works under the supervision of a supervisor appointed, subject to the approval of the faculty board, and the academic director concerned in terms stipulations in the applicable quality manual of the faculty.
- c) To act as supervisor or co-supervisor of the research component of a master's degree, the supervisor and co-supervisor must at least be in possession of a master's degree in a cognate field of study.
- d) A higher qualification than a master's degree may be required during the appointment of a supervisor or co-supervisor of a master's degree if required and due to quality reasons determined and motivated by the research entity.
- e) Notwithstanding the requirements determined by the faculty, the faculty board may in exceptional circumstances approve the appointment of a co-supervisor on the grounds of relevant technical expertise despite such a person not being in possession of a master's degree. Such applications will be motivated by the applicable research director, applicable research committee and recommended for approval by the executive dean.
- f) A master's degree student may, before submitting a research product for examination, raise any dissatisfaction with any aspect of the guidance provided by a supervisor or co-supervisors in writing to the Deputy Dean for Research and Innovation, who will respond in writing to the student before the research product is submitted for examination.

HSC.1.2.3.9 Research proposal and title registration

- a) Research masters' degrees: The student must present a research proposal to a body determined by the faculty for approval, and a proposed title for registration not later than nine months after the final date of registration as indicated by the annual University calendar in consultation with a possible supervisor.
- b) General Masters' degree by coursework: The student must present a research proposal to a body determined by the faculty for approval, and a proposed title for registration for

approval, within six months after the completion of the last required module assessment of a coursework master's degree, in consultation with a possible supervisor.

- c) Professional master's degrees: The same applies to where a professional master's degree consists of a single research project, such as a mini-dissertation.
- d) Every research proposal is subject to ethical clearance as provided for in the applicable quality manual of the faculty and relevant policies, and confirmation of ethics approval must be submitted to the relevant faculty committee.
- e) If a student fails to present a research proposal as referred to above for approval in time, the study may, after due notification, be terminated by the faculty.
- f) If a student failed to register a title as referred above, and there is valid reasons for not registering a title, the student may apply at the faculty board to reregister in the following academic year without a registered title on condition that the title must be registered within six months from the second registration.
- g) The Faculty Board formalises the approval of all title registrations.

HSC.1.2.3.10 Submission of the research product of a master's degree for examination

- a) The student must give notification (on the prescribed form) of his/her intent to submit for examination during the period set out for it in the annual University calendar.
- b) A student who is not registered may not give notice to submit.
- c) Students who wish to commence with internships or community service in January must already submit for examination early in October of their final year, to ensure that the examination process will be finalised in time. Late submission may result in a delay for candidates who wish to commence with their internships or community service at the beginning of January of the following year.
- d) A student registered for a master's degree must, with the written consent of the supervisor concerned, submit the dissertation, mini-dissertation, research report or other research product contemplated in Academic rule 4.4 for examination on or before the date determined for submission in the annual University calendar in order to qualify for graduation at the appointed graduation ceremony.
- e) Where the supervisor withholds permission for the submission of a research product for examination, the academic director concerned may, after consultation with the supervisor and the student, recommend to the Deputy Dean Research and Innovation the granting of leave for submission.
- f) The research product of a master's degree study must comply with the technical requirements provided for in the Manual for Master's and Doctoral Studies and in the quality manual of the specific research entity.
- g) If it is required by the research entity that a research article must be submitted to an accredited journal as part of the requirements of the degree (specified in programme specific requirements) and/or the assessment methods of the research product, the candidate must provide evidence of such submission.
- h) Where a candidate is allowed to submit the research product in the form of a research article or articles, such research product must be presented for examination purposes as an integrated unit, supplemented with a problem statement, an introduction and a synoptic conclusion as prescribed by the applicable quality manual of the faculty and/or research entity and the manuscript submission guidelines, or the url link to the manuscript guidelines, of the journal or journals concerned.
- i) Where any research article or internationally examined patent to which the candidate for a master's degree and other authors or inventors have contributed is submitted as the research product of a master's degree programme, the candidate must obtain a written statement from each co-author and co-inventor in which it is stated that such co-author or co-inventor grants permission for the research product to be used for the stated purpose, and in which it is further indicated what each co-author's or co-inventor's academic contribution to the research product concerned was.
- j) Where co-authors or co-inventors as contemplated in Academic rule 4.10.8 were involved in the development of the research product, the candidate must mention this fact in the

preface, and must include the statement of each co-author or co-inventor immediately following the preface to the research product.

- k) Higher degree administration will make an electronic copy of the research product of a candidate for a master's degree available for inspection by the university community for a period of at least 14 calendar days after it was dispatched to the examiners, and notice of such availability must be given in a suitable manner.
- l) After its submission for examination a research product may not be withdrawn.
- m) The university's policy regarding the classification of research must be taken into account in the process of examination of the research product of a master's degree.

HSC.1.2.3.11 Examination

HSC.1.2.3.11.1 Appointment of examiners for the research component of a master's degree

- a) The executive dean will appoint, with the approval of the relevant faculty committee concerned and in accordance with requirements set out in the applicable quality manual of the faculty, at least three examiners, of which at least one must be an external examiner, for the examination of the research product of every master's degree study.
- b) The name of an examiner appointed in accordance with Academic rule 4.11.1.1 is not made known to the candidate before or during the examination, and after the examination only with the permission of the examiner concerned.
- c) A person who was involved in any manner in the supervision of a master's degree student will not be appointed as an examiner.
- d) Additional faculty requirements:
 - Two (2) uninvolved persons attached to the university will be appointed as internal examiners and one (1) external examiner;
 - There should not be any conflicting interests of persons;
 - Examiners functioning as co-workers in the same project or article will not be appointed as examiners;
 - External examiners (if more than one is appointed) may not be attached to the same institution/ department;
 - Examiners must as minimum requirement have a master's degree or equal qualification, but at least one examiner of an examination panel nominated for the same student should preferably be on doctoral level;
 - Recurrent usage of the same examiners should be avoided;
 - Persons who served as postgraduate student of a supervisor during the past 12 months will not be appointed as examiner for students of the same supervisor;
 - Extraordinary staff members are appointed as internal examiners;
 - Academics who were attached to the NWU and have since moved to a foreign university, may after a period of 12 months be appointed as external examiners.

HSC.1.2.3.11.2 Examination and moderation

- a) The examination of a coursework module of a master's degree is moderated externally unless the module is examined externally.
- b) Every coursework module is moderated externally at least every two years by a person with the required qualifications, which should be at least at NQF level 9 (e.g. a Master's degree), provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment.
- c) Assessment methods (defined in the applicable study guide or in the yearbook) of every master's degree programme will specify whether only the examination materials or additional summative assessment components will be submitted for external moderation.

- d) External moderators for coursework modules of a master's degree are appointed by the academic director concerned, subject to approval by the faculty board.
- e) An external moderator is required to mark at least ten percent of the examination scripts for each paper written and to do random checks of at least twenty percent of examination scripts for each paper.
- f) Where less than fifty students submitted examination scripts, at least ten scripts must be marked by the external moderator, and, in cases where less than ten students submitted examination scripts, all the examination scripts must be marked by the external moderator.
- g) An external moderator is required to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional and, where applicable, professional regulations.
- h) The examiners of a research product of a master's degree study are required to provide an assessment of the question whether the research product contains proof of the candidate's ability to conduct independent research in the field of study concerned, and to report such research results satisfactorily.
- i) Every examiner submits a separate written report on the research product to the appropriate administrative component, to be forwarded for processing and finalisation by the faculty committee concerned.
- j) A supervisor or co-supervisor of a master's degree student does not communicate or negotiate with an examiner on any issue relating to the examination of the student's research product.
- k) The relevant faculty committee or faculty structure responsible for the approval of the research component of master's degrees considers all examination reports relating to the research product of a master's degree study for recommendation to, and final approval by the faculty board, of the assessment outcome.
- l) Subject to the provisions of Academic rule 4.11.8.3, the unanimous finding of the examiners that a master's degree student passes an examination is final.

HSC.1.2.3.11.3 Second examination opportunity in coursework modules

- a) The executive dean may, after consultation with the academic director concerned, grant a student who failed an examination in a coursework module of a master's degree programme a second examination or assessment opportunity if not specified otherwise in programme-specific requirements.

HSC.1.2.3.11.4 Requirements for passing a coursework module

- a) Notwithstanding the provisions of Academic rule 1.13.3.2, a final module mark higher than 50% to pass a coursework module in a master's degree programme may be required and it will be clearly specified in the applicable programme-specific requirements.
- b) Notwithstanding the provisions of rule 1.13.3.1, where an examination mark forms part of the final module mark, a subminimum of 50% must be obtained in the examination, but programme-specific requirements may provide that a subminimum of more than 50% is required.

HSC.1.2.3.11.5 Recommendations relating to the examination of the research product in a master's degree programme

- a) An examiner may recommend that a research product –
 1. be accepted unconditionally (Faculty rules makes provision for smaller typographical errors for instance typo errors, spelling errors, grammatical errors etc. can be included in this option);
 2. be accepted on condition that specified revisions be made to the satisfaction of the supervisor. (Faculty rules makes provision for errors of a greater extent, for instance refining arguments and/or logical structuring or improving layout and technical

finishing may be included in this option but that the research is scientifically in order and acceptable); or

3. be accepted on condition that specified revisions of a substantive nature be made to the satisfaction of the examiners or the academic director concerned. (Faculty rules require that feedback may be submitted to an examiner by means of a detailed rebuttal which focuses on the specific recommendations and/or required changes called for); or
 4. not accepted in its current format, in which case it is referred back to the candidate for revision, elaboration or amendment and resubmission for re-examination. (Faculty rules require that a final mark below 50% or no mark be awarded for a dissertation/mini-dissertation, should this option be opted for. This option further entails that the research is scientifically not adequate or in order and should be expanded and/or revisited. Feedback may be submitted to the examiner during re-examination by means of a detailed rebuttal which focuses on the specific recommendations and/or required changes called for. The mini-dissertation/dissertation/thesis will be submitted to the examiner for re-examination unless it is decided otherwise by the Faculty Board or its delegates in which case the examiner will receive notification from the executive dean); or
 5. not accepted at all, in which case the candidate fails. (This option entails specifically that the research has failed in its totality, that it cannot be reworked or resubmitted and that the student has to start all over).
- b) All comments received from the university community as contemplated in Academic rule 4.10.10 must be submitted to the Deputy Dean Research and Innovation before expiry of the period for which a research product is made available for inspection, who must forward such comments to the relevant faculty committee or other faculty structure concerned for evaluation together with the examiners' reports.

HSC.1.2.3.11.6 Passing the research component of a master's degree with distinction

- a) A dissertation, mini-dissertation, research report or other research product is passed with distinction if examiners award an average mark of at least 75%.
- b) If the examiners refer a research product back as contemplated in Academic rules 4.11.5.1.3 and 4.11.5.1.4, the final mark allocated may not exceed 70%.
- c) Concession by the executive dean: A final mark of 73.555% for a mini-dissertation or dissertation will be condoned to a mark of 75% (pass with distinction), unless it can be motivated that the quality of the study does not comply with the standards to be awarded a distinction.

HSC.1.2.3.11.7 Revisions to and re-examination of the research product of a master's degree

- a) The supervisor of a research product must, within 14 calendar days after receipt of all the examiners' reports and in consultation with the academic director concerned, provide the candidate with a memorandum setting out the nature and extent of the revision or elaboration required as contemplated in Academic rules 4.11.5.1.2, 4.11.5.1.3 and 4.11.5.1.4.
- b) In order to be recorded as a graduate in the academic year during which the research product was submitted for examination, a revised, amended or elaborated research product must be submitted before or on the submission date determined for that purpose in the annual university calendar of the year concerned.
- c) Where a candidate is required to revise or elaborate a research product, the revised product must be submitted within one year after receipt by the candidate of the result as contemplated in Academic rule 4.11.7.1, but, if the candidate provides valid grounds in an application, the applicable deputy dean may grant an extension.

- d) A research product may only be referred back to a candidate once and, after revision, be submitted once for re-examination.
- e) The examiners who were appointed for the original examination are deemed also to have been appointed for the re-examination, but if considered necessary or expedient, other or additional examiners may be appointed by the applicable deputy dean.

HSC.1.2.3.11.8 Vagueness or differences regarding examination results

- a) Where, in the case of a coursework module, the examiners or moderators are not unanimous about whether a student should pass a module, or pass a module with distinction, or where, in the case of a research product, the comments received by members of the university community in accordance with Academic rule 4.10.10 differ materially from the recommendations of the examiners, the applicable deputy dean must follow the procedures provided for in Academic rule 4.11.8.4 before taking the final decision regarding the outcome.
- b) A material difference regarding the examination of a research product is deemed to exist if:
 - the reports of the examiners differ on the question whether the research product may be accepted, with or without revisions, should be referred back for revision, or should be rejected;
 - the marks awarded by the examiners differ by more than 15%, or
 - comments that arise from the release of the research product for inspection by the university community in accordance with Academic rule 4.10.10 differ materially from the recommendations of the examiners.
- c) The applicable deputy dean may, in consultation with the academic director concerned, seek clarification from the examiners or members of the university community who have submitted comments on the research product regarding anything that is not clear in their reports or comments relating to a coursework module or research product.
- d) The applicable deputy dean will take steps to resolve the outcome of an examination where a material difference arises as contemplated in Academic rule 4.11.8.2, which may include –
 - inviting a knowledgeable external expert to participate in the deliberations of the relevant faculty committee or similar structure;
 - the appointment of an additional external examiner to assess the research product, and to make a recommendation on the assessment result, and
 - the appointment of an independent arbitrator to consider the various examiner’s reports to make a recommendation regarding the assessment result.
- e) The faculty board approves the final outcome of an examination after consideration of the recommendation of the relevant faculty committee or similar structure on the assessment result based on the outcome of the steps taken by the executive dean in accordance with Academic rule 4.11.8.4, and, if the faculty board is unable to resolve the matter, the executive dean must take a final decision.

HSC.1.2.3.11.9 Dispute resolution

- a) A master’s degree student who raises a substantive objection to the manner in which the examination of a research product was conducted, may declare, by means of a written notice lodged with the registrar within 14 days after communication to the student of the final decision regarding the assessment outcome, a dispute with the university.
- b) Within ten days of receiving the declaration of a dispute as contemplated in Academic rule 4.11.9.1, the registrar must obtain clarification from the executive dean whether the objection raised by the student is justified or not, cause remedial steps to be taken if necessary, and respond to the complainant accordingly.
- c) If the complainant is not satisfied with the response of the registrar contemplated in Academic rule 4.11.9.2, the registrar must convene a panel consisting of at least two

executive deans not previously involved in the matter to adjudicate the dispute within fourteen working days.

- d) The findings of the panel established in accordance with Academic rule 4.11.9.3 may be that:
- the correct procedures were followed and that the dispute has no merit;
 - the matter is referred back to the executive dean concerned to ensure that procedural shortcomings or errors that were found are corrected;
 - the matter should be referred to an alternative dispute resolution process, or
 - the matter be referred for arbitration.
- e) If the complainant is not satisfied with the outcome or the panel finds that the matter should be dealt with by means of an alternative dispute resolution process in accordance with Academic rule 4.11.9.4.3 and the complainant agrees, the registrar must cause a panel of at least three persons expert in the field concerned or with wide experience in postgraduate examination to be appointed with the consent of the complainant to investigate the complaint and make recommendations for its resolution.
- f) If the panel refers the matter for arbitration in accordance with Academic rule 4.11.9.4.4, the executive dean and the complainant must each, within three weeks, submit to the registrar the names and details of no more than three persons to be appointed as arbitrator or arbitration panel, all arbitrators being expert in the field concerned or with wide experience in postgraduate examination, and the complainant must agree in writing to bear or share the costs of the arbitration if such is the outcome as contemplated in Academic rule 4.11.9.8.
- g) An arbitrator appointed in accordance with Academic rule 4.11.9.6 must be informed, or be prepared to become informed about the arbitration procedures contained in the latest edition of the Rules for the Conduct of Arbitrations of the Association of Arbitrators (Southern Africa) and to apply these rules for the purposes of settling the dispute.
- h) The outcome of an arbitration process may include an award for specific performance, an interdict, damages, a fine, and a cost order, including costs regarding legal representation on an attorney-client scale or any other order the arbiter or arbitration panel considers to be appropriate in the circumstances.

HSC.1.2.3.12 Intellectual property in and publication of research products

- a) The university (and faculty) is the owner of all intellectual property that may be created in the course of a master's degree study, which includes, but is not limited to intellectual property referred to in the Intellectual Property Rights from Publicly Financed Research and Development Act, 51 of 2008 and the regulations promulgated thereunder.
- b) The university (and faculty) is entitled to physically or electronically multiply and distribute or make available any research product submitted in its final form by a master's degree candidate.
- c) A master's degree graduate is required to undertake the publication of the results of the study within six months of conferral of the degree, but the university may, if the graduate does not do so, undertake publication after notification of its intention to do so.
- d) Publication by the university as contemplated in Academic rule 4.12.3 may be undertaken without the written permission of the graduate, but the name of the graduate concerned must be acknowledged as the first author, except where substantial processing of the text is undertaken by another person, or if the graduate expresses the wish in writing not so to be cited.
- e) A master's degree student who is in terms of these rules required to, or otherwise wishes to submit a publication based on a research product of the study, must obtain the advice of the supervisor concerned regarding the scholarly quality of the research product, the selection of a suitable publication or publication medium, possible considerations of confidential classification, and the requirements and implications of Academic rules 4.12.7 and 4.12.8.

- f) The supervisor concerned must record compliance with rule 4.12.5 in the report contemplated in Academic rule 1.15.4.
- g) In a publication referred to in Academic rule 4.12.5 its foundation upon the master's degree study at the university (and faculty) must be acknowledged and the supervisor or supervisors must be cited.
- h) A master's degree graduate is deemed to be the sole author of a research product of the study unless another person, including the supervisor, makes a substantial contribution to the production of the publication, as distinguished from the supervised research product, to warrant co-authorship taking the conventions of the discipline concerned into account, or where another person takes the primary responsibility for the writing of the publication to the extent that it justifies the first authorship of such other person.

HSC.1.2.3.13 Upgrade of master's degree study to doctoral study

- a) The supervisor of a master's degree candidate may, with the concurrence of the candidate, submit a comprehensive motivation to the applicable deputy dean for the conversion of the study to a study for a general doctoral degree.
- b) The deputy dean will obtain the advice of an assessment panel consisting of at least one external disciplinary expert, the academic director concerned, and at least one full professor in the faculty concerned, before submitting
- c) Approval of the conversion of a master's degree study to a doctoral study must be based on a significant change in the scope of the research project and its potential impact on knowledge production in the field of enquiry and can only be granted –
 - before the research product of the master's degree study is submitted for examination;
 - if the candidate has completed at least one year of registration for the master's degree;
 - if the intended study complies with all the rules and requirements of these rules regarding a doctoral degree, and
 - if the candidate registers for at least one additional year as a doctoral candidate.
- d) Before any formal assessment of the research product of a study converted from master's to the doctoral level takes place, the candidate concerned may submit a written and motivated request to the deputy dean to revert the study to the master's level.
- e) Approval of a request contemplated in Academic rule 4.13.4 must be supported by the supervisor and the academic director concerned.

HSC.1.2.3.14 Extension of the study period

- a) An application for extension of the study period by a master's degree candidate must be supported by a recommendation by the academic director concerned, and endorsed at the relevant faculty committee.
- b) An application for extension of the period of study for a master's degree must indicate –
 - that the research topic is still relevant;
 - what progress has been made by the applicant;
 - what remains to be done to complete the study;
 - what the time schedule for completion is, and
 - whether the supervisor is still available.
- c) The grant of an extension for the study contemplated in this rule is subject to the payment of a levy determined by the registrar.

HSC.1.2.3.15 Attainment of the degree

HSC.1.2.3.15.1 Satisfaction of requirements

- a) Taking into account Academic rules 1.3.3, 1.14, 1.17, 1.19.3 and 4.2, a master's degree is obtained when final verification and audit confirmation is given that a student has satisfied the requirements provided for in Academic rules 4.3 and 4.4.

HSC.1.2.3.15.2 Attainment of the qualification with distinction

- a) A master's degree by research is awarded with a distinction where an average mark of 75% is obtained for a research product contemplated in Academic rule 4.4.
- b) A master's degree by coursework is awarded with distinction where a weighted average of 75% is obtained for the coursework modules and the research component as prescribed in programme-specific requirements, and all coursework modules are passed on the first attempt.
- c) A professional master's degree is passed with distinction where a weighted average of 75% is obtained for all the modules as prescribed in programme-specific requirements, and all coursework modules are passed on the first attempt.

HSC.1.2.4 Doctoral degrees

HSC.1.2.4.1 Manual for Master's and Doctoral Studies

- a) Subject to the provisions of these rules, the Manual for Master's and Doctoral Studies, as approved and amended from time to time by the senate, regulates matters relating to the preparation for, progress, guidance, completion and termination of study towards a doctoral degree.

HSC.1.2.4.2 Purpose and structure of general and professional doctoral degrees

- a) Whereas a doctoral degree by research must be aimed at educating and training researchers who can contribute to the development of knowledge at the most advanced level, the professional doctoral degree must be aimed at educating and training graduates for advanced and specialised professional employment with the ability to contribute to the development and implementation of knowledge at an advanced level in a professional context.
- b) Unless otherwise provided for in programme-specific requirements due to statutory and professional body requirements, doctoral degrees consist of a total number of 360 credits.
- c) Coursework may be required as part of the conditions for the attainment of the doctoral degree by research, but does not form part of the formal credit structure of the qualification.

HSC.1.2.4.3 Completion requirements for a doctoral degree

- a) Subject to additional requirements that may be provided for in programme-specific requirements, the components of a doctoral degree are –
 - for a doctoral degree by research, a written thesis or equivalent research product, as provided for in Academic rule 5.4 with a minimum of 360 credits.
 - No professional or coursework doctoral degrees are currently presented in the faculty.
- b) Programme-specific requirements may require that a doctoral candidate must also submit a research article for publication in a scholarly journal to qualify for the degree.
- c) Where coursework modules are required in a doctoral programme, those modules must be completed before the research component may be submitted for examination.

HSC.1.2.4.4 Requirements for the research component of a doctoral degree

- a) Subject to the exceptions provided for in Academic rules 5.4.2 and 5.4.3, the requirements for the research component of a doctoral degree are the successful submission and examination of a written thesis.
- b) It may be required by the specific research entity in terms of quality specifications that full or partial compliance with the research component of a doctoral degree may take the form

of one or more publishable or published research articles in a specified field, taking into account the requirements of Academic rules 5.10 and 5.12 and specifying the minimum number of research articles required in lieu of a thesis or the research component of a doctoral degree.

HSC.1.2.4.5 Credit recognition and transfer

- a) Credit accumulation and transfer does not apply to the research component of a doctoral degree programme.

HSC.1.2.4.6 Additional coursework modules

- a) A candidate who registers for a doctoral degree may on application be granted permission by the applicable deputy dean to register for additional modules besides those required for the curriculum of the programme concerned, subject to the maximum number of HEMIS credits for which a candidate may register in a given academic year, as provided for in Academic rule 1.9. Such applications will only be granted in exceptional cases following a positive motivation by the applicable school and/or research director, and if it is contributing to the applicable research or specialization field in improving knowledge.

HSC.1.2.4.7 Registration

- a) A candidate who does not register on or before the required registration date determined for that purpose in the annual university calendar may, in the same calendar year, apply to the applicable deputy dean for late registration for which the payment of a penalty may be prescribed by the registrar.
- b) A candidate who does not register in a particular year, but who wishes to continue the study in the subsequent year, must apply for readmission to the applicable deputy dean.
- c) Interruption of research/ studies with one academic year, due to ill-health will not be considered after 31 May of the year of interruption.
- d) The deputy dean may set reasonable conditions for readmission in a subsequent year.
- e) If, in any year, a doctoral candidate fails to re-register on or before the required registration date determined for that purpose in the annual university calendar, the academic director concerned may assign the topic of the planned research, if already registered, to another candidate in the same research entity.

HSC.1.2.4.7.1 Exemption from registration

- a) Where a doctoral degree candidate is required to make minor changes to an examined thesis, such candidate does not have to register for a new academic year, provided that the required changes are made satisfactorily by the end of January of the year concerned or, if the registrar so directs, before the closure of the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.

HSC.1.2.4.8 Supervision

- a) A doctoral degree study must be registered within the academic scope of either a research entity or a school.
- b) A candidate admitted to a doctoral degree programme works under the supervision of a promoter and co-promoter where applicable, appointed, subject to the approval of the faculty board, by the academic director concerned in terms of the stipulations in the applicable quality manual of the faculty.
- c) To act as promoter or co-promoter of the research component of a doctoral degree, the promoter and co-promoter must be in possession of a doctoral degree in a cognate field of study.
- d) A doctoral candidate may, before submitting a research product for examination, raise dissatisfaction with any aspect of the guidance provided by a promoter or co-promoter in writing to the Deputy Dean Research and Innovation, who must respond in writing to the candidate before the research product is submitted for examination.

HSC.1.2.4.9 Research proposal and title registration

- a) The student must present a research proposal to a body determined by the faculty for approval, and a proposed title for registration not later than nine months after the final date of registration in the first year of the academic programme as indicated by the annual University calendar in consultation with a possible promoter.
- b) Every research proposal is subject to ethical clearance as provided for in the applicable quality manual of the faculty and relevant policies, and confirmation of ethics approval must be submitted to the relevant faculty committee.
- c) If a student fails to present a research proposal as referred to above for approval in time, the study may, after due notification, be terminated by the faculty.
- d) If a student failed to register a title as referred above, and there is valid reasons for not registering a title, the student may apply at the faculty board to reregister in the following academic year without a registered title on condition that the title must be registered within six months from the second registration.
- e) The Faculty Board formalises the approval of all title registrations.

HSC.1.2.4.10 Submission of the research product of a doctoral degree for examination

- a) The student must give notification (on the prescribed form) of his/her intension to submit for examination during the period set out for it in the annual University calendar.
- b) A student who is not registered may not give notice to submit.
- c) Students who wish to commence with internships or community service in January must already submit for examination early in October of their final year, to ensure that the examination process will be finalised in time. Late submission may result in a delay for candidates who wish to commence with their internships at the beginning of January of the following year.
- d) A candidate registered for a doctoral degree must, with the written consent of the promoter concerned, submit the thesis or other research product contemplated in Academic rule 5.4 for examination on or before the date determined for submission in the annual University calendar in order to qualify for graduation at the appointed graduation ceremony.
- e) Where the promoter withholds permission for the submission of a research product for examination, the academic director concerned may, after consultation with the promoter and the candidate, recommend to the Deputy Dean Research and Innovation the granting of leave for submission.
- f) A thesis or other research product of a doctoral study must comply with the technical requirements provided for in the Manual for Master's and Doctoral Studies and in the quality manual of the specific research entity.
- g) Where it is required that a research article must be submitted to an accredited journal as part of the requirements for the degree specified in programme specific requirements and/or the assessment criteria of the research module, the candidate must provide evidence of such submission.
- h) Where a candidate is allowed to submit the research product in the form of research articles, such research product must be presented for examination purposes as an integrated unit, supplemented with a problem statement, an introduction and a synoptic conclusion as prescribed by the applicable quality manual of the faculty and/or research entity and the manuscript submission guidelines, or the url link to the manuscript guidelines of the journal or journals concerned.
- i) Where any research article, manuscript or internationally examined patent to which the candidate for a doctoral degree and other authors or inventors have contributed is submitted as the research product of a doctoral degree programme, the candidate must obtain a written statement from each co-author and co-inventor in which it is stated that such co-author or co-inventor grants permission for the research product to be used for the stated purpose, and in which it is further indicated what each co-author's or co-inventor's share in the research product concerned was.

- j) Where co-authors or co-inventors as contemplated in Academic rule 5.10.8 were involved in the development of the research product, the candidate must mention this fact in the preface, and must include the statement of each co-author or co-inventor in the thesis, mini-thesis or research report immediately following the preface to the research product.
- k) Higher degrees administration will make an electronic copy of the research product of a candidate for a doctoral degree available for inspection by the university community for a period of at least 14 calendar days after it was dispatched to the examiners, and notice of such availability must be given in a suitable manner.
- l) After its submission for examination a research product may not be withdrawn.
- m) The university's policy regarding the classification of research must be taken into account in the process of examination of the research product of a doctoral degree.

HSC.1.2.4.11 Examination

HSC.1.2.4.11.1 Appointment of examiners for the research component of a doctoral degree

- a) The executive dean will appoint, with the approval of the relevant faculty committee concerned and in accordance with the applicable requirements set out in the applicable quality manual of the faculty, at least three examiners, of which at least two must be external examiners, for the examination of the research product of every doctoral degree study.
- b) The name of an examiner appointed in accordance with Academic rule 5.11.1.1 is not made known to the candidate before or during the examination, and after the examination only with the permission of the examiner concerned.
- c) A person who was involved in any manner in the supervision of a doctoral degree candidate may not be appointed as an examiner.
- d) Additional faculty requirements:
 - One (1) uninvolved person attached to the university will be appointed as internal examiner and (2) two external examiners, of which one must preferably be situated abroad or must be internationally accredited;
 - There should not be any conflicting interests of persons;
 - Examiners functioning as co-workers in the same project or article will not be appointed as examiners;
 - External examiners who are appointed may not be attached to the same institution/department;
 - Examiners will have as minimum requirement a doctoral degree or equal qualification, and at least one examiner must have delivered students at the same qualification level before successfully;
 - At least one examiner should have publications in the field within which the research has been completed;
 - Recurrent usage of the same examiners will be avoided;
 - Persons who served as postgraduate student of a supervisor during the past 12 months will not be appointed as examiner for students of the same promotor;
 - Extraordinary staff members are appointed as internal examiners;
 - Academics who were attached to the NWU and have since moved to a foreign university, may after a period of 12 months be appointed as external examiners.

HSC.1.2.4.11.2 Examination

- a) The examiners of a thesis or any other research product are required to provide an assessment of the question whether the research contains proof that the candidate demonstrates insight into the field and has made a distinct and original scholarly contribution to the knowledge base of the field, either by way of the pronouncement and

dissemination of new facts or insights, or by means of the exercise of independent critical skills.

- b) Every examiner submits a separate written report on the research product to the appropriate administrative component, to be forwarded for processing and finalisation by the faculty committee concerned.
- c) The promoter or co-promoter of a doctoral candidate does not communicate or negotiate with an examiner on any issues relating to the examination of the candidate's research product.
- d) The relevant faculty committee or faculty structure responsible for the approval of the research component of doctoral degrees considers all examination reports relating to the research product of a doctoral degree study for recommendation to, and the final approval by the faculty board concerned, of the assessment outcome.
- e) Subject to the provisions of Academic rule 5.11.8.3, the unanimous finding of the examiners that a doctoral candidate passes an examination is final.

HSC.1.2.4.11.3 Recommendations relating to the examination of the research product in a doctoral degree programme

- a) An examiner may recommend that a research product:
 - 1. be accepted unconditionally (Faculty rules makes provision that smaller typographical errors for instance typo errors, spelling errors, grammatical errors etc. can be included in this option);
 - 2. be accepted on condition that specified revisions be made to the satisfaction of the supervisor. (Faculty rules makes provision that errors of a greater extent, for instance refining arguments and/or logical structuring or improving layout and technical finishing may be included in this option but that the research is scientifically in order and acceptable); or
 - 3. be accepted on condition that specified revisions of a substantive nature be made to the satisfaction of the examiners or the academic director concerned. (Faculty rules require that feedback may be submitted to an examiner by means of a detailed rebuttal which focuses on the specific recommendations and/or required changes called for); or
 - 4. not accepted in its current format, in which case it is referred back to the candidate for revision, elaboration or amendment and resubmission for re-examination. (Faculty rules require that a final mark below 50% for a dissertation/mini-dissertation must be awarded, should this option be opted for. This option further entails that the research is scientifically not adequate or in order and should be expanded and/or revisited. Feedback may be submitted to the examiner during re-examination by means of a detailed rebuttal which focuses on the specific recommendations and/or required changes called for. The mini-dissertation/dissertation/thesis will be submitted to the examiner for re-examination unless it is decided otherwise by the Faculty Board or its delegates in which case the examiner will receive notification from the applicable deputy dean); or
 - 5. not accepted at all, in which case the candidate fails. (This option entails specifically that the research has failed in its totality, that it cannot be reworked or resubmitted and that the student has to start all over).
- b) All comments received from the university community as contemplated in Academic rule 5.10.10 must be submitted to the applicable deputy dean before expiry of the period for which a research product is made available for inspection, who must forward such comments to the relevant faculty committee or other faculty structure concerned for evaluation together with the examiners' reports.

HSC.1.2.4.11.4 Revisions to and re-examination of the research product of a doctoral degree

- a) The promoter of a research product must, within 14 calendar days after receipt of all the examiners' reports and in consultation with the academic director concerned, provide the candidate with a memorandum setting out the nature and extent of the revision or elaboration required as contemplated in Academic rules 5.11.5.1.2, 5.11.5.1.3 and 5.11.5.1.4.
- b) In order to be recorded as a graduate in the academic year during which the research product was submitted for examination, a revised, amended or elaborated research product must be submitted before or on the submission date determined for that purpose in the annual university calendar of the year concerned.
- c) Where a candidate is required to revise or elaborate a research product, the revised product must be submitted within one year after receipt by the candidate of the result but, if the candidate provides valid grounds in an application, the applicable deputy dean concerned may grant an extension.
- d) A research product may only be referred back to a candidate once and, after revision, be submitted once for re-examination.
- e) The examiners who were appointed for the original examination are deemed also to have been appointed for the re-examination, but if considered necessary or expedient, other or additional examiners may be appointed.

HSC.1.2.4.11.5 Vagueness or differences regarding examination results

- a) A material difference regarding the examination of a research product is deemed to exist if:
 - the reports of the examiners differ on the question whether the research product may be accepted, with or without revisions, should be referred back for revision, or should be rejected; or
 - comments that arise from the release of the research product for inspection by the university community in accordance with Academic rule 5.10.10 differ materially from the recommendations of the examiners.
- b) The applicable deputy dean may, in consultation with the academic director concerned, seek clarification from the examiners or members of the university community who have submitted comments on the research product regarding anything that is not clear in their reports or comments relating to a coursework module or research product.
- c) The applicable deputy dean will take steps to resolve the outcome of an examination where a material difference arises which may include –
 - Inviting a knowledgeable external expert to participate in the deliberations of relevant faculty committee or similar structure;
 - appointment of an additional external examiner to assess the research product, and to make a recommendation on the assessment result, and
 - the appointment of an independent arbitrator to consider the various examiner's reports to make a recommendation regarding the assessment result.
- d) The faculty board approves the final outcome of an examination after consideration of the recommendation of the relevant faculty committee or similar structure on the assessment result based on the outcome of the steps taken by the applicable deputy dean in accordance with Academic rule 5.11.7.4, and, if the faculty board is unable to resolve the matter, the executive dean must take a final decision.

HSC.1.2.4.11.6 Dispute resolution

- a) A doctoral candidate who raises a substantive objection to the manner in which the examination of a research product was conducted, may declare, by means of a written notice lodged with the registrar within 14 days after communication to the candidate of the final decision regarding the assessment outcome, a dispute with the university.

- b) Within ten days of receiving the declaration of a dispute as contemplated in rule 4.11.9.1, the registrar must obtain clarification from the executive dean concerned whether the objection raised by the candidate is justified or not, cause remedial steps to be taken if necessary, and respond to the complainant accordingly.
- c) If the complainant is not satisfied with the response of the registrar, the registrar must convene a panel consisting of at least two executive deans not previously involved in the matter to adjudicate the dispute within fourteen working days.
- d) The findings of the panel established in accordance with rule 5.11.8.3 may be that –
 - the correct procedures were followed and that the dispute has no merit;
 - the matter is referred back to the executive dean concerned to ensure that procedural shortcomings or errors that were found are corrected;
 - the matter should be referred to an alternative dispute resolution process, or
 - the matter be referred for arbitration.
- e) If the complainant is not satisfied with the outcome contemplated in rules 5.11.8.4.1 or 5.11.8.4.2, or the panel finds that the matter should be dealt with by means of an alternative dispute resolution process in accordance with rule 5.11.8.4.3 and the complainant agrees, the registrar must cause a panel of at least three persons expert in the field concerned or with wide experience in postgraduate examination to be appointed with the consent of the complainant to investigate the complaint and make recommendations for its resolution.
- f) If the panel refers the matter for arbitration in accordance with rule 5.11.8.4.4, the executive dean concerned and the complainant must each, within three weeks, submit to the registrar the names and details of no more than three persons to be appointed as arbitrator or arbitration panel, all arbitrators being expert in the field concerned or with wide experience in postgraduate examination, and the complainant must agree in writing to bear or share the costs of the arbitration if such is the outcome as contemplated in rule 5.11.8.8.
- g) An arbitrator appointed in accordance with rule 5.11.8.6 must be informed, or be prepared to become informed about the arbitration procedures contained in the latest edition of the Rules for the Conduct of Arbitrations of the Association of Arbitrators (Southern Africa) and to apply these rules for the purposes of settling the dispute.
- h) The outcome of an arbitration process may include an award for specific performance, an interdict, damages, a fine, and a cost order, including costs regarding legal representation on an attorney-client scale or any other order the arbiter or arbitration panel considers to be appropriate in the circumstances.

HSC.1.2.4.12 Intellectual property in and publication of research products

- a) The university (and faculty) is the owner of all intellectual property that may be created in the course of a doctoral degree study, which includes, but is not limited to intellectual property referred to in the Intellectual Property Rights from Publicly Financed Research and Development Act, 51 of 2008 and the regulations promulgated thereunder.
- b) The university (and faculty) is entitled to physically or electronically multiply and distribute or make available any research product submitted in its final form by a doctoral degree candidate.
- c) A doctoral degree graduate is required to undertake the publication of the results of the study within six months of conferral of the degree, but the university may, if the graduate does not do so, undertake publication after notification of its intention to do so.
- d) Publication by the university as contemplated in rule 5.12.3 may be undertaken without the written permission of the graduate, but the name of the graduate concerned must be acknowledged as the first author, except where substantial processing of the text is undertaken by another person, or if the graduate expresses the wish in writing not so to be cited.
- e) A doctoral candidate who is in terms of these rules required to, or otherwise wishes to submit a publication based on a research product of the study, must obtain the advice of the promoter concerned regarding the scholarly quality of the research product, the

selection of a suitable publication or publication medium, possible considerations of confidential classification, and the requirements and implications of rules 5.12.7 and 5.12.8.

- f) The promoter concerned must record compliance with rule 5.12.5 in the report contemplated in rule 1.15.4.
- g) In a publication referred to in rule 5.12.5 its foundation upon the doctoral study at the university (and faculty) must be acknowledged and the promoter or promoters must be cited.
- h) 5.12.8 A doctoral degree graduate is deemed to be the sole author of a research product of the study unless another person, including the promoter, makes a substantial contribution to the production of the publication, as distinguished from the supervised research product, to warrant co-authorship taking the conventions of the discipline concerned into account, or where another person takes the primary responsibility for the writing of the publication to the extent that it justifies the first authorship of such other person.

HSC.1.2.4.13 Extension of the study period

- a) An application for extension of the study period by a master's degree candidate must be supported by a recommendation by the academic director concerned, and endorsed at the relevant faculty committee.
- b) In an application for extension of the period of study for a doctoral degree must indicate –
 - that the research topic is still relevant;
 - what progress has been made by the applicant;
 - what remains to be done to complete the study;
 - what the time schedule for completion is, and
 - whether the promoter is still available.
- c) The grant of an extension for the study contemplated in this rule is subject to the payment of a levy determined by the registrar.

HSC.1.2.4.14 Attainment of the degree

- a) Taking into account rules 1.3.3, 1.14, 1.17, 1.19.3 and 5.2, a doctoral degree is obtained when final verification and audit confirmation is given that a candidate has satisfied the requirements provided for in rules 5.3 and 5.4.

HSC.1.3 WARNING AGAINST PLAGIARISM

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

HSC.1.3.1 Academic misconduct

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:

HSC.1.3.2 Plagiarism¹

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.

HSC.1.3.3 Academic dishonesty (Copying from others during assessment opportunities such as test and examination opportunities)

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

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.

necessary and permissible aids, such as adequate pens, a pencil, eraser, a transparent ruler and pocket calculator, all placed in a transparent plastic bag.

HSC.1.3.4 Punishment for transgressions, which is not limited to the two instances discussed above, may include one or a combination of the following:

- 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.

HSC.1.4 CAPACITY STIPULATION

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.

HSC.1.5 QUALIFICATIONS, PROGRAMMES AND CURRICULA

Qualification name	Qualification & Programme Code	Mode of delivery	Cam-pus	NQF-Level
Honours degrees				
Bachelor of Health Sciences Honours in Biokinetics	8EH L01; G601P	Full time	P	8
Bachelor of Health Sciences Honours in Human Movement Sciences WITH				
Kinderkinetics	8EJ L01; G601P	Full time	P	8
Sport Science	8EJ L02; G601P	Full time	P	8
Bachelor of Health Sciences Honours in Recreation Science	8DK L01; G602P	Full time	P	8
Bachelor of Consumer Sciences Honours	8EG L01; G601P	Full time	P	8
Bachelor of Health Sciences Honours in Physiology	8EA L01; G601P	Full time / Part time	P	8
Bachelor of Science Honours in Nutrition	8DN L01; G602P	Full time	P	8
Bachelor of Health Sciences Honours in Psychology	8DL L01; G601P/M/V	Full time	P/M/V	8
Masters degrees				
Master of Arts in Clinical Psychology Programme alignment due in 2019	103 183; G802P	Full time	P	9
Master of Arts in Counselling Psychology Programme alignment due in 2019	103 184; G802P	Full time	P	9
Master of Arts in Research Psychology Programme alignment due in 2019	103 185; G801P	Full time	P	9
Master of Arts in Positive Psychology SAQA 90848	8EY P01; G801P/V	Full time	P/V	9
Master of Consumer Sciences	8CM N01; G801P	Full time	P	9
Master of Health Sciences in Human Movement Sciences	8DH N01; G801P	Full time	P	9
Master of Health Sciences in Health Professions Education	8FH N01; G801P	Full time	P	9
Master of Health Sciences in Psychology	8DM N01; G801M/V [R]	Full time	M/V	9
Master of Health Sciences in Recreation Science	8CN N01; G801P	Full time	P	9
Master of Health Sciences in Gerontology Not presented in 2019	8BN P01; G801P	Full time	P	9
Master of Health Sciences in Transdisciplinary Health Promotion SAQA 91930	8FB P01; G801P	Full time / Part time	P	9

Qualification name	Qualification & Programme Code	Mode of delivery	Cam-pus	NQF-Level
Master of Health Sciences in Cardiovascular Physiology	8DD N01; G801P [C]	Full time	P	9
Master of Health Sciences in Occupational Hygiene Phasing out, no new intakes in 2019	8ER P01; G801P	Full time	P	9
Master of Social Sciences in Clinical Psychology Programme aglignment due in 2019	925 100; G802M	Full time	M	9
Master of Science in Clinical Psychology Programme aglignment due in 2019	203 176; G802P	Full time	P	9
Master of Science in Counselling Psychology Programme aglignment due in 2019	203 177; G802P	Full time	P	9
Master of Science in Research Psychology Programme aglignment due in 2019	203 165; G801P	Full time	P	9
Master of Science in Pharmaceutical Chemistry	8DE N01; G801P	Full time	P	9
Master of Science in Pharmacology	8DF N01; G801P	Full time	P	9
Master of Science in Pharmaceutics	8DG N01; G801P	Full time	P	9
Master of Science in Pharmaceutical Sciences SAQA 97390	8BP N01; G801P	Full time	P	9
Master of Pharmacy in Pharmacy Practice WITH				
Pharmacovigilance and Pharmacoepidemiology	8ED P01; G801P	Full time	P	9
Pharmaceutical Economics and Policy	8ED P02; G801P	Full time	P	9
Pharmaceutical public healthcare governance	8ED P03; G801P	Full time	P	9
Master of Pharmacy in Advanced Clinical Pharmacy Phasing out, no new intakes in 2019	803 105; G801P	Full time / Part time	P	9
Master of Science in Dietetics	8DB P01; G802P [C]	Full time / Part time	P	9
Master of Science in Nutrition	8CW P01; G802P [C]	Full time / Part time	P	9
Master of Science in Nutrition	8DA N01; G801P [R]	Full time / Part time	P	9
Master of Social Work	8CS N01; G801P/M/V [R]	Full time / Part time	P/M/V	9
Master of Social Work in Child Protection	8EU P01; G801P	Full time / Part time	P	9

Qualification name	Qualification & Programme Code	Mode of delivery	Campus	NQF-Level
Master of Social Work in Forensic Practice	8EV P01; G801P	Full time / Part time	P	9
Master of Nursing Science Phasing out in 2019 WITH				
Nursing Science	8CJ N01; G801P	Full time / Part time	P	9
Community Nursing Science	8CJ N02; G801M	Full time / Part time	M	9
Master of Nursing Science in Psychiatric Community Nursing	833 100; G834P	Full time / Part time	P	9
Doctoral degrees				
Doctor of Philosophy in Consumer Sciences	8CA R01; G901P	Full time / Part time	P	10
Doctor of Philosophy in Health Sciences WITH				
Human Movement Sciences	8CB R05; G901P	Full time / Part time	P	10
Health Professions Education	8CB R12; G901P	Full time / Part time	P	10
Nursing Science	8CB R07; G901P/M	Full time / Part time	P/M	10
Occupational Hygiene	8CB R08; G901P	Full time / Part time	P	10
Positive Psychology	8CB R09; G901P/V	Full time / Part time	P/V	10
Psychology	8CB R10; G901P/M/V	Full time / Part time	P/M/V	10
Recreation Science	8CB R11; G901P	Full time / Part time	P	10
Doctor of Philosophy in Transdisciplinary Health Sciences	8CF R01; G901P	Full time / Part time	P	10
Doctor of Philosophy in Pharmacy WITH				
Pharmaceutical Chemistry	8CC R01; G901P	Full time	P	10
Pharmaceutics	8CC R02; G901P	Full time	P	10
Pharmacology	8CC R03; G901P	Full time	P	10
Pharmacy Practice	8CC R04; G901P	Full time	P	10
Doctor of Philosophy in Science WITH				

Qualification name	Qualification & Programme Code	Mode of delivery	Campus	NQF-Level
Dietetics	8CD R01; G901P	Full time / Part time	P	10
Nutrition	8CD R02; G901P	Full time / Part time	P	10
Physiology	8CD R03; G901P	Full time / Part time	P	10
Pharmaceutical Sciences	8CD R04; G901P	Full time	P	10
Doctor of Philosophy in Social Work	8CE R01; G901P/M/V	Full time / Part time	P/M/V	10

Qualification name	Qualification & Programme Code	Mode of delivery	Campus	NQF-Level
POSTGRADUATE DIPLOMAS				
Postgraduate Diploma in Midwifery & Neonatal Nursing Science Not presented in 2019	8DP D01; G501P	Part time	P	8
Postgraduate Diploma in Pharmacological Principles of Drug Therapy SAQA 88902 Phasing out in 2020	8EC D01; G501P	Distance learning	P	8
Postgraduate Diploma in Cosmetic Product Formulation SAQA 99283	8DQ D01; G501P	Full time / Part time	P	8
Advanced University Diploma in Health Science Phasing out in 2019 WITH				
Community Nursing (one year)	837 100; G511T	Distance learning	P	7
Health Science Education (one year)	837 101; G512T	Distance learning	P	7
Health Service Management (one year)	837 102; G513T	Distance learning	P	7
Clinical Nursing Science, Health Assessment, Treatment and Care (one year)	837 103; G515T	Distance learning	P	7

QUALIFICATIONS OUTLINE

HSC.1.6 BACHELOR OF HEALTH SCIENCES HONOURS IN BIOKINETICS

HSC.1.6.1 Duration (minimum and maximum)

The minimum duration of the study is one year and the maximum duration is two years.

HSC.1.6.2 Admission requirements of the qualification

The honours degree follows a three or four year qualification or after the status of a Bachelor's degree is acquired.

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook.

HSC.1.6.3 Outcomes of the qualification

After the successful completion of this qualification the graduate will demonstrate:

- a) the integration and application of scientific knowledge and skill to the scope of practice of Biokinetics;
- b) an ability to critically interrogate multiple sources of knowledge relevant within the discipline of Biokinetics and critically evaluate and review that knowledge and the manner in which the knowledge was produced;
- c) the ability to select, evaluate and apply a range of different but appropriate scientific methods of qualitative and practice-oriented enquiry to reflect on and then address complex or abstract problems and contribute to positive change within the practice of Biokinetics;
- d) the design of scientifically-grounded physical activity/exercise programmes resulting from formal practical evaluations of individuals, teams or patients;
- e) the ability to effectively implement and manage rehabilitation programmes for different groups and individuals according to their specific needs; and
- f) a management approach as leader of a health care team to promote an active and healthy lifestyle of different groups in a community grounded in professional ethical principles.

HSC.1.6.4 Programme: Biokinetics

Qualification code: 8EH L01; G601P

The programme is presented on a full time basis and the closing date for applications is 31 July.

HSC.1.6.4.1 Faculty specific rules and requirements of the programme

- a) General admission requirements of the University hold.
- b) Prospective students must complete a selection application at the school, which will be evaluated by a selection panel.
- c) Initial academic selection takes place in which the marks for the HMS- and HMX modules in each year of study up to and including that of the 1st semester in the 3rd year must be above 65%.

- d) Proof of at least 20 hours practical exposure in a registered Biokinetics practice will be required.
- e) Selection takes place during August /September each year.
- f) Final selection is subject to approval by the school director.

HSC.1.6.4.2 Curriculum: Biokinetics

HSC.1.6.4.2.1 Compilation of curriculum: Biokinetics

Qualification and programme code: 8EH L01; Curriculum code: G601P

Module code	Descriptive name	Credits
MBWK681	Applied Research Methodology and Mini-dissertation	32
MBWB681	Biokinetics: Orthopaedics	32
MBWB682	Biokinetics: Clinical	32
MBWB684	Biokinetics: Professional Internship	32
MBWB685	Biokinetics: Wellness and Health Promotion	32
Total credits for the curriculum		160

HSC.1.7 BACHELOR OF HEALTH SCIENCES HONOURS IN HUMAN MOVEMENT SCIENCES

HSC.1.7.1 Duration (minimum and maximum)

The minimum duration of the study is one year and the maximum duration is two years.

HSC.1.7.2 Admission requirements of the qualification

The honours degree follows a three or four year qualification or after the status of a Bachelor's degree is acquired.

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook.

HSC.1.7.3 Outcomes of the qualification

After the successful completion of this qualification the graduate will demonstrate:

- a) the integration and application of scientific knowledge and skill to the scope of practice of either Kinderkinetics or Sport Sciences;
- b) an ability to critically interrogate multiple sources of knowledge relevant within the field of the Human Movement Sciences and critically evaluate and review that knowledge and the manner in which the knowledge was produced;
- c) the ability to select, evaluate and apply a range of different but appropriate scientific methods of qualitative and practice-oriented enquiry to reflect on and then address complex or abstract problems and contribute to positive change within the practice of either Kinderkinetics or Sport Science;
- d) the design of scientifically-grounded physical activity/exercise programmes resulting from formal practical evaluations of individuals, teams or patients;

- e) the ability to effectively implement and manage rehabilitation programmes for different groups and individuals according to their specific needs; and
- f) a management approach as leader of a health care team to promote an active and healthy lifestyle of different groups in a community grounded in professional ethical principles.

HSC.1.7.4 Programme: Kinderkinetics

Qualification code: 8EJ L01; G601P

The programme is presented on a full time basis and the closing date for applications is 31 July.

HSC.1.7.4.1 Faculty specific rules and requirements of the programme

- a) General admission requirements of the University hold.
- b) Prospective students must complete a selection application at the school, which will be evaluated by a selection panel.
- c) Initial academic selection takes place in which the marks for the HMS and HMX modules in each year of study up to and including that of the 1st semester in the 3rd year must be above 60%.
- d) Students must have completed the modules HMXS211 (Swimming) and HMXG221 (Gymnastics) before applying.
- e) Proof of at least 20 hours practical exposure in a registered kinderkinetics practice will be required.
- f) Selection takes place during August /September each year.
- g) Final selection is subject to approval by the school director.

HSC.1.7.4.2 Curriculum: Kinderkinetics

HSC.1.7.4.2.1 Compilation of curriculum: Kinderkinetics

Qualification and programme code: 8EJ L01; Curriculum code: G601P

Module code	Descriptive name	Credits
MBWK681	Research methodology and mini-dissertation	32
MBWK682	Kinderkinetics theory	32
MBWK683	Applied Kinderkinetics practical	24
MBWK684	Professional Internship	24
MBWK685	Applied Exercise Physiology	16
MBWK686	Child welfare and health promotion	16
Total credits for the curriculum		144

HSC.1.7.5 Programme: Sport Science

HSC.1.7.5.1 Faculty specific rules and requirements of the programme

- a) General admission requirements of the University hold.
- b) Prospective students must complete a selection application at the school, which will be evaluated by a selection panel.

- c) Initial academic selection takes place in which the marks for the HMS and HMX-modules in each year of study up to and including that of the 1st semester in the 3rd year must be above 60%.
- d) Proof of at least 20 hours practical exposure in a registered Sport Science practice will be required.
- e) Selection takes place during August /September each year.
- f) Final selection is subject to approval by the school director.

HSC.1.7.5.2 Curriculum: Sport Science

HSC.1.7.5.2.1 Compilation of curriculum: Sport Science

Qualification and programme code: 8EJ L02; Curriculum code: G601P

Module code	Descriptive name	Credits
MBWK681	Research methodology and mini-dissertation	32
MBWS682	Applied Sport Physiology	32
MBWS683	Applied Biomechanics	16
MBWS684	Sport Psychology	16
MBWS685	Sport Science Internship	24
MBWS686	Sport Science Practice	24
Total credits for the curriculum		144

HSC.1.8 BACHELOR OF HEALTH SCIENCES HONOURS IN RECREATION SCIENCE

HSC.1.8.1 Duration (minimum and maximum)

The minimum duration of the study is one year and the maximum duration is two years.

HSC.1.8.2 Admission requirements of the qualification

The honours degree follows a three or four year qualification or after the status of a Bachelor's degree is acquired.

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook.

HSC.1.8.3 Outcomes of the qualification

After completing this qualification, the student should demonstrate:

- a) comprehensive and systematic knowledge of the field of Recreation Science, with reference to recreation practice management, health promotion, child welfare, therapeutic recreation and leisure programming;
- b) critical evaluation of existing knowledge concerning theories, research methods, techniques and technology in the recreation sciences, and apply that knowledge to various contexts;
- c) diagnose the recreation needs of individuals, groups and communities, design basic intervention programmes and apply them in various socio-cultural circumstances;

- d) obtain, analyse and interpret relevant information concerning individuals, groups and communities, and communicate the information, either individually or as a member of a group, by writing reports, doing assignments, or reporting orally;
- e) observation and application of an ethical, professional and value-based code of conduct in all modes of communication and association with individuals and groups;
- f) utilization of appropriate technology (computer, e-mail, fax, psychometric tests) effectively in the Recreation Science environment (technological and environmental literacy);
- g) exploration of different effective learning strategies to acquire the different capabilities of a practitioner in the field of Recreation Science;
- h) promotion of responsible citizenship through their approach towards the holistic application of Recreation Science related skills;
- i) combining of critical and creative thinking in the use of science, research and technology with sound and systematic theoretical expertise; and
- j) skills and values as entrepreneurs or employees in the field of recreation provision or adventure therapy through integrated projects in order to identify and solve known and unknown problems and demonstrate mastered competencies in community involvement.

HSC.1.8.4 Programme: Recreation Science

Qualification code: 8DK L01

The primary purpose of this qualification is to provide qualifying students with a broad, integrated knowledge foundation of the field of Recreation Science, and critical skills to apply Recreation practice management, Therapeutic recreation and leisure programming appropriately and effectively. The qualification also provides a strong foundation for fundamental and applied research methods with a view to further studies in Recreation Science at HEQF level 9.

The programme is presented on a full time basis and the closing date for applications is 31 July.

HSC.1.8.4.1 Faculty specific rules and requirements of the programme

- a) Admission to the Honours programme is open to students who have been awarded a Bachelor's degree with Recreation Science as focus, or a qualification designated by the Senate as equivalent;
- b) In addition applicants must also undergo a selection process focused on psychometric, personal and skills development as applicable to this qualification;
- c) Alternatively, Senate may require any candidate, before being admitted to the Honours programme, to attend and complete, as may be determined by Senate, such undergraduate courses or portion of courses of a Bachelor's curriculum as the senate may prescribe;
- d) With the permission of the Senate, candidates not in possession of the qualifying courses may be considered, provided they undertake to complete prescribe introductory courses and a reading programme;

- e) Prospective students must complete a formal selection application form at the school, which will be evaluated by a selection panel;
- f) Initial academic selection takes place in which the marks for the RKKX-modules in each year of study up to and including that of the 1st semester in the 3rd year must be above 60%;
- g) Selection takes place during August /September each year;
- h) Final selection is subject to approval by the school director;
- i) Practical work as stipulated by the program leader and school director will be required from the student.

HSC.1.8.4.2 Curriculum: Recreation Science

HSC.1.8.4.2.1 Compilation of curriculum: Recreation Science

Qualification- and programme code: 8DK L01 Curriculum code: G602P

Module code	Descriptive name	Credits
MBWK681	Applied research methodology and mini-dissertation	32
RKKX677	Therapeutic recreation	24
RKKX681	Applied Recreation management	24
RKKX682	Recreation Service Programming	24
RKKX683	Outdoor leadership	32
Total credits for the curriculum		136

HSC.1.8.5 Programme phasing out

HSC.1.8.5.1 Programme: Recreational Science: 8DK L01 Curriculum code: G601P

No new students will be admitted to this programme.

New students register for the Bachelor of Health Sciences Honours in Recreation Science (8CN N01 – G801P).

HSC.1.9 BACHELOR OF CONSUMER SCIENCES HONOURS

HSC.1.9.1 Duration (Minimum and maximum duration)

The minimum duration of the study is one year and the maximum duration is two years.

HSC.1.9.2 Admission requirements of the qualification

The honours degree follows a three year degree in Consumer Sciences or after the status of a bachelor's degree or a BSc degree in Consumer Sciences was obtained.

HSC.1.9.3 Outcomes of the qualification

After completion of the qualification the graduate will demonstrate:

- a) extensive and integrated knowledge and engagement in a selected discipline of Consumer Sciences (Interior, Fashion, Foods and Consumer behaviour) to evaluate and apply concepts principles, theories and skills thereof while knowing how such knowledge links with other related disciplines;

- b) the ability to interrogate multiple sources of knowledge in an area of specialisation concerning complex consumer issues in order to develop logical and creative solutions to the South African consumer within the selected area of Consumer Sciences in a professional, ethical and responsible manner;
- c) the ability to communicate consumer-related issues, rigorous interpretation and solutions in an appropriate academically correct and professional manner using different types of media and technologies;
- d) the ability to work effectively as an individual and in a team to identify, study and critically review discipline-related processes and systems in specialised contexts and develop scientific solutions for different consumer groups.

HSC.1.9.4 Programme: Consumer Sciences

Qualification and programme code: 8EG L01; G601P

The student must be registered full time. No enrolled student will be allowed to work full time during the duration of the studies.

The closing date for applications is 30 August.

HSC.1.9.4.1 Faculty specific rules and requirements of the programme

- a) General Admission requirements of the qualification hold.
- b) Admission to this degree is done in consultation with the school director or delegated person and is subject to available capacity in the subject group.
- c) Selection starts on the 1st of September. Students are required to submit a portfolio and complete a skills test, after which a preferential list is compiled.
- d) An average academic performance of 60% is required during undergraduate studies.
- e) Prerequisites as indicated against each module specified in the curriculum requirements holds.
- f) Students that complied with the minimum requirements of the degree will also have to complete a written assignment on a given topic and take part in a personal interview with a selection panel consisting of personnel of Consumer Sciences.
- g) STTN111 or equivalent module (optional).
- h) Students who do not hold the three year BSc degree in Consumer Sciences or the four year B degree in Consumer Sciences, but who hold an equivalent qualification, must, to the satisfaction of the school director, take in the case of each of the following modules the opposite module(s) or equivalent modules as prerequisite honours module.

VKLE672	VKLE214, 321
VGHB672	VGHB221
VGHB673	VGHB122, VGHB311
VVDL672	VVDL112, VVDL324
VVDL673	VVDL112, VVDL213
*VVBG671	VVBG211, VVBG311, VVBG321

***Compulsory module** for the qualification and will count towards admission. The same requirements apply for admission to the honours programme.

HSC.1.9.4.2 Curriculum: Consumer Sciences

The curriculum consists of four compulsory modules and two selective modules from groups A, B or C.

HSC.1.9.4.2.1 Compilation of curriculum: Consumer Sciences

Qualification - and programme code: 8EG L01; Curriculum code: G601P

a) Compulsory modules

Module code	Descriptive name	Credits	Prerequisite Module
VNAM671	Research Methods and Scientific Writing Skills	24	
VNAV671	Research Project: Project Report Submission	32	VNAM671 VVBG671
VVBG671	Consumer Behaviour	16	
VVOO671	Adult Education and Training	16	

b) A student must in collaboration with the director of the school choose 2 more modules from group A or B or C

GROUP A

Module code	Descriptive name	Credits
VGHB672	Consumer Resource Management	24
VGHB673	Interior Design	24
Total credits for the curriculum		136

GROUP B

Module code	Descriptive name	Credits
VGHB672	Consumer Resource Management	24
VGHB673	Interior Design	24
VKLE672	Advanced Fashion Industry	24
Total credits for the curriculum		136

GROUP C

Module code	Descriptive name	Credits
VGHB672	Consumer Resource Management	24
VVDL672	Food Product Development	24
VVDL673	Consumer Behaviour in Foods	24
Total credits for the curriculum		136

HSC.1.10 BACHELOR OF HEALTH SCIENCES HONOURS IN PHYSIOLOGY

HSC.1.10.1 Duration (minimum and maximum)

The minimum duration of the study is one year and the maximum duration is two years.

HSC.1.10.2 Admission requirements of the qualification

The honours degree follows a three or four year qualification or after the status of a Bachelor's degree is acquired.

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook.

HSC.1.10.3 Outcomes of the qualification

After completing the qualification, students should demonstrate the following:

- a) knowledge of the field of Physiology and the ability to understand research theories, methodologies, and techniques or practice applied to Physiological processes;
- b) critical review of information gathering, evaluation and management processes in the Physiological context in order to develop creative responses to health problems and issues;
- c) an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to identify Physiological problems in the human;
- d) ability to identify and address, on individual as well as group level, ethical issues based on critical reflection on the suitability of different ethical value systems or treatment methods within the field of Physiology;
- e) the attitudes necessary for the achievement of high standards of ethical behaviour, both in relation to conduct and commitment in the workplace and in own personal development;
- f) rigorous interpretations and creative insights through effective communication to lay as well as scholarly audiences by means of academic, professional and occupational ideas and solutions for Physiological problems;
- g) application of learning strategies in a self-critical manner to effectively assess his or her and others, ongoing professional and learning needs.

HSC.1.10.4 Programme: Physiology

Qualification code: 8EA L01

The curriculum composed for this programme is of an academic nature. In composing the curriculum, consideration was given to the career opportunities and the human capital needs of the country. This curriculum prepares the student for further postgraduate study in Cardiovascular Physiology.

The program is presented full time and part time (student must attend class-spread modules over two years). The closing date for applications is 31 August.

HSC.1.10.4.1 Faculty specific rules and requirements of the programme

- a) A BSc degree with Physiology as a major subject or an equivalent qualification with in-depth knowledge of Physiology;
- b) Selection takes place during September to October and is subject to available capacity and approval by the school director.
- c) At least 65% average in Physiology on third-year level is required.
- d) STTN111 or a comparable statistics module must have been passed before or must be passed during the honours year.
- e) It is strongly recommended that the student should provide proof of immunisation against Hepatitis A+B.

HSC.1.10.4.2 Curriculum: Physiology

HSC.1.10.4.2.1 Compilation of the curriculum: Physiology

Qualification and programme code: 8EA L01; Curriculum code: G601P

Module code	Descriptive name	Credits
PHYS611	Research methodology	16
PHYS612	Cellular Physiology	8
PHYS613	Cardiovascular Physiology A	16
PHYS614	Neurophysiology	16
PHYS622	Endocrinology	8
PHYS623	Cardiovascular Physiology B	16
PHYS624	Cardiovascular Physiology C	8
PHYS671*	Practical Project	32
Total credits for the curriculum		120

*Year module

HSC.1.11 BACHELOR OF HEALTH SCIENCES HONOURS IN PSYCHOLOGY

HSC.1.11.1 Duration (minimum and maximum)

The minimum duration of the study is one year and the maximum duration is two years.

HSC.1.11.2 Admission requirements of the qualification

The honours degree follows a three or four year qualification or after the status of a Bachelor's degree is acquired.

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook

HSC.1.11.3 Outcomes of the qualification

After completing this qualification, the student should demonstrate:

- a) a comprehensive and systematic knowledge of psychometrics, psychological evaluation, psychopathology, basic intervention and counselling techniques, including programme development and programme presentation;

- b) critical evaluation of existing knowledge concerning theories, research methods, techniques and technology in psychology, and apply that knowledge to various contexts;
- c) diagnosis of psychological pathology in individuals, groups and communities, design basic intervention programmes and apply them in various socio-cultural circumstances;
- d) obtain, analyse and interpret relevant information concerning individuals, groups and communities, and communicate the information, either individually or as a member of a group, by writing reports, doing assignments, or reporting orally;
- e) reflection on the impact of the study material on the self as a person and as a future care giver;
- f) observation and application of an ethical, professional and value-based code of conduct in all modes of communication and association with individuals and groups;
- g) utilization of appropriate technology (computer, e-mail, fax, psychometric tests) effectively in the Psychology environment (technological and environmental literacy);
- h) exploration of different effective learning strategies to acquire the different capabilities of a practitioner in the field of Psychology; and
- i) promotion of responsible citizenship through their approach towards the holistic application of Psychology related skills.

HSC.1.11.4 Programme: Psychology

Qualification code: 8DL L01

The curriculum composed for this programme are of an academic nature. In composing it, consideration was given to career possibilities and the manpower needs of the country and prepare the student for further postgraduate study in Psychology.

The programme is presented on a full time basis and the closing date for applications is 16 September.

HSC.1.11.4.1 Faculty specific rules and requirements of the programme

- a) Candidates should be in possession of an applicable Bachelor's degree with third year Psychology or should have passed third year level with Development Psychology and Psychopathology (undergraduate) as part of a curriculum, as well as an average of 65% in all Psychology modules.
- b) An academic selection takes place according to the criteria as determined by the school, where an average of 65% in Psychology is set as minimum criteria during the first B-degree. The complete academic record is however taken into consideration but the department holds the decision to change the minimum criteria depending on the number of applications;
- c) If a candidate is enrolled for another qualification at the time of selection, selection will only be provisional and may be cancelled by the department if the aforementioned qualification is not completed at the end of the academic year;

- d) An examination sub-minimum of 50% is required for all Psychology modules in the honours programme.

HSC.1.11.4.2 Curriculum: Psychology

HSC.1.11.4.2.1 Compilation of the curriculum: Psychology

Qualification and programme code: 8DL L01: Curriculum code: G601P/M/V

Module code	Descriptive name	Credits
PSYH611	Psychological evaluation.	16
PSYH612	Community psychology: Theory	8
PSYH613	Applied positive psychology	16
PSYH621	Intervention techniques	16
PSYH622	Theoretical perspectives on rendering help	16
PSYH623	Child and adolescent psychology	16
PSYH671*	Research and ethics: Theory and practice	40
PSYH672*	Psychopathology	16
STTN111*	Descriptive statistics	12
STTN124*	Practical statistics	12
Total credits for curriculum		168

* Year modules

+ Service modules from Natural Sciences (modules outcomes to be obtained from the applicable yearbook).

HSC.1.12 BACHELOR OF SCIENCE HONOURS IN NUTRITION

HSC.1.12.1 Duration (minimum and maximum)

The minimum duration of the study is one year and the maximum duration two years.

HSC.1.12.2 Admission requirements of the qualification

The Honours degree follows a three or four year qualification or after the status of Bachelor's degree is acquired

Faculty specific admission requirements with regard to the different programmes presented in this faculty are outlined in the programme information in this yearbook.

HSC.1.12.3 Outcomes of the qualification

After completion of the Honours Degree in Nutrition, students should demonstrate the following:

- a) extensive and systematic knowledge in the field of nutrition and particularly in specialisation areas like the planning and execution of epidemiological research programmes, nutrition at public health level, sport and exercise physiology and the genetic composition of different communities and the importance thereof for health promotion;
- b) skills to apply a well-rounded and coherent and critical understanding of the principles and theory of nutrition, while relevant information in a specialist area (as mentioned above) of nutrition is gathered, analysed and evaluated at a critical and advanced level, after which the information is processed to arrive at ethically responsible decisions based on well-grounded theories and proven facts; and

- c) the capability as entrepreneur to identify and analyse real, complex nutrition-related lifestyle illnesses in communities and to plan and execute creative and innovative nutrition-related intervention programmes in an ethically responsible manner by using proven solutions and theory-driven arguments through group work and the use of Information Technology as means of communication.

HSC.1.12.4 Programme: Nutrition

Qualification code: 8DN L01

The curriculum composed in this programme consists of three modules, as well as a research project of limited scope which prepare the student for further postgraduate study. The focus in the modules falls on the most recent research findings on highly relevant problems.

The program is presented on a full time basis and the closing date for applications is 30 September.

HSC.1.12.4.1 Faculty specific rules and requirements of the programme

- a) A BSc degree with Nutrition as major subject or an equivalent qualification is required.
- b) Selection starts on the 1st of October and is subject to the students' academic performance and available capacity in the subject group.
- c) Final selection is subject to the approval of the Nutrition department post-graduate selection committee and the school director.
- d) At least 60% in Nutrition at undergraduate level in each of the third year Nutrition modules and the research module will be required.
- e) STTN111 or a comparable statistics module must have been passed before or must be passed during the honours year.
- f) Students who wish to register for this degree must submit proof of immunisation against hepatitis A and B in the previous five years.
- g) In addition to faculty specific rules and requirements and to ensure that all selected post-graduate students can function at the same academic level, a compulsory introductory course in nutrition science must be completed. The course will take place over a fixed period at the beginning of each academic year, prior to the NWU registration deadline (dates will be communicated). Selected students must complete the course before commencement of the formal study program. This course is used to identify areas of development for each newly registered post-graduate student.
- h) A participation mark as stipulated for the specific module should be obtained by the student in order to be admitted for examination.
- i) A pass mark of 50% is required for all modules.
- j) Non-nutrition students who did not complete a BSc Dietetics or BSc Nutrition degree will be required to complete additional nutrition modules (non-credit bearing) on an ad hoc basis as determined by the postgraduate

selection committee.

HSC.1.12.4.2 Curriculum: Nutrition

The curriculum consists of one compulsory module and three elective modules.

HSC.1.12.4.2.1 Compilation of curriculum: Nutrition

Qualification and programme code: 8DN L01; Curriculum code: G602P

a) Compulsory Modules:

Module code	Descriptive name	Credits
NUTR671	Research report	32

b) Students may choose three of the following modules:

Module code	Descriptive name	Credits
NUTG671	Nutrigenetics	32
NUTE611	Nutritional Epidemiology	32
NUTP621	Public Health Nutrition	32
NUTS671	Sport Nutrition	32
NUTA611	Evidence-based data interpretation	32
Total credits for the curriculum		128

HSC.1.13 MASTER OF ARTS

The curricula for a specific master's degree or the framework within which such curriculum may be compiled, is determined by the relevant school and/or research entity.

Studies towards a master's degree can be done full time or part time (as indicated in this yearbook).

HSC.1.13.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.13.2 Admission requirements of the qualification

A student who wishes to register for a master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.13.3 Programme: (in) Clinical Psychology

Qualification code: 103 183

HEQSF alignment of programme due in 2019

The programme is professional in nature. In developing this curriculum, requirements of the Health Professions Council of South Africa (HPCSA), and national and regional needs were taken into consideration by addressing them

in the research focus area COMPRES. In composing the curriculum, consideration was given to career possibilities and manpower needs of our country. This curriculum also prepares the student for further postgraduate studies in Psychology.

The Clinical Psychology Programme gives an opportunity for specialised and advanced training and is a prerequisite for registration as an intern and eventually Clinical Psychologist at the Health Professions Council of South Africa (HPCSA).

The programme is presented on a full time basis and the closing date for applications is 30 June (Potchefstroom) and 31 July (Mafeking) where after a selection process will follow.

HSC.1.13.3.1 Faculty specific rules and requirements of the programme

- a) An honours degree in Psychology or an applicable equivalent qualification is required;
- b) An average of 65% in the honours degree is required;
- c) A paper selection based on academic performance, relevant skills and quality of reference reports will be conducted;
- d) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students in the professional programmes. The department is free to terminate a student's study if the academic, behavioural and/or functioning record is unsatisfactory and/or poses a threat to their own health or that of society.
- e) Academic excellence is at all times a priority:
 - A participation mark will be defined and determined for each module. A subminimum of 50% participation mark is required to be able to write examination.
 - A pass mark of 50% per module and an examination sub-minimum of 50% per module are required. The weights for determining the final module mark will be 50% participation mark and 50% examination mark.
 - Candidates will receive a second examination opportunity for ONLY one module and a maximum mark of 50% will be allocated for such examination opportunity. If the 2nd opportunity is failed the entire year must be repeated.
 - If more than one module is failed the student fails the course. All coursework modules must be passed to progress to the second study year.
 - If the experiential progress is not as desired, the internship may be extended.
- f) Calculation of the final mark: 50% modules and 50% research.

HSC.1.13.3.2 Curriculum: Clinical Psychology

HSC.1.13.3.2.1 Curriculum outcomes

The student will comply with the requirements of the Health Professions Council of South Africa (HPCSA) to register for an internship in Clinical Psychology and will be equipped with specialised and advanced knowledge to provide curative

services, diagnose and prevent pathology, and promote bio-psychosocial health as well as primary, secondary and tertiary welfare in individuals, families, organisations and communities; particularly with those people facing serious life challenges and relative serious forms of psychopathology and psychological distress.

HSC.1.13.3.2.2 **Compilation of the curriculum: Clinical Psychology**

Qualification-and programme code: 103 183; Curriculum code: G802P

Module code	Descriptive name	Credits
PSYK872	Research Theory and Dissertation in Clinical Psychology	100
PSYC879	Child and Adolescent Pathology and Therapy	20
PSYC880	Theory of Psychological Interventions	20
PSYC883	Ethics, Psychodiagnostics and Practical work	20
PSYC884	Applied Psychology and Community Interventions	20
PSYC885	Psychopharmacology, Neuropsychology and advanced Psychopathology	20
Total credits for the curriculum		200

HSC.1.13.4 **Programme: (in) Counselling Psychology**

Qualification code: 103 184

HEQSF alignment of programme due in 2019

The programme is professional in nature. In developing this curriculum, requirements of the Health Professions Council of South Africa (HPCSA), and national and regional needs were taken into consideration by addressing them in the research focus area COMPRES. In composing the curriculum, consideration was given to career possibilities and manpower needs of our country. This curriculum also prepares the student for further postgraduate studies in Psychology.

The Counselling Psychology programme gives an opportunity for specialised and advanced training and is a prerequisite for registration as an intern and eventually Counselling Psychologist at the Health Professions Council of South Africa (HPCSA).

he programme is presented on a full time basis and the closing date for applications is 4 July where after a selection process will follow.

HSC.1.13.4.1 Faculty specific rules and requirements of the programme

- a) An honours degree in Psychology or an applicable equivalent qualification is required;
- b) An average of 65% in the honours degree is required;
- c) A paper selection based on academic performance, relevant skills and quality of reference reports will be conducted;
- d) A formal selection process based on an individual in-depth interview by a panel of psychologists, a research assignment, evaluation of traits, skills and potential by means of case studies and group work will be conducted;

- e) A final in-depth interview by a selection panel of internal and external psychologists (departmental and internship representatives) will be conducted.
- f) Final approval is subject to a specific research concept within the focus of the subject group.
- g) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students in the professional programmes. The department is free to terminate a student's study if the academic, behavioural and/or functioning record is unsatisfactory and/or poses a threat to their own health or that of society.
- h) Academic excellence is at all times a priority:
 - A participation mark will be defined and determined for each module. A subminimum of 50% participation mark is required to be able to write examination.
 - A pass mark of 50% per module and an examination sub-minimum of 50% per module are required. The weights for determining the final module mark will be 50% participation mark and 50% examination mark.
 - Candidates will receive a second examination opportunity for ONLY one module and a maximum mark of 50% will be allocated for such examination opportunity. If the 2nd opportunity is failed the entire year must be repeated.
 - If more than one module is failed the student fails the course. All coursework modules must be passed to progress to the second study year.
 - If the experiential progress is not as desired, the internship may be extended.
- i) Calculation of the final mark: 50% modules and 50% research.

HSC.1.13.4.2 Curriculum: Counselling Psychology

HSC.1.13.4.2.1 Curriculum outcomes

The student will comply with the requirements of the Health Professions Council of South Africa (HPCSA) to register for an internship in Counselling Psychology and will be equipped with specialised and advanced knowledge to provide curative services, diagnose and prevent pathology, and promote bio-psychosocial health as well as primary, secondary and tertiary welfare in individuals, families, organisations and communities; particularly with those people facing serious life challenges and relative serious forms of psychopathology and psychological distress.

HSC.1.13.4.2.2 Compilation of the curriculum: Counselling Psychology

Qualification-and programme code: 103 184; Curriculum code: G802P

Module code	Descriptive name	Credits
PSYV872	Research Theory and Dissertation in Counselling Psychology	100
PSYV879	Child and Adolescent Development, Pathology and Therapy	20

Module code	Descriptive name	Credits
PSYV880	Theory of Psychological Interventions in Counselling Psychology	20
PSYC883	Ethics, Psychodiagnostics and Practical work	20
PSYC884	Applied Psychology and Community Interventions	20
PSYV885	Psychopharmacology, Neuropsychology and advanced Psychopathology in Counselling Psychology	20
Total credits for the curriculum		200

HSC.1.13.5 Programme: (in) Research Psychology

Qualification code: 103 185

HEQSF alignment of programme due in 2019

The programme is professional in nature. In developing this curriculum, national and regional needs were taken into consideration by addressing them in the research focus area COMPRES. In composing the curriculum, consideration was given to career possibilities and manpower needs of our country. This curriculum prepares the student for further postgraduate studies in Psychology.

The Research Psychology programme gives an opportunity for specialised and advanced training and is a prerequisite for registration as an intern and eventually a Research Psychologist at the Health Professions Council of South Africa (HPCSA).

The programme is presented on a full time basis and the closing date for applications is 30 September where after a selection process will follow during October.

HSC.1.13.5.1 Faculty specific rules and requirements of the programme

- An Honours degree in Psychology is required (with at least 65 %);
- Passing of an paper-, academic- and personality screening at the completion of the honours degree for admission to the professional programme in Research Psychology;
- Students must submit a selection application by 30 September. The application should consist of the following: (a) a letter of motivation, (b) complete CV, (c) complete academic record, (d) a two page proposal with possible research topics.
- Students who comply with all the requirements will be invited for a selection interview to determine their potential to benefit from the research programme and will be requested to complete a research assignment.
- A satisfactory behaviour and functioning record should be maintained on a continual basis by all students in the professional programmes. The department is free to terminate the studies if a student's academic, behavioural, and/or function record is unsatisfactory and hold a danger to him/her or the public.
- Academic excellence is always a prerequisite. A participation mark will be defined and determined for each module. A pass mark of 55 % per module

and an examination sub-minimum of 50 % per module are required. Candidates are only allowed a 2nd opportunity in one paper. If the 2nd opportunity is failed the year must be repeated. Should more papers be failed, the candidate fails the course. All coursework modules must be passed to progress to the second study year.

- g) If the experiential progress is not as desired, the internship may be extended.
- h) Calculation of the final mark: 50% modules and 50% research.

HSC.1.13.5.2 Curriculum: Research Psychology

HSC.1.13.5.2.1 Curriculum outcomes

After completing this curriculum, the student should:

- a) demonstrate advanced, systematic and specialist knowledge to undertake research at individual, community and/or interdisciplinary level by applying appropriate research methods and techniques to identify, analyse and formulate complex research problem(s) in the domain of psychology;
- b) demonstrate advanced strategies to obtain, analyse and evaluate applicable information for its relevance and validity;
- c) use applicable quantitative and/or qualitative research methods to provide answers for research phenomena;
- d) interpret results in a scientific manner;
- e) integrate research findings and reflect on it critically;
- f) communicate the findings orally by means of applicable IT and by writing it up in research reports; and
- g) Perform and communicate research in an ethical and scientific manner.
- h) After the successful completion of the academic curriculum and an internship, the student complies with the requirements of the Health Professions Council of South Africa (HPCSA) and may register as a Research Psychologist, if the student so desires.

HSC.1.13.5.2.2 Compilation of the curriculum: Research Psychology

Qualification-and programme code: 103 185; Curriculum code: G801P

Module code	Descriptive name	Credits
PSYC872	Dissertation: Research Psychology	116
PSYC874	Critical Research Skills	16
PSYC875	Quantitative Research Methods	16
PSYC876	Qualitative Research Methods	16
PSYC877	Project management	16
Total credits for the curriculum		180

HSC.1.13.6 Programmes phasing out due to programme alignment

HSC.1.13.6.1 Programme: Recreational Science: 103 182 - G815P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Recreation Sciences (8CN N01 – G801P).

HSC.1.13.6.2 Programme: Biokinetics 103 191 - G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Human Movement Sciences (8DH N01 – G801P).

HSC.1.13.6.3 Programme: Kinder kinetics: 103 192 - G802P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Human Movement Sciences (8DH N01 – G801P).

HSC.1.13.6.4 Programme: Sport Science: 103 192 - G803P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Human Movement Sciences (8DH N01 – G801P).

HSC.1.13.6.5 Programme: Psychology: 103 181 - G801P/V

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Psychology (8DM N01; G801M/V).

HSC.1.13.6.6 Programme: Psychology: 911 105 – L817M

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the Master of Health Sciences in Psychology (8DM N01; G801M/V).

HSC.1.14 MASTER OF SOCIAL SCIENCE IN CLINICAL PSYCHOLOGY

HEQSF alignment of programme due in 2019

HSC.1.14.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

The closing date for applications will be on the **31st August** of the preceding year.

This program is a two-year programme consisting of two distinct units:

- a) A university part consisting of theoretical and practical work as well as a thesis; and;
- b) A one year full-time internship in an institution approved by the Health Professions Council of South Africa.

HSC.1.14.2 Admission requirements of the qualification

- a) Except with permission of Senate, a candidate shall not be permitted to register for the degree unless he/she holds an honours degree in Psychology or has been admitted to status.
- b) In admission, the candidate should have an admission percentage of not less than 65% in the Honours programme.
- c) Furthermore, their Honours programme should have included courses in psychometric testing and therapeutic psychology. A course in neuro-psychology would be an added advantage.
- d) A candidate wishing to register for the first time for the MSocSci degree must submit his/her application in writing, along with a detailed autobiography, as a part of his/her motivation for their acceptance to the Clinical Psychology programme.
- e) All candidates will be interviewed by a panel composed of members of the Psychology Programme.
- f) All prospective candidates will be notified in writing of the results of their application.
- g) A candidate seeking to register for the degree shall comply with the General Rules for the Degree of Master.

HSC.1.14.3 Programme: Clinical Psychology

Qualification code: 925 100

HSC.1.14.3.1.1 Compilation of the curriculum: Clinical Psychology

Qualification-and programme code: 925 100; Curriculum code: G802M

Module code	Descriptive name	Credits
PSYK872	Research Theory and Dissertation in Clinical Psychology	100
PSYC879	Child and Adolescent Pathology and Therapy	20
PSYC880	Theory of Psychological Interventions	20
PSYC884	Applied Psychology and Community Interventions	20
PSYC883	Ethics, Psychodiagnostics and Practical work	20
PSYC885	Psychopharmacology, Neuropsychology and advanced Psychopathology	20
Total credits for the curriculum		200

HSC.1.15 MASTER OF ARTS IN POSITIVE PSYCHOLOGY

HSC.1.15.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.15.2 Admission requirements of the qualification

A student who wishes to register for a master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.15.3 Outcomes of the qualification

After completion of the qualification, the student should be able to:

- a) Demonstrate comprehensive and systematic knowledge of concepts, theories and research in the fields of positive psychology, well-being, positive organisational scholarship, psycho-social health, positive lifespan development and aging and enabling communities;
- b) demonstrate critical awareness of current issues, debates, new insights and cutting edge issues within positive psychology to be able to solve identified problems in the field of positive psychology;
- c) demonstrate competence in positive psychology assessment methods
- d) demonstrate awareness of meta-theoretical and philosophical perspectives in positive psychology and the role of cultural, social, economic, political, historical aspects in conceptualizations and practices of positive psychology.
- e) use principles, concepts and theories from positive psychology to assess and enhance psycho-social health and well-being in various contexts, for facilitation of life-span development, capacity building, prevention and advocacy for more comprehensive public health policies;
- f) make interventions at the appropriate level within a system, based on the understanding of the hierarchical relations within the system, and the ability to address the intended and unintended consequences of interventions;
- g) show an awareness of and understanding of ethical constraints associated with application of positive psychology interventions; contribute to the development of ethical standards in specific contexts; identify, and manage emerging ethical issues and monitor consequences where applicable.
- h) develop knowledge, understanding, skills and experience needed to carry out research in positive psychology.
- i) demonstrate the ability to creatively select, design and apply appropriate research methods and techniques, appropriate to the specific issue and context.
- j) communicate ideas from positive psychology to a wide range of audiences with different levels of knowledge or expertise.

- k) reflect critically on own learning and experience; demonstrate the ability to develop own learning strategies which can sustain independent learning and academic development, and to take responsibility for own work, decisions and use of resources.

HSC.1.15.4 Programme: Positive Psychology

Qualification code: 8EY P01

This programme is a structured master's degree that consists of both taught and research components. The taught modules will be presented in several one week sessions on campus in the first year of study. The research component (mini-dissertation) runs over the first and second year of study. The aim is to equip students to apply knowledge from positive psychology in various contexts with the aim of enhancing the well-being and quality of life of people. It is a specialized degree in positive psychology and not a clinical qualification, and does not provide registration at the HPCSA.

The program is presented on a full time and part time basis in English and the closing date for applications is 30 September. Selection takes place during the second half of October and November.

HSC.1.15.4.1 Faculty specific rules and requirements of the programme

- a) An honours degree (or equivalent) in psychology or other discipline (e.g. from other health sciences, education, social work, theology).
- b) The honours degree or equivalent in other academic fields must have been acquired with a minimum of 65%. (Exceptions to this requirement will be considered on merit).
- c) It is recommended (but not required) that applicants must already be in a work context.
- d) Apart from the official application process, students must complete an application form for selection, which can be obtained from the programme manager. A complete CV, academic record and two supporting references, one of which is preferably academic, will be required.
- e) An interview and/or other indices may be used during selection;
- f) Students with an academic background outside of the field of Psychology, should add an additional motivation for doing the course as requested in the application.
- g) Final selection and approval is subject to available capacity.
- h) Calculation of the final mark: 66.6% modules and 33.3% research.

HSC.1.15.4.2 Curriculum: Positive Psychology

The curriculum consists of course work presented by means of five lectured modules which must be completed during the first year of study. The research mini-dissertation has to be completed in the second year of study.

HSC.1.15.4.2.1 Compilation of curriculum: Positive Psychology

Qualification and programme code: 8EY P01; Curriculum code: G801P/V

Module code	Descriptive name	Credits
PSYP873	Research Mini-dissertation in Positive Psychology	60
PSYP874	Introduction to Positive Psychology	24
PSYP875	Research methods in Positive Psychology	24
PSYP876	Assessment and Basics of Interventions	24
PSYP877	Applications in Positive Psychology	24
PSYP878	Advanced Positive Psychology	24
Credit total for the curriculum		180

HSC.1.15.5 Programme phasing out due to programme alignment

HSC.1.15.5.1 Programme: Positive Psychology: 103 195 - G801P/V

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Arts in Positive Psychology (8EY P01, G801 (P/V)).

HSC.1.16 MASTER OF CONSUMER SCIENCES

The curricula for the master's degree or the framework within which the curriculum may be compiled, is determined by the relevant school and/or research entity.

This study may be conducted full time or part time.

HSC.1.16.1 Duration (minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.16.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.16.3 Outcomes of the qualification

After completion of the qualification the graduate will demonstrate:

- a) extensive and integrated specialist knowledge of and engagement in a selected discipline of Consumer Sciences (Interior, Fashion, Foods and Consumer behaviour);
- b) the ability to reflect critically and deliver critique of current research or consumer practices in order to develop advanced scholarship in the area of specialisation;

- c) the ability to identify, investigate and address complex and challenging consumer-related problems/issues with a view to develop logical insight and creative solutions to the benefit of the South African consumer;
- d) the ability to apply appropriate qualitative and quantitative research methodologies in an ethical manner with a view to use research data to solve consumer-related and practice-oriented problems/issues;
- e) the ability to effectively communicate (verbally and in writing) and defend substantial consumer-related ideas and solutions in an academically correct and professional manner using different types of media and technologies;
- f) the ability to work effectively as an individual and in a group to identify and address the intended and unintended consequences of consumer interventions, sustain independent learning and academic development and take full responsibility for own research results.

HSC.1.16.4 Programme: Consumer Sciences

Qualification code: 8CM N01

The programme consists of a research dissertation. Closing date for applications is 30 September.

HSC.1.16.4.1 Faculty specific rules and requirements of the programme

- a) General admission requirements of the University hold.
- b) Admission is based on academic performance during previous studies and experience.
- c) An average academic mark of 60% in the honours programme or equivalent four year B Consumer Sciences programme is required.
- d) STTN111 (Descriptive statistics) or an equivalent statistics course/module is required as a prerequisite, or an additional requirement in the case of projects requiring quantitative methods and result calculations.
- e) The modules, VVBG671 and VNAM671 are compulsory for admission to the programme.
- f) Students who do not comply with the aforementioned requirements (par. (e)) may be allowed to write an admissions examination in the modules VVBG671 and VNAM671, which must be passed before final selection will be considered.
- g) The selection process, starting 1 October, consists of a paper selection, based on admission requirements and available capacity. Students will only be admitted to the programme if sufficient capacity is available.
- h) To be taken into consideration for selection, the student must submit a written application to the university. The written application is evaluated during the first paper selection process (A) of the research entity based on admission requirements and available capacity. Prospective students will

preferably join existing research projects, as determined by the research entity.

- i) All applicants, meeting the requirements of the first paper selection process (B), will hand in a written assignment on a research topic that is provided, which is not necessarily the topic that the student if accepted will work on for his/her research project.
- j) Applicants who are successful during the second paper selection procedure (C) will be invited for a selection interview as a final selection procedure.
- k) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.16.4.2 Curriculum: Consumer Sciences

HSC.1.16.4.2.1 Compilation of the curriculum: Consumer Sciences

Qualification- and programme code: 8CM N01 Curriculum code: G801P

Module code	Descriptive name	Credits
VERW871	Dissertation: Consumer Sciences	180
Total credits for the curriculum		180

HSC.1.17 MASTER OF HEALTH SCIENCES IN CARDIOVASCULAR PHYSIOLOGY

HSC.1.17.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.17.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.17.3 Outcomes of the qualification

After completing the qualification, students should demonstrate the following:

- a) specialist knowledge of the field of Cardiovascular Physiology and the ability to engage with and critique current research or practice in this field;
- b) the ability to identify a relevant research question within the field of Cardiovascular Physiology and to analyse, evaluate and then choose appropriate enquiry methods and processes for the study of this problem;
- c) critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual and group level;

- d) design and application of appropriate and creative quantitative and/or qualitative research methodology, techniques and procedures to investigate practical and theoretical problems in the field of Cardiovascular Physiology;
- e) an ability to interpret research findings in a scientifically-correct manner and write a detailed research report to record the design and findings; - an ability to develop and sustain independent learning, as well as academic and professional development;
- f) practice acceptable social sensitivity in their relationship with others and work effectively in a team by implementing the relevant theory and reflect on the implementation thereof;
- g) the ability to deliver high quality and cost-effective services as part of the Cardiovascular Physiology team;
- h) critical oral and written communication skills in order to communicate effectively with employees and employers from industry;
- i) the ability and motivation to stay up to date with current research in the field of Cardiovascular Physiology and thereby commit to becoming a lifelong learner;
- j) exploration of different effective learning strategies to acquire the different capabilities of a scientist in the field of Cardiovascular Physiology.

HSC.1.17.4 Programme: Cardiovascular Physiology

Qualification code: 8DD N01

The aim of this qualification is the training of postgraduate students, enabling them to function at a highly specialised level as researchers in the health sciences.

The programme is presented on a full time basis and the general closing date for applications is 31 October. Applications received after this date will be considered on merit.

HSC.1.17.4.1 Faculty specific rules and requirements of the programme

- a) The student must be in possession of a relevant honours degree or equivalent qualification;
- b) An average mark of at least 65% in Physiology (or equivalent qualification) at honours level is required;
- c) It is recommended that students should follow Pharmacology and Therapy (FKLG211) as additional module to improve their knowledge with regard to therapy;
- d) Selection and approval by a postgraduate selection committee is subject to available capacity and academic performance;
- e) It is strongly recommended that the student should provide proof of immunisation, at least against Hepatitis A and B;

- f) A satisfactory behaviour and functioning record should be maintained on a continual basis by the students.
- g) The final mark consists 100% of the allocated marks for a research dissertation.
- h) The student must participate for the full time of study in the Hypertension Teaching and Research clinic, as well as the Biochemistry Laboratory activities in order to gain practical experience.

HSC.1.17.4.2 Curriculum: Cardiovascular Physiology

HSC.1.17.4.2.1 Compilation of the curriculum: Cardiovascular Physiology

Qualification and programme code: 8DD N01; Curriculum code: G801P

Module code	Descriptive name	Credits
PHYS871	Dissertation: Cardiovascular Physiology	180
Total credits for the curriculum		180

HSC.1.18 MASTER OF HEALTH SCIENCES IN GERONTOLOGY

Not presented in 2019

HSC.1.18.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.18.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.18.3 Outcomes of the qualification

After completing this qualification, the student should demonstrate:

- a) advanced, systematic and specialist knowledge, understanding and skill to undertake research on individual, community and/or interdisciplinary level by applying appropriate research methods and techniques to identify, analyse and formulate complex research problem(s) in the domain of gerontology;
- b) knowledge and critical understanding of international and national population trends with special focus on population and individual aging both globally and in South Africa;
- c) an ability to analyse, compare and understand the key theoretical and conceptual approaches to gerontology from both a bio-medical and a social science perspective;

- d) knowledge and critical understanding of current and emerging individual and community needs related to the ageing process in lieu of the complex realities facing older people in South Africa;
- e) an ability to recognize and utilize the strengths of and contributions from older persons to deal with the complex realities of ageing in a national and global context and to promote the concept of positive ageing; and
- f) the skill to draw valid, reliable and relevant conclusions from different sources in order to apply these in micro-, meso- and macro level-interventions; and
- g) to translate demographic ageing challenges into policy frameworks.

HSC.1.18.4 Programme: Gerontology

Qualification code: 8BN P01

Health care professionals credited with this qualification will be able to function with advanced intellectual and practical competencies in complex and ill-defined areas of health focusing on a transdisciplinary team approach of health promotion in old age. The programme aims at advancing existing professional skills and developing research skills but do not lead to an additional professional qualification.

The programme will enable health care professionals from various disciplines to assist the elderly in communities to increase control over and improve their own health. The health care professional will be able to act as leaders, consultants, educators, specialist practitioners and researchers in gerontology.

The programme focuses on both the bio-medical and the social sciences perspectives on gerontology, and supports a multi-disciplinary approach to the ageing phenomenon. Completion of this curriculum of the Master's degree will equip students to register for a doctoral degree in the field of the Health Sciences.

This qualification affords health professionals access to doctoral studies, further increasing the candidate pool for leadership in health.

The programme is presented full time and part time and the closing date for applications is: 30 September.

HSC.1.18.4.1 Faculty specific rules and requirements of the programme

- a) Students should have a four-year or Honours qualification in any relevant health related discipline, including biology, demography, economics, epidemiology, gerontology, the human sciences, medicine, psychiatry, psychology, public health, social policy, nursing and sociology.
- b) Experience in gerontology will be an advantage.
- c) Calculation of the final mark: 50% modules and 50% research.

HSC.1.18.4.2 Curriculum: Gerontology

HSC.1.18.4.2.1 Composition of curriculum: Gerontology

Qualification- and programme code: 8BN P01; Curriculum: G801P

Module code	Descriptive name	Credits
TDHP811	Research methodology	16
TDHP812	Transdisciplinary health promotion	16
GRTL813	Population ageing and policies	16
GRTL814	Bio-medical and social theories	16
GRTL815	Quality of life and well-being of older persons	8
GRTL816	Gerontological interventions	8
GRTL873	Mini-dissertation: Gerontology	100
Credit total for the curriculum		180

HSC.1.18.5 Programmes phasing out due to programme alignment

HSC.1.18.5.1 Programme: Gerontology, Qualification code: 862 101

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the Master of Health Sciences in Gerontology (8BN P01, G801P).

HSC.1.19 MASTER OF HEALTH SCIENCES IN HEALTH PROFESSIONS EDUCATION

HSC.1.19.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of the first registration for the particular programme.

The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.19.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate

HSC.1.19.3 Outcomes of the qualification

After completion of this qualification the student should have:

- a) specialist knowledge and critical understanding of the field of health science education appropriate to specific health professions within the higher education environment;
- b) command of and the ability to select and execute appropriate and ethical research methodologies, including the design, methods, data analysis, and report writing for health science education research;
- c) an ability to use the resources of academic and professional discourses to communicate and defend substantial ideas that are the products of research in an area of health education in higher education context; and

use a range of advanced and specialized skills to communicate findings and ideas to a range of appropriate audiences; and

- d) an ability to operate independently and take responsibility for own work in higher education research context, thereby demonstrating the ability for effective resource management.

HSC.1.19.4 Programme: Health Professions Education

Qualification code: 8FH N01

This qualification is only presented in English.

The general closing date for applications is 30 September and applications received after this date will be selected on merit.

The programme is presented full time or part time via contact learning with a blended learning environment approach. The purpose of this qualification is to provide lecturers, who are currently employed as lecturers and researchers in health professions within a higher education and training environment, with an opportunity to enrol for a postgraduate qualification at NQF level 9. The focus of this qualification is on health education research in the higher education context with the aim to advance scholarship of teaching and learning in Health Sciences, and to prepare the candidate for further study at NQF level 10.

HSC.1.19.4.1 Faculty specific rules and requirements of the programme

- a) In addition to the relevant General Academic Rules of the University, the following minimum requirements for admission to the MHSc in Health Professions Education apply:
- a bachelor honours degree in a field of health sciences (NQF level 8); or
 - a postgraduate diploma (NQF level 8) in a field of health sciences; or
 - a 4 year bachelor's degree at exit level 8, with specialization in a field of health sciences; and
 - a 60% average for final year modules in the previous qualification; and
 - proof of a minimum of 4 years of recent teaching and research experience in a field of health sciences at a higher education institution (e.g. an experienced lecturer who wishes to improve his/her teaching competence by completing a higher education teaching qualification in his/her discipline).
- b) The following admission requirements are relevant to candidates with nursing qualifications:
- a 4 year bachelor's degree in Nursing Science plus a university diploma with Nursing Education as major; and
 - proof of registration with the South African Nursing Council as a nurse educator or of an equivalent registration if the student is not a South African citizen.
- c) Every applicant will be subjected to a selection process by a panel constituted by the research director and the qualification manager.
- d) In addition, prospective students will be expected to complete an admission test on two main topics:

- Introduction to Research in Higher Education: The principles of and approaches to do educational research within the higher education setting. Themes such as health education research and ethics will form the focus of the test.
 - Teaching and Learning in Higher Education: Principles of and approaches to teaching and learning in higher education, with specific focus on the scholarship of teaching and learning, and how it contributes to health science education.
- e) Students who fail the admission test must successfully complete two additional non-credit bearing modules, Research in Higher Education and Teaching and Learning in Higher Education. Students with a prior education qualification i.e. in Nursing Education need not complete the admission test.
- f) Students from foreign countries are requested to have their degrees validated by SAQA before admission.
- g) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.19.4.2 Curriculum: Health Professions Education

Qualification - and programme code: 8FH N01; Curriculum: G801P

Module code	Descriptive name	Credits
HPED871	Dissertation: Health Professions Education	180
Total credits for the curriculum		180

HSC.1.19.1 MASTER OF HEALTH SCIENCES IN HUMAN MOVEMENT SCIENCES

HSC.1.19.2 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.19.3 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.19.4 Outcomes of the qualification

After the successful completion of this qualification students should demonstrate:

- a) extensive specialist knowledge in a particular field of Human Movement Sciences with a view to critique and evaluate current literature and research methodologies prevalent in this field;

- b) advanced knowledge and deep understanding of a particular field of Human Movement Sciences across the life-span and in different clinical populations in order to assess risk, prescribe appropriate exercise or life style changes, manage disease prevention or improve sport performance;
- c) an ability to select and apply appropriate research methods of enquiry and appropriate research instruments within the quantitative and qualitative paradigm in order to investigate a complex issue or problem in the field of Human Movement Sciences;
- d) an ability to effectively diagnose the exercise/movement/ physical needs of individuals, groups and communities, design basic intervention programmes, and apply these in various socio-cultural contexts;
- e) the ability to conceptualize and motivate a research design, and then undertake the research under supervision in an ethical manner to address and find solutions for identified issue or problem particular to this field of study; and
- f) the ability to communicate and defend research results in a professional and creative manner via an academically sound research dissertation or mini-dissertation, with correct referencing and technical requirements.

HSC.1.19.5 Programme: Human Movement Sciences

Qualification code: 8DH N01

The curriculum composing this programme is of an academic nature. The programme gives an opportunity for the development of specialised and advanced knowledge, applied skills, attitudes and values as researchers in Human Movement Sciences.

The programme is presented full time and part time and applications should be submitted by 11 September (Late applications will be considered on merit).

HSC.1.19.5.1 Faculty specific rules and requirements of the programme

- a) A completed honours or a 4-year qualification in Human Movement Sciences or related specialization field;
- b) passing of a selection process as prescribed by the School;
- c) capacity stipulations are applicable and admission is subject to approval by the School and Research Directors respectively;
- d) an average academic performance of 60% in the honours or the 4th year of graduate study.
- e) an average of 65% for a research methods module on fourth year level will be required;
- f) a satisfactory behaviour and functioning record should be maintained on a continual basis by all students.
- g) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.19.5.2 Curriculum: Human Movement Sciences

HSC.1.19.5.2.1 Compilation of the curriculum: Human Movement Sciences

Qualification-and programme code: 8DH N01; Curriculum code: G801P

Module code	Descriptive name	Credits
MBWM871	Dissertation: Human Movement Sciences	180
Total credits for the curriculum		180

HSC.1.20 MASTER OF HEALTH SCIENCES IN OCCUPATIONAL HYGIENE

HSC.1.20.1 Programme: Occupational Hygiene

Qualification code: 8ER P01 (G801P)

No new students will be admitted to this programme in 2019.

HSC.1.20.2 Programme phasing out due to new programme development:

The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2018 will hold.

HSC.1.21 MASTER OF HEALTH SCIENCES IN PSYCHOLOGY

HSC.1.21.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.21.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.21.3 Outcomes of the qualification

After successful completion of this Masters qualification, the student should demonstrate:

- specialist knowledge of the field of Psychology and the ability to engage with and critique current research or practices in this field;
- the ability to analyse, evaluate and then choose appropriate enquiry methods and processes for the study of relevant materials related to the field of Psychology;
- critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual, group and organisational level;
- design, planning, conducting and evaluating, by means of appropriate and creative qualitative and quantitative research methods, appropriate

intervention strategies to address relevant needs and problems within the field of Clinical Psychology;

- e) interpretation of psychological dynamics and pathology required for specialised screening of individuals, groups and organisations;
- f) critical knowledge and true understanding of hierarchical relations and networks (equivalent professional peers within the primary health care system) within the relevant system and be able to use these to the advantage of individuals, groups and organisations;
- g) an ability to do supervised research and to write a dissertation in the field of study and to develop and sustain independent learning, academic and professional development;
- h) the practice of acceptable social sensitivity in their relationship with others and work effectively in a team by implementing the relevant theory and reflect on the implementation thereof;
- i) utilization of appropriate technology (computer, e-mail, fax, psychometric tests) effectively in the academic environment (technological and environmental literacy);
- j) exploration of different effective learning strategies to acquire the different capabilities of a practitioner in the field of Psychology;
- k) promotion of responsible citizenship through their approach towards the holistic application of Psychology related skills, assessing and diagnosing different needs and problems at the individual, group and community levels; and
- l) consulting individuals, groups and organisations to facilitate growth and development in the quest for the actualisation of human potential.

HSC.1.21.4 Programme: Psychology

Qualification code: 8DM N01

The aim of the programme is academic research in Psychology.

Closing date for applications is 30 October where after a selection process will follow.

HSC.1.21.4.1 Faculty specific rules and requirements of the programme

- a) An honours degree in Psychology (academic or in any GPRSA registration category for Psychologists) is required.
- b) Conditional admission is granted on the basis of:
 - requirements of the GPRSA where applicable,
 - academic record,
 - qualifications,
 - Extent to which project fits into the research department, as well as availability of a study leaders.
- c) Final approval will be given after an admissions interview and successful presentation of the research concept before an expert panel.
- d) An average academic mark of at least 65% during the honours degree is required.

- e) Candidates may be required to attend additional workshops to improve research skills.
- f) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students.

HSC.1.21.4.2 Curriculum: Psychology

HSC.1.21.4.2.1 Compilation of curriculum: Psychology

Qualification and programme code 8DM N01; Curriculum code: G801M/V

Module code	Descriptive name	Credits
PSYC871	Dissertation	180
Credit total for the curriculum		180

HSC.1.22 MASTER OF HEALTH SCIENCES IN RECREATION SCIENCE

HSC.1.22.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.22.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.22.3 Outcomes of the qualification

After the successful completion of this qualification students should demonstrate:

- a) extensive specialist knowledge in a particular field of Recreation Science (Recreation Practice management, Health Promotion, Child welfare, Therapeutic Recreation and Leisure programming) with a view to critique and evaluate current literature and research methodologies prevalent in this field;
- b) an ability to select and apply appropriate research methods of enquiry and appropriate research instruments within the quantitative and / or qualitative paradigm in order to investigate a complex issue or problem in the field of Recreation Science;
- c) an ability to effectively diagnose the recreation needs of individuals, groups and communities, design basic intervention programmes, and apply these in various socio-cultural contexts;
- d) the ability to conceptualize and motivate a research design, and then undertake the research under supervision in an ethical manner to address and find solutions for identified issue or problem particular to this field of study; and

- e) the ability to communicate and defend research results in a professional and creative manner via an academically sound research dissertation or mini-dissertation, with correct referencing and technical requirements.

HSC.1.22.4 Programme: Recreation Science

Qualification code: 8CN N01

The curriculum composing this programme is of academic nature. The programme gives an opportunity for the development of specialised and advanced knowledge, applied skills, attitudes and values as researchers in Recreation.

The programme is presented full time and part time and applications should be submitted by 11 September. (Late applications will be considered on merit).

HSC.1.22.4.1 Faculty specific rules and requirements of the programme

- a) General admission requirements hold.
- b) A selection process as prescribed for the specialist field which takes place during October to November must be passed.
- c) Final selection is subject to approval by the school- and research director.
- d) An average academic performance of 60% in the honours year is required.
- e) An average of 65% for a research methods module on fourth year level will be required.
- f) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students.
- g) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.22.4.2 Curriculum: Recreation Science

HSC.1.22.4.2.1 Compilation of the curriculum: Recreation Science

Qualification-and programme code: 8CN N01; Curriculum code: G801P

Module code	Descriptive name	Credits
RKKV871	Dissertation : Recreation Sciences	180
Total credits for the curriculum		180

HSC.1.23 MASTER OF HEALTH SCIENCES IN TRANSDISCIPLINARY HEALTH PROMOTION

HSC.1.23.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.23.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.23.3 Outcomes of the qualification

After completion of this qualification the student should demonstrate:

- a) advanced, systematic and specialist knowledge, understanding and skills to undertake research on individual, community and/or interdisciplinary level by applying appropriate research methods and techniques to identify, analyse and formulate complex real-world research problem(s) in the domain of transdisciplinary health promotion, and to communicate and defend, orally and in writing, substantial ideas;
- b) knowledge and critical understanding of international and national population trends and community needs, with special focus on health promotion, both globally and in South Africa;
- c) the competency to undertake a critical and relevant literature survey, to apply theories and specialised tools and techniques in identifying and analysing complex real-world health problems and to draw valid, reliable and relevant conclusions from different sources; and
- d) The ability to communicate (with the help of a supervisor) results of the research effectively and ethically in a coherent dissertation and present this verbally to a specialist and non-specialist audience by using the resources of an academic-professional discourse, including IT.

HSC.1.23.4 Programme: Transdisciplinary Health Promotion

Qualification code: 8FB P01

This qualification is presented full time and part time in English.

The general closing date for applications is 30 September and applications received after this date will be selected on merit.

The programme is presented full time or part time via contact learning with a blended learning environment approach and will enable health-care professionals from various disciplines to assist communities in increasing control over and improvement of their own health. The health-care professionals will be

able to act as leaders, consultants, educators, specialist practitioners and researchers in transdisciplinary health promotion.

The programme consists of two (2) compulsory theoretical core modules (16 credits each) providing the necessary grounding for the third module (148 credits) in applied transdisciplinary health research. The three modules are completed in the same year for full time studies or in two years for part time students. Module one (1) is a contact session and module two (2) is web based. Module three (3) is the research project and dissertation.

HSC.1.23.4.1 Faculty specific rules and requirements of the programme

- a) A relevant four-year professional bachelor degree in Health Sciences, or a relevant three-year and honours degree in Health Sciences or a health related discipline, including biology, demography, economics, epidemiology, gerontology, the human sciences, medicine, nutrition, psychiatry, psychology, public health, social policy, nursing and sociology.
- b) Paper selection criteria such as academic achievement (a final mark of 60% applies for the previous qualification) and relevant experience.
- c) Successful completion of a quality scientific essay (written or oral) according to specific guidelines. It may also be delivered in the form of an oral presentation.
- d) Applicants are required to write a web based scientific writing and reading assessment, of which the results have to be submitted along with the application.
- e) A formal individual in-depth interview by a selection panel of researchers.
- f) Access to and skills in computer technology as this qualification will be delivered via a blended mode and many of the materials and activities will have to be completed on-line.
- g) Apart from the formal requirements, related to university admission, candidates who want to enrol for the masters of Health Sciences in Transdisciplinary Health Promotion must:
 - demonstrate the information-gathering, analysis and presentation skills required for study at exit level 8 on the NQF;
 - demonstrate understanding of and the ability to communicate accurately and comprehensively in the required medium of instruction;
 - take responsibility for their own learning and its progress within a structured learning environment;
 - demonstrate the ability to monitor and evaluate their own performance;
 - have adequate basic knowledge of the discipline he/she represents to be able to argue the contribution of that discipline in a transdisciplinary team.
- h) Students from foreign countries are requested to have their degrees validated by SAQA before admission.

- i) Progression rules: Should a theoretical module be failed a second chance will be afforded. In the case of the dissertation the assessment and moderation policy and faculty rules of the university apply.
- j) Selection by a selection committee takes effect on October 1 and is subject to the academic performance of the student, and available capacity in the subject field. Students who meet the requirements will be invited to an interview.
- k) Selection is subject to approval by the research director.
- l) Calculation of the final mark: 33.3% modules and 66.6% research

HSC.1.23.4.2 Curriculum: Transdisciplinary Health Promotion

The curriculum in this program is of an academic nature. Health-care professionals who are credited with this qualification will be able to function with advanced intellectual and practical competencies in complex and ill-defined areas of health, focusing on a transdisciplinary team approach of health promotion across the total life span. The programme aims at advancing existing professional skills and developing research skills, but does not lead to an additional professional qualification.

HSC.1.23.4.2.1 Composition of curriculum: Transdisciplinary Health Promotion

Qualification- and programme code: 8FB P01; Curriculum: G801P

Module code	Descriptive name	Credits
TDHP811	Research methodology	16
TDHP812	Transdisciplinary health promotion	16
TDHP872	Dissertation: Transdisciplinary health promotion	148
Credit total for the curriculum		180

HSC.1.23.5 Programme phasing out due to programme alignment

HSC.1.23.5.1 Programme: Transdisciplinary Health Promotion, Qualification code: 862 100

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the Master of Health Sciences in Transdisciplinary Health Promotion (8FB P01 – G801P)

HSC.1.24 MASTER OF SCIENCE

HSC.1.24.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.24.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.24.3 Programme: (in) Clinical Psychology

HEQSF alignment of programme due in 2019

Qualification code: 203 176

The programme is professional in nature. In developing this curriculum, requirements of the Health Professions Council of South Africa (HPCSA), and national and regional needs were taken into consideration by addressing them in the research focus area COMPRES. In composing the curriculum, consideration was given to career possibilities and manpower needs of our country. This curriculum also prepares the student for further postgraduate studies in Psychology.

The Clinical Psychology Programme gives an opportunity for specialised and advanced training and is a prerequisite for registration as an intern and eventually Clinical Psychologist at the Health Professions Council of South Africa (HPCSA).

The programme is presented on a full time basis and the closing date for applications is 30 June (Potchefstroom) en 31 July (Mafeking) where after a selection process will follow.

HSC.1.24.3.1 Faculty specific rules and requirements of the programme

- a) An honours degree in Psychology or an applicable equivalent qualification is required;
- b) An average of 65% in the honours degree is required;
- c) A paper selection based on academic performance, relevant skills and quality of reference reports will be conducted;
- d) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students in the professional programmes. The department is free to terminate a student's study if the academic, behavioural and/or functioning record is unsatisfactory and/or poses a threat to their own health or that of society.
- e) Academic excellence is at all times a priority:
 - A participation mark will be defined and determined for each module. A subminimum of 50% participation mark is required to be able to write examination.
 - A pass mark of 50% per module and an examination sub-minimum of 50% per module are required. The weights for determining the final module mark will be 50% participation mark and 50% examination mark.
 - Candidates will receive a second examination opportunity for ONLY one module and a maximum mark of 50% will be allocated for such

examination opportunity. If the 2nd opportunity is failed the entire year must be repeated.

- If more than one module is failed the student fails the course. All coursework modules must be passed to progress to the second study year.
- If the experiential progress is not as desired, the internship may be extended.

f) Calculation of the final mark: 50% modules and 50% research.

HSC.1.24.3.2 Curriculum: Clinical Psychology

HSC.1.24.3.2.1 Curriculum outcomes

The student will comply with the requirements of the Health Professions Council of South Africa (HPCSA) to register for an internship in Clinical Psychology and will be equipped with specialised and advanced knowledge to provide curative services, diagnose and prevent pathology, and promote bio-psychosocial health as well as primary, secondary and tertiary welfare in individuals, families, organisations and communities; particularly with those people facing serious life challenges and relative serious forms of psychopathology and psychological distress.

HSC.1.24.3.2.2 Compilation of the curriculum: Clinical Psychology

Qualification-and programme code: 203 176; Curriculum code: G802P

Module code	Descriptive name	Credits
PSYK872	Research Theory and Dissertation in Clinical Psychology	100
PSYC879	Child and Adolescent Pathology and Therapy	20
PSYC880	Theory of Psychological Interventions	20
PSYC884	Applied Psychology and Community Interventions	20
PSYC883	Ethics, Psychodiagnostics and Practical work	20
PSYC885	Psychopharmacology, Neuropsychology and advanced Psychopathology	20
Total credits for the curriculum		200

HSC.1.24.4 Programme: (in) Counselling Psychology

HEQSF alignment of programme due in 2019

Qualification code: 203 177

The programme is professional in nature. In developing this curriculum, requirements of the Health Professions Council of South Africa (HPCSA), and national and regional needs were taken into consideration by addressing them in the research focus area COMPRES. In composing the curriculum, consideration was given to career possibilities and manpower needs of our country. This curriculum also prepares the student for further postgraduate studies in Psychology.

The Counselling Psychology programme gives an opportunity for specialised and advanced training and is a prerequisite for registration as an intern and

eventually Counselling Psychologist at the Health Professions Council of South Africa (HPCSA).

The programme is presented on a full time basis and the closing date for applications is 4 July where after a selection process will follow.

HSC.1.24.4.1 Faculty specific rules and requirements of the programme

- a) An honours degree in Psychology or an applicable equivalent qualification is required;
- b) An average of 65% in the honours degree is required;
- c) A paper selection based on academic performance, relevant skills and quality of reference reports will be conducted;
- d) A formal selection process based on an individual in-depth interview by a panel of psychologists, a research assignment, evaluation of traits, skills and potential by means of case studies and group work will be conducted;
- e) A final in-depth interview by a selection panel of internal and external psychologists (departmental and internship representatives) will be conducted.
- f) Final approval is subject to a specific research concept within the focus of the subject group.
- g) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students in the professional programmes. The department is free to terminate a student's study if the academic, behavioural and/or functioning record is unsatisfactory and/or poses a threat to their own health or that of society.
- h) Academic excellence is at all times a priority:
 - A participation mark will be defined and determined for each module. A subminimum of 50% participation mark is required to be able to write examination.
 - A pass mark of 50% per module and an examination sub-minimum of 50% per module are required. The weights for determining the final module mark will be 50% participation mark and 50% examination mark.
 - Candidates will receive a second examination opportunity for ONLY one module and a maximum mark of 50% will be allocated for such examination opportunity. If the 2nd opportunity is failed the entire year must be repeated.
 - If more than one module is failed the student fails the course. All coursework modules must be passed to progress to the second study year.
 - If the experiential progress is not as desired, the internship may be extended.
- i) Calculation of the final mark: 50% modules and 50% research.

HSC.1.24.4.2 Curriculum: Counselling Psychology

HSC.1.24.4.2.1 Curriculum outcomes

The student will comply with the requirements of the Health Professions Council of South Africa (HPCSA) to register for an internship in Counselling Psychology and will be equipped with specialised and advanced knowledge to provide curative services, diagnose and prevent pathology, and promote biopsychosocial health as well as primary, secondary and tertiary welfare in individuals, families, organisations and communities; particularly with those people facing serious life challenges and relative serious forms of psychopathology and psychological distress.

HSC.1.24.4.2.2 Compilation of the curriculum: Counselling Psychology

Qualification-and programme code: 203 177; Curriculum code: G802P

Module code	Descriptive name	Credits
PSYV872	Research Theory and Dissertation in Counselling Psychology	100
PSYV879	Child and Adolescent Development, Pathology and Therapy	20
PSYV880	Theory of Psychological Interventions in Counselling Psychology	20
PSYV885	Psychopharmacology, Neuropsychology and advanced Psychopathology in Counselling Psychology	20
PSYC884	Applied Psychology and Community Interventions	20
PSYC883	Ethics, Psychodiagnostics and Practical work	20
Total credits for the curriculum		200

HSC.1.24.5 Programme: (in) Research Psychology

HEQSF alignment of programme due in 2019

Qualification code: 203 165

The programme is professional in nature. In developing this curriculum, national and regional needs were taken into consideration by addressing them in the research focus area COMPRES. In composing the curriculum, consideration was given to career possibilities and manpower needs of our country. This curriculum prepares the student for further postgraduate studies in Psychology.

The Research Psychology programme gives an opportunity for specialised and advanced training and is a prerequisite for registration as an intern and eventually a Research Psychologist at the Health Professions Council of South Africa (HPCSA).

The programme is presented on a full time basis and the closing date for applications is 30 September where after a selection process will follow during October.

HSC.1.24.5.1 Faculty specific rules and requirements of the programme

- a) An Honours degree in Psychology is required (with at least 65 %);

- b) Passing of an paper-, academic- and personality screening at the completion of the honours degree for admission to the professional programme in Research Psychology;
- c) Students must submit a selection application by 30 September. The application should consist of the following: (a) a letter of motivation, (b) complete CV, (c) complete academic record, (d) a two page proposal with possible research topics.
- d) Students who comply with all the requirements will be invited for a selection interview to determine their potential to benefit from the research programme and will be requested to complete a research assignment.
- e) A satisfactory behaviour and functioning record should be maintained on a continual basis by all students in the professional programmes. The department is free to terminate the studies if a student's academic, behavioural, and/or function record is unsatisfactory and hold a danger to him/her or the public.
- f) Academic excellence is always a prerequisite. A participation mark will be defined and determined for each module. A pass mark of 55 % per module and an examination sub-minimum of 50 % per module are required. Candidates are only allowed a 2nd opportunity in one paper. If the 2nd opportunity is failed the year must be repeated. Should more papers be failed, the candidate fails the course. All coursework modules must be passed to progress to the second study year.
- g) If the experiential progress is not as desired, the internship may be extended.
- h) Calculation of the final mark: 50% modules and 50% research.

HSC.1.24.5.2 Curriculum: Research Psychology

HSC.1.24.5.2.1 Curriculum outcomes

After completing this curriculum, the student should:

- a) demonstrate advanced, systematic and specialist knowledge to undertake research at individual, community and/or interdisciplinary level by applying appropriate research methods and techniques to identify, analyse and formulate complex research problem(s) in the domain of psychology;
- b) demonstrate advanced strategies to obtain, analyse and evaluate applicable information for its relevance and validity;
- c) use applicable quantitative and/or qualitative research methods to provide answers for research phenomena;
- d) interpret results in a scientific manner;
- e) integrate research findings and reflect on it critically;
- f) communicate the findings orally by means of applicable IT and by writing it up in research reports; and

- g) Perform and communicate research in an ethical and scientific manner.
- h) After the successful completion of the academic curriculum and an internship, the student complies with the requirements of the Health Professions Council of South Africa (HPCSA) and may register as a Research Psychologist, if the student so desires.

HSC.1.24.5.2.2 Compilation of the curriculum: Research Psychology

Qualification-and programme code: 203165; Curriculum code: G801P

Module code	Descriptive name	Credits
PSYC872	Dissertation: Research Psychology	116
PSYC874	Critical Research Skills	16
PSYC875	Quantitative Research Methods	16
PSYC876	Qualitative Research Methods	16
PSYC877	Project management	16
Total credits for the curriculum		180

HSC.1.24.6 Programmes phasing out due to programme alignment:

HSC.1.24.6.1 Programme: Occupational Hygiene – 203 160 – G851P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

HSC.1.24.6.2 Programme: Dietetics: 203 169 – G851P and G875P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the structured Master of Science in Dietetics (8DB P01 – G801P).

HSC.1.24.6.3 Programme: Biokinetics: 203 195 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Human Movement Sciences (8DH N01 – G801P).

HSC.1.24.6.4 Programme: Kinder kinetics: 203 196 – G802P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Human Movement Sciences (8DH N01 – G801P).

HSC.1.24.6.5 Programme: Sport Science: 203 197 – G803P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Human Movement Sciences (8DH N01 – G801P).

HSC.1.24.6.6 Programme: Nutrition: 203 166 – G870P and G871P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the research Master of Science in Nutrition (8DA N01 – G801P) or the structured Master of Science in Nutrition (8CW P01 – G801P).

HSC.1.24.6.7 Programme: Pharmaceutical Chemistry: 203 184 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Science in Pharmaceutical Chemistry (8DE N01 – G801P).

HSC.1.24.6.8 Programme: Pharmacology: 203 185 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Science in Pharmacology (8DF N01 – G801P).

HSC.1.24.6.9 Programme: Pharmaceutics: 203 186 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Science in Pharmaceutics (8DG N01 – G801P).

HSC.1.24.6.10 Programme: Physiology: 203 171 – G855P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Health Sciences in Cardiovascular Physiology (8DD N01 – G801P).

HSC.1.25 MASTER OF SCIENCE IN PHARMACEUTICAL CHEMISTRY

HSC.1.25.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.25.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.25.3 Outcomes of the qualification

After completion of the qualification the student must demonstrate:

- a) advanced/comprehensive specialist knowledge and skills in order to identify relevant research questions within the field of Pharmaceutical Chemistry;
- b) identification of a research problem/need, and plan and execute a suitable research design in a scientific and ethical manner by making use of appropriate research methods, techniques and procedures;
- c) critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual, group and community level;
- d) interpretation and integration of research findings in a scientifically accountable manner, and in a scientific and ethical way communicate - orally and in writing - the necessary information by means of a research report; and
- e) leadership qualities, including ethical and responsible actions, in the pharmacists' profession in the field of Pharmaceutical Chemistry.

HSC.1.25.4 Programme: Pharmaceutical Chemistry

Qualification code: 8DE N01

The MSc degree in Pharmaceutical Chemistry is a research-based degree and consists of a research project and the writing of a dissertation in Pharmaceutical Chemistry. The aim of the curriculum is to provide in South Africa's need of high-level manpower in the pharmacy profession. The student will distinguish himself/herself as a specialist in the specific chosen field and will be capable of applying Research Methodology at this level and in the specific field of study.

The curriculum is presented full time in Afrikaans and English.

The general closing date for applications is 31 October. Applications received after this date will be considered on merit.

HSC.1.25.4.1 Faculty specific rules and requirements of the programme

- a) A four year B Pharm degree, a BSc (Pharm) degree and a suitable honours degree with Chemistry on at least third year level, or a qualification which the Senate deems to be equivalent. In all the aforementioned cases additional course work will be required as determined by the sub-programme leader.
- b) Students who do not have a B Pharm degree will be assessed according to prior learning.

- c) A 60% pass mark will be required for first semester modules in the final year of the B Pharm degree
- d) Selection involves the submission of a formal application form, an internal selection form and curriculum vitae by the applicant as well as a possible interview by the sub-programme leader and researchers.
- e) The research director may refuse a prospective student admission to a curriculum if the standard of proficiency that the student has reached previously in the specific subject(s) wherein he/she wants to study does not comply with the specific curriculum requirements.
- f) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.25.4.2 Curriculum: Pharmaceutical Chemistry

The curriculum consists of a research project in a field within the relevant research focus area, culminating in the writing of a dissertation. A participation mark is accrued from the attendance/completion of specific modules which, according to the specific supervisor, may be of importance for the student in completing his/her study. The modules are indicated and set out in the "Information document for master's degree studies" in the Centre of Excellence for Pharmaceutical Sciences.

HSC.1.25.4.2.1 Compilation of the curriculum: Pharmaceutical Chemistry

Qualification and programme code: 8DE N01; Curriculum code: G801P

Module code	Descriptive name	Credits
FCHG871	Dissertation: Pharmaceutical Chemistry	180
Total credits for the curriculum		180

HSC.1.26 MASTER OF SCIENCE IN PHARMACOLOGY

HSC.1.26.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.26.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.26.3 Outcomes of the qualification

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

- a) make a responsible selection of drugs based on pharmacological-scientific and ethical principles in the best interest of the patient.

- b) demonstrate knowledge of pharmacological principles underlying drug therapy; have an insight into the dynamics and kinetics of and interaction between drugs, including a comprehensive range of drug groups, evaluate existing drug prescriptions, and advise the patient with regard to drug treatment; synthesise individualised pharmacological treatment approaches for a wide range of disease states;
- c) retrieve the latest information on drug treatment from the Internet; evaluate published clinical trials on drug treatment and demonstrate insight into general research methodology and clinical experiments.
- d) statistically analyse research data and communicate results in an Internet-based environment; work individually and in teams, show a sensitivity for a patient-oriented approach to drug therapy and discuss and debate orally and in writing, within a frame of reference relevant ethical questions regarding drug uses.

HSC.1.26.4 Programme: Pharmacology

Qualification code: 8DF N01

The MSc degree in Pharmacology is a research-based degree and consists of a research project and the writing of a dissertation in Pharmacology. The aim of the curriculum is to provide in South Africa's need of high-level manpower in the pharmacy profession. The student will distinguish himself/herself as a specialist in the specific chosen field (programme) and will be capable of applying Research Methodology at this level and in the specific field of study.

The curriculum is presented full time in Afrikaans and English.

The general closing date for applications is 31 October. Applications received after this date will be considered on merit.

HSC.1.26.4.1 Faculty specific rules and requirements of the programme

- a) A four year B Pharm degree, a BSc (Pharm) degree and a suitable honours degree or a qualification which the Senate deems to be equivalent. In all the aforementioned cases additional course work will be required as determined by the sub-programme leader.
- b) Students who do not have a B Pharm degree will be assessed according to prior learning.
- c) A 60% pass mark will be required for first semester modules in the final year of the B Pharm degree
- d) Selection involves the submission of a formal application form, an internal selection form and curriculum vitae by the applicant as well as a possible interview by the sub-programme leader and researchers.
- e) The research director may refuse a prospective student admission to a curriculum if the standard of proficiency that the student has reached previously in the specific subject(s) wherein he/she wants to study does not comply with the specific curriculum requirements.
- f) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.26.4.2 Curriculum: Pharmacology

The curriculum consists of a research project in a field within the relevant research focus area, culminating in the writing of a dissertation. A participation mark is accrued from the attendance/completion of specific modules which, according to the specific supervisor, may be of importance for the student in completing his/her study. The modules are indicated and set out in the "Information document for master's degree study" in the Centre of Excellence for Pharmaceutical Sciences.

HSC.1.26.4.2.1 Compilation of the curriculum: Pharmacology

Qualification and programme code: 8DF N01; Curriculum code: G801P

Module code	Descriptive name	Credits
FKLG871	Dissertation: Pharmacology	180
Total credits for the curriculum		180

HSC.1.27 MASTER OF SCIENCE IN PHARMACEUTICS

HSC.1.27.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.27.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.27.3 Outcomes of the qualification

After completion of the qualification the student must demonstrate:

- a) advanced/comprehensive specialist knowledge and skills in order to identify relevant research questions within the field of Pharmaceutics;
- b) identification of a research problem/need, and plan and execute a suitable research design in a scientific and ethical manner by making use of appropriate research methods, techniques and procedures;
- c) critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual, group and community level;
- d) interpretation and integration of research findings in a scientifically accountable manner, and in a scientific and ethical way communicate – orally and in writing – the necessary information by means of a research report; and
- e) leadership qualities, including ethical and responsible actions, in the pharmacists' profession in the field of Pharmaceutics.

HSC.1.27.4 Programme: Pharmaceutics

Qualification code: 8DG N01

The MSc degree in Pharmaceutics is a research-based degree and consists of a research project and the writing of a dissertation on a topic in the field of Pharmaceutics. The aim of the curriculum is to provide in South Africa's need of high-level manpower in the pharmacy profession. The student will distinguish himself/herself as a specialist in the specific chosen field (programme) and will be capable of applying Research Methodology at this level and in the specific field of study.

The curriculum is presented full time in Afrikaans and English.

The general closing date for applications is 31 October. Applications received after this date will be considered on merit.

HSC.1.27.4.1 Faculty specific rules and requirements of the programme

- a) A four year B Pharm degree or a BSc (Pharm) degree with a suitable honours degree or a qualification which the Senate deems to be equivalent. In all the above-mentioned cases additional course work will be required as determined by the specific programme coordinator.
- b) Selection involves the submission of a formal application form, an internal selection form and curriculum vitae by the applicant as well as a possible interview by the sub-programme leader and researchers.
- c) A 60% pass mark will be required for first semester modules in the final year of the B Pharm degree.
- d) The research director may refuse a prospective student admission to a curriculum if the standard of proficiency that the student has reached previously in the specific subject(s) wherein he/she wants to study does not comply with the specific curriculum requirements.
- e) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.27.4.2 Curriculum: Pharmaceutics

The curriculum consists of a research project in a field within the relevant research focus area, which involves the writing of a research proposal that has to be approved by the relevant Scientific Committee and completion of training courses as determined by the supervisor in deliberation with the Director of the Centre of Excellence for Pharmaceutical Sciences. The completion of the research project culminates in the writing of a dissertation that is examined for mark allocation.

HSC.1.27.4.2.1 Composition of the curriculum: Pharmaceutics

Qualification and programme code: 8DG N01; Curriculum code: G801P

Module code	Descriptive name	Credits
FMSG871	Dissertation: Pharmaceutics	180
Total credits for the curriculum		180

HSC.1.28 MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES

HSC.1.28.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.28.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.28.3 Outcomes of the qualification

After completion of the qualification the student must demonstrate:

- a) advanced/comprehensive specialist knowledge and skills in order to identify relevant research questions within the field of Pharmaceutical Sciences;
- b) identification of a research problem/need, and plan and execute a suitable research design in a scientific and ethical manner by making use of appropriate research methods, techniques and procedures;
- c) critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual, group and community level;
- d) interpretation and integration of research findings in a scientifically accountable manner, and in a scientific and ethical way communicate – orally and in writing – the necessary information by means of a research report; and
- e) leadership qualities, including ethical and responsible actions in the field of Pharmaceutical Sciences.

HSC.1.28.4 Programme: Pharmaceutical Sciences

Qualification code: 8BP N01

The MSc degree in Pharmaceutical Sciences is a research-based degree and consists of a research project and the writing of a dissertation.

The aim of the curriculum is to deliver students with advanced knowledge and expert and applied skills to cater for South Africa's need of high-level manpower in the pharmacy profession as well as other related sectors.

The student will distinguish himself/herself as a specialist in the specific field and will be capable of applying Research Methodology at this level and in the specific field of study.

The curriculum is presented full time in Afrikaans and English.

The general closing date for applications is 31 October. Applications received after this date will be considered on merit and available capacity.

HSC.1.28.4.1 Admission and selection requirements of the programme

- a) A B Pharm degree; or
- b) BSc Honours degree in Natural- or Health Sciences with one full year (two semesters) Chemistry completed on NQF level 5; or
- c) Any other qualification which the Senate deems to be equivalent.
- d) Admission is subject to the approval of the Director of the DST/NWU Preclinical Drug Development platform (PCDDP).
- e) A 60% pass mark will be required for first semester modules in the final year of the first degree.
- f) The research director may refuse a prospective student admission to a curriculum if the standard of proficiency that the student has reached previously in the specific subject(s) wherein he/she wants to study does not comply with the specific curriculum requirements.
- g) It will be expected of a student with a BSc Honours degree (without a B Pharm degree) to complete non-creditable modules with regards to Pharmaceutical Sciences. These modules may be completed in the form of short courses in the DST/NWU Preclinical Drug Development platform.
- h) An evaluation certificate as issued by the South African Qualifications Authority (SAQA) must be submitted if a previous qualification was obtained in a foreign country.
- i) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.28.4.2 Curriculum: Pharmaceutical Sciences:

The curriculum consists of a research project within the relevant research focus area, culminating in the writing and approval of a research proposal at the Scientific Committee as well as completion of training courses and modules as determined by the supervisor in consultation with the Director of the DST/NWU Preclinical Drug Development platform (PCDDP). Completion of the research project culminates in the writing and examining of a dissertation with a view to acquire a result. Students admitted with a BSc honours degree will also be expected to, in addition to the dissertation, complete modules/short courses related to Pharmaceutical Sciences.

HSC.1.28.4.2.1 Composition of the curriculum: Pharmaceutical Sciences

Qualification and programme code: 8BP N01; Curriculum code: G801P

Module code	Descriptive Name	Credits
FMWG871	Dissertation: Pharmaceutical Sciences	180
Credit total for curriculum		180

HSC.1.29 MASTER OF SCIENCE IN NUTRITION

HSC.1.29.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.29.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.29.3 Outcomes of the qualification

After completion of this qualification the student should be equipped:

- a) with specialist knowledge and skills to identify a relevant research problem within the field of Nutrition;
- b) to plan and execute a suitable quantitative and/or qualitative research topic in a scientific and ethical way, using suitable research methods, techniques and procedures; to interpret the research findings in a scientifically accountable way;
- c) to compose a research report on it in the form of a dissertation or article format;
- d) with critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual, group and community level; and
- e) to play a leading role in nutrition care in South Africa.

HSC.1.29.4 Programme: Nutrition (Research programme)

Qualification code: 8DA N01

The students follow a research curriculum and submit a research dissertation after completing the study.

"Dissertation" is a written piece compiled for examination purposes, including one published research article or a couple of published research articles or unpublished manuscript(s) in article or chapter format, in accordance with the requirements for documentation, argumentation, language and style, in which a student must provide proof that he / she is confident with the research methodology and that is presented in partial fulfilment of the requirements of the prescribed outcomes for a master's degree at the University.

The programme is presented on a full time and part time basis and the closing date for applications is 30 September.

HSC.1.29.4.1 Faculty specific rules and requirements of the programme

- a) The student must be in possession of a 4-year BSc Dietetics degree, a relevant Honours degree or equivalent qualification as approved by a postgraduate selection committee. The student should have obtained at least 60% in the Honours degree;
- b) Students with a four year BSc Dietetics degree should have obtained at least 60% in all of the third-year Nutrition modules as well as in the research module;
- c) STTN111 (Descriptive statistics) or an equivalent module must be passed;
- d) Students to be registered for this programme must at the time of registration submit proof of immunisation against Hepatitis A and B, being administered during the previous 5 years;
- e) In addition to faculty specific rules and requirements and to ensure that all selected post-graduate students can function at the same academic level, a compulsory introductory course in nutrition science must be completed. The course will take place over a fixed period at the beginning of each academic year, prior to the NWU registration deadline (dates will be communicated). Selected students must complete the course before commencement of the formal study program. This course is used to identify areas of development for each newly registered post-graduate student.
- f) The final decision of whether the student will be admitted to the research or structured programme in Nutrition lies with the postgraduate selection committee;
- g) Non-nutrition students who did not complete a BSc Dietetics or BSc Nutrition degree will be required to complete additional nutrition modules (non-credit bearing) on an ad hoc basis as determined by the postgraduate selection committee;
- h) Selection by a selection committee starts on the 1st of October and is subject to the academic performance of the student. Students, who comply with all the requirements, will be invited to an interview;
- i) Selection is subject to available capacity and approval of the director of the Centre of Excellence for Nutrition.
- j) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.29.4.2 Curriculum: Nutrition

HSC.1.29.4.2.1 Qualification and programme code: 8DA N01; Curriculum code: G801P

Module code	Descriptive name	Credits
NUTN871	Dissertation: Nutrition	180
Total credits for the curriculum		180

HSC.1.29.5 Programme: Nutrition (Structured programme)

Qualification code: 8CW P01

The students follow a curriculum consisting of three lectured modules and a dissertation (96 credits).

“Dissertation” is a written piece compiled for examination purposes, including one published research article or a couple of published research articles or unpublished manuscript(s) in article or chapter format, in accordance with the requirements for documentation, argumentation, language and style, in which a student must provide proof that he / she is confident with the research methodology and that is presented in partial fulfilment of the requirements of the prescribed outcomes for a master’s degree at the University.”

The programme is presented on a full time and part time basis and the closing date for applications is 30 September.

HSC.1.29.5.1 Faculty specific rules and requirements of the programme

- a) The student must be in possession of a 4-year BSc Dietetics degree, a relevant Honours degree or equivalent qualification as approved by a postgraduate selection committee. The student should have obtained at least 60% in the Honours degree;
- b) Students with a four year BSc Dietetics degree should have obtained at least 60% in all of the third-year Nutrition modules as well as in the research module;
- c) STTN111 (Descriptive statistics) or an equivalent module must be passed;
- d) Students to be registered for this programme must at the time of registration submit proof of immunisation against Hepatitis A and B, being administered during the previous 5 years;
- e) In addition to faculty specific rules and requirements and to ensure that all selected post-graduate students can function at the same academic level, a compulsory introductory course in nutrition science must be completed. The course will take place over a fixed period at the beginning of each academic year, prior to the NWU registration deadline (dates will be communicated). Selected students must complete the course before commencement of the formal study program. This course is used to identify areas of development for each newly registered post-graduate student.
- f) A participation mark as stipulated for the specific module should be obtained by the student in order to be admitted for examination.
- g) A pass mark of 50% is required for all modules.
- h) The final decision of whether the student will be admitted to the research or structured programme in Nutrition lies with the postgraduate selection committee;
- i) Non-nutrition students who did not complete a BSc Dietetics or BSc Nutrition degree will be required to complete additional nutrition modules (non-credit bearing) on an ad hoc basis as determined by the postgraduate selection committee;

- j) Selection by a selection committee starts on the 1st of October and is subject to the academic performance of the student. Students, who comply with all the requirements, will be invited to an interview;
- k) Selection is subject to available capacity and approval of the director of the Centre of Excellence for Nutrition.
- l) Calculation of the final mark: 50% modules and 50% research.

HSC.1.29.5.2 Curriculum: Nutrition

HSC.1.29.5.2.1 Compilation of the curriculum: Nutrition

Qualification and programme code: 8CW P01; Curriculum code: G802P

Module code	Descriptive name	Credits
Compulsory module		
NUTM872	Dissertation: Nutrition	96
Choice modules		
NUTA811*	Evidence-based data interpretation	32
NUTE811*	Nutritional Epidemiology	32
NUTP821*	Public Health Nutrition	32
NUTG874*	Molecular Nutrition	32
NUTS877*	Sport Nutrition	32
Total credits for the curriculum		192

***Choice modules - select any three (3) modules**

HSC.1.29.5.3 Curriculum phasing out

HSC.1.29.5.3.1 Curriculum: Nutrition (Structured), Qualification code: 8CW P01 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the new curriculum: 8CW P01 – G802P

HSC.1.30 MASTER OF SCIENCE IN DIETETICS

HSC.1.30.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.30.2 Admission requirements of the qualification

A student who wishes to register for a Master's degree must have acquired an honours degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.30.3 Outcomes of the qualification

After completion of this qualification the student will:

- a) be able to demonstrate advanced and specialist knowledge and insight with regard to the general scientific method of research with attention to the specific research methodology in Dietetics;
- b) demonstrate critical evaluation of existing theories and research methods relevant to the field of Dietetics, and application of theoretical knowledge and appropriate research methodology in various contexts;
- c) critical knowledge and understanding of the ethical and legal considerations applicable to research and the consequences of interventions on individual, group and community level; and
- d) demonstrate specialist knowledge and competence in the identification, analysis and evaluation of complicated problems in Dietetics, solve it systematically and creatively in an ethically appropriate manner, make theoretically grounded judgements by using the acquired data and information effectively, and clearly communicate (orally or in writing) results and conclusions to specialist and non-specialist audiences.

HSC.1.30.4 Programme: Dietetics (Structured degree)

Qualification code: 8DB P01

The students follow a curriculum consisting of three lectured modules and a dissertation.

“Dissertation” is a written piece compiled for examination purposes, including one published research article or a couple of published research articles or unpublished manuscript(s) in article or chapter format, in accordance with the requirements for documentation, argumentation, language and style, in which a student must provide proof that he / she is confident with the research methodology and that is presented in partial fulfilment of the requirements of the prescribed outcomes for a master’s degree at the University”.

The programme is presented on a full time and part time basis and the closing date for applications is 30 September.

HSC.1.30.4.1 Faculty specific rules and requirements of the programme

- a) The student must be in possession of a four year BSc Dietetics degree. It is also possible to be admitted to this degree with an Honours degree in Dietetics as approved by a postgraduate selection committee;
- b) Students with a four year BSc Dietetics degree should have obtained at least 60% in all of the third year Nutrition modules as well as in the research module;
- c) The student should have obtained at least 60% in the honours degree;
- d) STTN111 (Descriptive statistics) or an equivalent module must be passed;
- e) Preference will be given to full time students;

- f) Students to be registered for this programme must at the time of registration submit proof of immunisation against Hepatitis A and B, being administered during the previous 5 years;
- g) In addition to faculty specific rules and requirements and to ensure that all selected post-graduate students can function at the same academic level, a compulsory introductory course in nutrition science must be completed. The course will take place over a fixed period at the beginning of each academic year, prior to the NWU registration deadline (dates will be communicated). Selected students must complete the course before commencement of the formal study program. This course is used to identify areas of development for each newly registered post-graduate student;
- h) A participation mark as stipulated for the specific module should be obtained by the student in order to be admitted for examination;
- i) A pass mark of 50% is required for all modules;
- j) Students who did not complete a BSc Dietetics or BSc Nutrition degree will be required to complete additional nutrition modules (non-credit bearing) on an ad hoc basis as determined by the postgraduate selection committee;
- k) Selection by a selection committee starts on the 1st of October and is subject to the academic performance of the student. Students who comply with the requirements, will be invited to an interview;
- l) Selection is subject to approval by the director and available capacity in the Centre of Excellence for Nutrition.
- m) Calculation of the final mark: 50% modules and 50% research.

HSC.1.30.4.2 Curriculum: Dietetics

HSC.1.30.4.2.1 Compilation of the curriculum: Dietetics

Qualification-and programme code: 8DB P01; Curriculum code: G802P

Module code	Descriptive name	Credits
Compulsory modules		
NUTM872	Dissertation: Dietetics	96
NUTT811	Nutrition support of the paediatric patient	32
NUTC821	Nutrition support in critical care	32
Choice modules		
NUTA811*	Evidence-based data interpretation	32
NUTE811*	Nutritional Epidemiology	32
NUTP821*	Public Health Nutrition	32
NUTG874*	Molecular Nutrition	32
NUTS877*	Sport Nutrition	32
Total credits for the curriculum		192

*Choice modules – select one (1) choice module

HSC.1.30.4.3 Curriculum phasing out

HSC.1.30.4.3.1 Curriculum: Dietetics (Structured), Qualification code: 8DB P01 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the new curriculum: 8DB P01 – G802P

HSC.1.31 MASTER OF PHARMACY IN PHARMACY PRACTICE

The purpose of the qualification is to equip postgraduate students to be capable of practising at a highly specialised level as pharmacists who can act as role models in both the performance and future development of pharmacy practice, pharmaceutical systems, pharmaceutical public healthcare, pharmacovigilance, pharmacoepidemiology, and pharmaceutical and health economics. This qualification also aims to prepare graduates for further study at NQF level 10.

HSC.1.31.1 Duration (Minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.31.2 Admission requirements of the qualification

Admission to this qualification is done according to the stipulations of the General Rules of the University and Admission Policy as approved by the Senate and Council in compliance with specific requirements as determined by the faculty.

HSC.1.31.3 Outcomes of the qualification

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

- a) demonstrate advanced, systematic and specialist knowledge and skill to undertake a focused literature review, identify a relevant research problem and related research questions and apply appropriate research methods and techniques within the field of medicine utilisation and pharmacy practice;
- b) plan and execute suitable quantitative and/or qualitative research approaches in a scientific and ethical manner by making use of appropriate research methods, techniques and procedures;
- c) interpret and integrate research findings and recommendations in a scientifically accountable manner and, via scientific and ethically correct verbal and written communication, present the complete dissertation to the appointed examiners; and
- d) act as a leader, i.e. ethically and responsibly, in the pharmaceutical profession as far as appropriate medicine utilisation and pharmacy practice is concerned.

HSC.1.31.4 Programme: (with) Pharmacovigilance and Pharmacoepidemiology

Qualification code: 8ED P01

The purpose of the programme is to equip postgraduate students to be capable of practising at a highly specialised level as pharmacists who can act as role models in both the performance and future development of pharmacy practice, pharmacovigilance and pharmacoepidemiology. This qualification also aims to prepare graduates for further study at NQF level 10.

The programme is presented on a full time and part time basis in Afrikaans and English. Applications close 30 September.

HSC.1.31.4.1 Programme-specific outcomes

Upon completion of the programme, the student should be able to demonstrate:

- a) The ability to apply specialized knowledge and professional skills to understand issues surrounding the risks and benefits of drug use in humans and the implementing of pharmacovigilance programmes in health care environments;
- b) The ability to evaluate current processes of knowledge production within the field of drug safety, medicine consumption and pharmacovigilance and then to identify an appropriate research question to address a specific problem in it.
- c) Under supervision, the ability to identify, conceptualise, design and implement a quantitative and/or qualitative pharmacoepidemiological study in a scientific and ethical manner to address complex and challenging problems within drug safety, medicine consumption and pharmacovigilance.
- d) An ability to make autonomous ethical decisions which affect the safe use of medicine and the practice of pharmacovigilance.
- e) An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research within drug safety and medicine consumption to produce significant insights into pharmacovigilance.
- f) Interpret and integrate research results in a scientifically accountable manner, and in a scientific and ethical way communicate results - orally and in writing.
- g) Refer to e and f.
- h) Ability to be self-directed and a lifelong learner, able to work independently, utilise resources effectively, and exercise initiative in the field of medicine consumption, drug safety and pharmacovigilance.
- i) Intellectual independence, research leadership and management of research and research development as far as appropriate and safe medicine consumption in South Africa and surrounding countries is concerned.

HSC.1.31.4.2 Faculty specific rules and requirements of the programme

- a) A BPharm degree or a relevant health science qualification approved by the Senate is required;
- b) Admission to the program/curriculum takes place according to selection by the Scientific Committee and Leader of the research niche area.

- c) Selection is subject to academic performance, practical considerations and available capacity and expertise in the research entity and subject group.
- d) It is recommended that a prospective student must have achieved at least 60% in the first semester of the final year of the BPharm degree (preferably for fourth year BPharm students), or equivalent evidence of competency (e.g. international students) is expected.
- e) Practise experience and prior learning in the field of pharmacy will be an advantage.
- f) Calculation of the final mark: 36% modules and 64% research.

HSC.1.31.4.3 Curriculum: Pharmacovigilance and Pharmacoepidemiology

The curriculum consists of 4 core modules (16 credits each) and a dissertation of 116 credits.

HSC.1.31.4.3.1 Compilation of the curriculum

Qualification-and programme code: 8ED P01; Curriculum code: G801P

Module code	Descriptive name	Credits
Year module		
PHPP872	Dissertation	116
First semester		
PHPP811	Research methodology, biostatistics and evidence-based practice for health professionals	16
PHPP812	Adverse drug reactions and drug-related problems	16
Second semester		
PHPP821	Advanced drug utilisation review and pharmacoepidemiology	16
PHPP822	Pharmacovigilance	16
Total credits for the curriculum		180

HSC.1.31.5 Programme: (with) Pharmaceutical Economics and Policy

Qualification code: 8ED P02

The purpose of the programme is to provide specialised training in the theory and practice of economics as applied to the delivery of healthcare services, diseases and medicine, thereby providing the experience and skills needed for informed healthcare service decision-making; and advance research and academic capacity within this discipline. The programme covers issues including health and healthcare systems, methods of economic evaluation, setting priorities using health and pharmaceutical economics, pharmacoepidemiology and the interface between health and pharmaceutical economics and pharmaceutical policy.

The programme is presented on a full time and part time basis in Afrikaans and English. Applications close 30 September.

HSC.1.31.5.1 Programme-specific outcomes

Upon completion of the programme, the student should be able to demonstrate:

- a) An ability to apply specialised knowledge and professional skills to understand issues surrounding the field of pharmaceutical and health economics and the related policy framework for the application thereof.
- b) An ability to evaluate current processes of knowledge production and to choose an appropriate process of enquiry for pharmaceutical and health economics.
- c) Under supervision, the ability to identify new, relevant research themes, conceptualise, design and implement a quantitative and/or qualitative research project, using appropriate economic analytical techniques in a scientific and ethical manner to address complex and challenging problems within pharmaceutical and health economics and the related policy framework for the application thereof.
- d) An ability to make autonomous ethical decisions with regard to pharmaceutical and health economics and related policies.
- e) Skills for undertaking literature searches to critically review published reports and compiling and communicating a pharmacoeconomic report in an ethically responsible manner using appropriate and creative methods, techniques, processes or technologies.
- f) Ability to communicate and defend substantial ideas in the field of pharmaceutical and health economics using a range of advanced and specialised skills and appropriate discourses, to a range of audiences with different levels of knowledge or expertise.
- g) Ability to be a self-directed and lifelong learner, who are able to work independently, utilise resources effectively, and exercise initiative in the field of pharmaceutical and health economics and related policies.
- h) Intellectual independence, research leadership and management of research, and research development as far as health and pharmaceutical economics and related policies is concerned.

HSC.1.31.5.2 Faculty specific rules and requirements of the programme

- a) A BPharm degree or a relevant health science qualification approved by the Senate is required;
- b) Admission to the program/curriculum takes place according to selection by the Scientific Committee and Leader of the research niche area.
- c) Selection is subject to academic performance, practical considerations and available capacity and expertise in the research entity and subject group.
- d) It is recommended that a prospective student must have achieved at least 60% in the first semester of the final year of the BPharm degree (preferably for fourth year BPharm students), or equivalent evidence of competency (e.g. international students) is expected.
- e) Practise experience and prior learning in the field of pharmacy will be an advantage.
- f) Calculation of the final mark: 36% modules and 64% research.

HSC.1.31.5.3 Curriculum: Pharmaceutical Economics and Policy

The curriculum consists of 4 core modules (16 credits each) and a dissertation of 116 credits.

HSC.1.31.5.3.1 Compilation of the curriculum

Qualification-and programme code: 8ED P02; Curriculum code: G801P

Module code	Descriptive name	Credits
Year module		
PHPP872	Dissertation	116
First semester		
PHPP811	Research methodology, biostatistics and evidence-based practice for health professionals	16
PHPP813	Health systems and Policy	16
Second semester		
PHPP821	Advanced drug utilisation review and pharmacoepidemiology	16
PHPP823	Pharmaceutical and Health economics	16
Total credits for the curriculum		180

HSC.1.31.6 Programme: (with) Pharmaceutical public healthcare governance

Qualification code: 8ED P03

The purpose of the programme is to equip postgraduate students to be capable of practising at a highly specialised level as pharmacists who can act as role models in both the performance and future development of pharmacy practice, pharmaceutical systems, and pharmaceutical public healthcare. This qualification also aims to prepare graduates for further study at NQF level 10.

The programme is presented on a full time and part time basis in Afrikaans and English. Applications close 30 September.

HSC.1.31.6.1 Programme-specific outcomes

Upon completion of the programme, the student should be able to demonstrate:

- The ability to apply specialised knowledge and professional skills to understand issues surrounding the governance of pharmaceutical public health and medicine supply management in healthcare systems.
- The ability to evaluate current processes of knowledge production within the field of the health systems, pharmaceutical public health, and medicine supply management.
- Under supervision, the ability to identify, conceptualise, design and implement a quantitative and/or qualitative study in a scientific and ethical manner to address complex and challenging problems within the field of health systems, pharmaceutical public health, and medicine supply management.
- An ability to make autonomous ethical decisions which influence affect the provision of pharmaceutical public health and medicine supply management.
- An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research within the field of the health systems, pharmaceutical public health, and medicine supply management.
- Interpret and integrate research results in a scientifically accountable manner, and in a scientific and ethical way communicate - orally verbally and in writing.

- g) Ability to be a self-directed and lifelong learner, who are able to work independently, utilise resources effectively, and exercise initiative in the field of health systems, pharmaceutical public health, and medicine supply management.
- h) Intellectual independence, research leadership and management of research, and research development as far as the governance of health systems, pharmaceutical public health, and medicine supply management

HSC.1.31.6.2 Faculty specific rules and requirements of the programme

- a) A BPharm degree or a relevant health science qualification approved by the Senate is required;
- b) Admission to the program/curriculum takes place according to selection by the Scientific Committee and Leader of the research niche area.
- c) Selection is subject to academic performance, practical considerations and available capacity and expertise in the research entity and subject group.
- d) It is recommended that a prospective student must have achieved at least 60% in the first semester of the final year of the BPharm degree (preferably for fourth year BPharm students), or equivalent evidence of competency (e.g. international students) is expected.
- e) Practise experience and prior learning in the field of pharmacy will be an advantage.
- f) Calculation of the final mark: 36% modules and 64% research.

HSC.1.31.6.3 Curriculum: Pharmaceutical public healthcare governance

The curriculum consists of 4 core modules (16 credits each) and a dissertation of 116 credits.

HSC.1.31.6.3.1 Compilation of the curriculum

Qualification-and programme code: 8ED P03; Curriculum code: G801P

Module code	Descriptive name	Credits
Year module		
PHPP872	Dissertation	116
First semester		
PHPP811	Research methodology, biostatistics and evidence-based practice for health professionals	16
PHPP813	Health systems and Policy	16
Second semester		
PHPP824	Governance in pharmaceutical systems	16
PHPP825	Pharmaceutical public healthcare Governance	16
Total credits for the curriculum		180

HSC.1.31.7 Programme: Advanced Clinical Pharmacy

Programme will phase out. No intakes in this programme in 2019

Qualification code: 803 105

Students in the Master of Pharmacy in Advanced Clinical Pharmacy programmes are provided the opportunity to further their growth beyond entry-level professional competence in patient-centred care, pharmacy management services, and in leadership skills that can be applied in any position regardless of the practice setting. It sets the basis for clinical research and adds the competencies that contribute to working successfully in the health care environment as a motivated and innovative pharmacist.

The course is offered on a two year mixed-mode basis. This programme makes use of a variety of ways to enhance the students' clinical skills (e.g. lectures, exercises, tutorials, workshops, presentations, e-Fundi, and guest speakers). The programme is divided into four semesters (two study years). The first two semesters are intended to broaden the students' knowledge of subjects relating to the specialization through course work and involves teaching modules that students are obliged to attend. The last two semesters are devoted to clinical practice experience, a research project and the completion of a research mini-dissertation (in the article format).

Applications close on the 31st July where after a selection process will follow during August.

HSC.1.31.7.1 Admission and selection requirements of the programme

- a) The applicant must have acquired a bachelor degree in Pharmacy (B Pharm).
- b) The selection process involves the evaluation of the applicant's curriculum vitae, a portfolio providing evidence of appropriate clinical experience and of sufficient associated competencies in pharmaceutical care management as well as at least two letters of recommendation from a work colleague or direct manager/supervisor.
- c) Any scientific articles published by the applicant and/or any protocol or guideline developed by the applicant will be taken into consideration.
- d) Psychometric evaluation as well as written and personal interviews with the programme co-ordinator and postgraduate advice counsel will be conducted during the selection process.
- e) Selection is subject to capacity restrictions.

HSC.1.31.7.2 Additional requirements and faculty specific rules

- a) A current registration from the South African Pharmacy Board is required.
- b) Evidence of appropriate clinical experience and of sufficient associated competencies in pharmaceutical care management must be provided.
- c) Demonstration of appropriate computer literacy is required to enrol for the programme, either by successful completion of a computer literacy pre-test, or by completing an approved short course in basic computer and internet skills.
- d) The pass rate for each component in the curriculum is 60% excluding the mini-dissertation with pass rate 50%.

- e) In the event of plagiarism, a mark of zero will be awarded.
- f) The research project undertaken is required to be of a standard for publication.
- g) Calculation of the final mark: 71% modules and 29% research.

HSC.1.31.7.3 Curriculum: Advanced Clinical Pharmacy

HSC.1.31.7.3.1 Curriculum outcomes

After completion of the curriculum, the student should be able to:

- a) Manage and improve the medication-use process by ensuring a quality medication-use system.
- b) Provide evidence-based, patient-centred medication therapy management within multidisciplinary health care teams.
- c) Exercise leadership and clinical practice management skills through development, implementation, evaluation and provision of pharmaceutical care plan.
- d) Provide advanced clinical services and practice-related evidence-based information, education and training to diverse specialists.
- e) Utilize medical informatics and manage clinical audits of medicine utilisation.
- f) Design, implement and justify clinical programmes (protocol and guideline development as well as policies and procedures) to enhance the efficacy of patient care.
- g) Perform clinical pharmacy research, critically analyse research reports, report own research and apply research findings to specific clinical settings.

HSC.1.31.7.3.2 Compilation of the curriculum: Advanced Clinical Pharmacy

Qualification- and programme code: 803 105; Curriculum code: G801P

Module code	Descriptive name	Credits
CLNP811	Clinical Pharmacy, Social Pharmacy, and Professional Practice	16
CLNP812	Clinical Epidemiology, Research Methodology, Biostatistics, and Evidence-based Medicine	32
CLNP821	Clinical Pharmacotherapeutics and Therapeutic Outcomes Management II	40
CLNP813	Clinical Pharmacotherapeutics and Therapeutic Outcomes Management I	24
CLNP814	Clinical Drug Toxicology, Drug Therapy in Oncology and the Management of Drug Abuse	16
CLNP873	Mini-dissertation	64
Credit total for the curriculum		192

HSC.1.31.8 Programmes phasing out due to programme alignment

HSC.1.31.8.1 Programme: Pharmacy Practice (803 104 – G802P)

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for one of the following new programmes:

Pharmacy Practice with Pharmaceutical Economics and Policy ((8ED P02; G801P).

Pharmacy Practice with Pharmacovigilance and Pharmacoepidemiology (8ED P01; G801P).

Pharmacy Practice with Pharmaceutical public healthcare governance (8ED P03; G801P).

HSC.1.32 MASTER OF SOCIAL WORK

Research and training with the aim of obtaining this qualification in the Faculty of Health Sciences are structured within the focus area COMPRES.

Research and training in Social Work takes place under the guidance of the research director, assisted by the director of the School of Psychosocial Health and personnel of the subject group Social Work and the Centre for Child, Youth and Family Studies.

Apart from highly exceptional cases that have to be approved by the Senate, the research required for this qualification should be done within the focus area COMPRES.

Studies in this degree can be done full time or part time.

HSC.1.32.1 Duration (minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.32.2 Admission requirements of the qualification

- a) A four year Bachelor's degree in Social Work.
- b) Students enrolling for this programme must provide proof of registration as Social Worker as required by the Act on Social Service Professions 1978 (Act 110 of 1978).

HSC.1.32.3 Outcomes of the qualification

On completion of the qualification, candidates should be proficient in:

- a) the utilisation of the ecosystem approach in research and the solution of a variety of social problems and needs;

- b) the responsible and effective organisation and management of the self, his/her activities and his/her services;
- c) effective communication where visual, mathematical and language skills are required within the sphere of Social Work research and services;
- d) the effective and critical utilisation of science and technology; and
- e) Making a contribution to the full development of himself/herself and the social and economic development of the community as a whole.

HSC.1.32.4 Programme: Social Work

Qualification code: 8CS N01

Completion of this qualification allows students access for admission to doctoral study.

Closing date for applications is 30 September.

HSC.1.32.4.1 Faculty specific rules and requirements of the programme

- a) A four year Bachelor's degree in Social Work is required;
- b) Candidates must have achieved an average of 60% in the Bachelor's degree in Social Work;
- c) Completion of an academic literacy test;
- d) Each applicant will be subject to a selection interview conducted by a postgraduate panel of the subject group. For this purpose a structured interview schedule will be used and the average of panellist's ratings will serve as selection criterion.
- e) Each candidate must submit a mini-research proposal as part of the selection process;
- f) The final mark consists 100% of the allocated marks for a research dissertation.

HSC.1.32.4.2 Curriculum: Social Work

The dissertation option is aimed at students who want to do research on a topic within the focus area of the subject group Social Work and the Faculty of Health Sciences.

HSC.1.32.4.2.1 Compilation of the curriculum: Social Work

Qualification- and programme code: 8CS N01; Curriculum code: G801P/M/V

Module code	Descriptive name	Credits
MSWR871	Dissertation: Social Work	180
Total credits for the curriculum		180

HSC.1.33 MASTER OF SOCIAL WORK IN CHILD PROTECTION

Studies in this degree can be done full time or part time.

HSC.1.33.1 Duration (minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.33.2 Admission requirements of the qualification

- a) A four year Bachelor's degree in Social Work.
- b) Students enrolling for this programme must provide proof of registration as Social Worker as required by the Act on Social Service Professions 1978 (Act 110 of 1978).

HSC.1.33.3 Outcomes of the qualification

On completion of the qualification, candidates should be proficient in:

- a) the utilisation of the ecosystem approach in research and the solution of a variety of social problems and needs;
- b) the responsible and effective organisation and management of the self, his/her activities and his/her services;
- c) effective communication where visual, mathematical and language skills are required within the sphere of Social Work research and services;
- d) the effective and critical utilisation of science and technology; and
- e) Making a contribution to the full development of himself/herself and the social and economic development of the community as a whole.

HSC.1.33.4 Programme: Child Protection

Qualification code: 8EU P01

Completion of this qualification will allow students admission to doctoral studies in social work.

Closing date for applications is 30 September.

HSC.1.33.4.1 Faculty specific rules and requirements of the programme

- a) A four year Bachelor's degree in Social Work is required.
- b) Candidates must have achieved an average of 60% in the Bachelor's degree in Social Work.
- c) Completion of an academic literacy test and/or psychometric test will be required.

- d) Each applicant will be subjected to selection interview conducted by a postgraduate panel of the subject group. For this purpose a structured interview schedule will be used and the average of panellist's ratings will serve as selection criterion.
- e) Each candidate must submit a mini-research proposal as part of the selection process;
- f) A Satisfactory academic progress should be maintained. The department is free to terminate a student's study if the academic progress is unsatisfactory.
- g) Calculation of the final mark: 50%modules and 50% research.

HSC.1.33.4.2 Curriculum: Child Protection

HSC.1.33.4.2.1 Compilation of the curriculum: Child Protection

Qualification- and programme code: 8EU P01; Curriculum code: G801P

Module code	Descriptive name	Credits
MWKC873	Research theory and Mini-dissertation	90
MWKC876	Adoption as a Specialization	28
MWKC877	Alternative Care Models & Strategies	20
MWKK878	Contemporary Child Protection - Practice and Policies	20
MWKK879	Assessment & Intervention of Vulnerable Children	22
Total credits for the curriculum		180

HSC.1.34 MASTER OF SOCIAL WORK IN FORENSIC PRACTICE

Studies in this degree can be done full time or part time.

HSC.1.34.1 Duration (minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.34.2 Admission requirements of the qualification

- a) A four year Bachelor's degree in Social Work.
- b) Students enrolling for this programme must provide proof of registration as Social Worker as required by the Act on Social Service Professions 1978 (Act 110 of 1978).

HSC.1.34.2.1.1 Outcomes of the qualification

On completion of the qualification, candidates should be proficient in:

- a) the utilization of various main theories, development theories, primary perspectives and practice models in research and solution of a variety of social problems and needs;
- b) the responsible and effective organisation and management of the self, his/her activities and his/her services;
- c) effective communication where visual, mathematical and language skills are required within the sphere of Social Work research and services;
- d) the effective and critical utilisation of science and technology; and
- e) Making a contribution to the full development of himself/herself and the social and economic development of the community as a whole.

HSC.1.34.3 Programme: Forensic Practice

Qualification code: 8EV P01

This structured programme is meant for students who want to extend their knowledge base and skills in Social Work on a broad base to practise at an advanced level, or who want to specialise in Social Work in Forensic Practice.

Completion of this qualification allows students access for admission to doctoral study in social work.

Closing date for applications is 30 September.

HSC.1.34.3.1 Faculty specific rules and requirements of the programme

- a) A four year Bachelor's degree in Social Work is required.
- b) Candidates must have achieved an average of 60% in the Bachelor's degree in Social Work.
- c) Completion of an academic literacy test and/or psychometric test will be required.
- d) Each applicant will be subjected to a selection interview conducted by a postgraduate panel of the subject group. For this purpose a structured interview schedule will be used and the average of panellist's ratings will serve as selection criterion.
- e) Each candidate must submit a mini-research proposal as part of the selection process;
- f) Satisfactory academic progress should be maintained. The department is free to terminate a student's study if the academic progress is unsatisfactory.
- g) Calculation of the final mark: 50%modules and 50% research.

HSC.1.34.3.2 Curriculum: Forensic Practice

HSC.1.34.3.2.1 Compilation of the curriculum: Forensic Practice

Qualification- and programme code: 8EV P01; Curriculum code: G801P

Module code	Descriptive name	Credits
MWKC873	Research theory and Mini-dissertation	90
MWKF885	General Child Assessment	22
MWKF886	Sexual and Physical Abuse	22
MWKF887	Legislation, report writing and the social worker as expert in criminal- and children court	24
MWKF888	Trauma assessment and investigating process	22
Total credits for the curriculum		180

HSC.1.34.4 Programmes phasing out due to programme alignment:

HSC.1.34.4.1 Programme: Social Work: 113 104 – G801P/V

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Social Work (8CS N01 – G801P).

HSC.1.34.4.2 Programme: Play Therapy: 113 110 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

This programme phases out in its totality.

HSC.1.34.4.3 Programme: Child Protection: 113108- G803P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the Master of Social Work in Child Protection (8EU P01 – G801P).

HSC.1.34.4.4 Programme: Forensic Practice: 113109 – G801P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2017 will hold.

New students register for the Master of Social Work in Forensic Practice (8EV P01 – G801P).

HSC.1.35 MASTER OF NURSING SCIENCE (MAGISTER CURATIONIS)

Phasing out, last intake in 2019

Research and training with the aim of obtaining this qualification in the Faculty of Health Sciences are structured in the School of Nursing Sciences and the research focus area NUMIQ (Quality in Nursing and Midwifery).

Research and training in the various programmes indicated below take place under the guidance of the Director of the research focus area NUMIQ (Quality in Nursing and Midwifery), whilst lectured modules are managed by the School of Nursing Sciences and the staff of the different subject groups.

The degree can be conducted on a full time and part time basis.

HSC.1.35.1 Duration (minimum and maximum)

The minimum duration for the study is one year and the maximum duration two years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.35.2 Admission requirements of the qualification

- a) A student registering for this degree should have a Bachelor's degree in Nursing Science or equivalent qualification¹;

¹An equivalent qualification may include the following: A four-year diploma in Nursing Science that leads to registration as a nurse (General, Psychiatric, and Community) and Midwife and an advanced university diploma, e.g. in Health Science Education or Health Service Management.

- b) Students, who want to practise as a nurse in South Africa, should provide proof of registration as a nurse at the South African Nursing Council².

²If the student is not a South African citizen or if there is uncertainty about his/her qualification, the following procedure should be followed to apply for admission: It may be expected from the student to subject his/her qualifications for evaluation to the South African Qualification Authority (SAQA).

If SAQA determines that the qualifications of the student are equal or equivalent to those stated above, the school reserves the right to advise the student to obtain a bachelor's degree or a master's degree (whichever is applicable) first to get provisional selection (dependent on successful completion of Research Methodology [VPKN874] and the successful completion of the research proposal).

HSC.1.35.3 Outcomes of the qualification

Students have mastered the outcomes of the qualification if they are able to demonstrate:

- specialist knowledge to enable engagement with and critique of current research or practices as well as focused research in the fields of community and professional nursing;
- the ability to evaluate current processes of knowledge production and to choose an appropriate process of enquiry for the area of study or practice;
- a command of and ability to design, select and apply appropriate and creative research methods, techniques, processes or technologies to research problems in the fields of professional and community nursing;
- an ability to use a range of research skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems in the fields of professional and community nursing;
- an ability to make autonomous ethical decisions which affect research, and an ability to critically contribute to the development of ethical standards in the context of community nursing;

- an ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in community nursing to produce significant insights;
- an ability to use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development in professional and community nursing; and use a range of advanced and specialised skills and discourses appropriate to a field, discipline or practice, to communicate to a range of audiences with different levels of knowledge or expertise;
- an ability to develop his or her own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning;
- and an ability to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices.

HSC.1.35.4 Programme: Nursing Science (Research programme)

Qualification Code: 8CJ N01

The qualified student should be able to practise as a leader and independent practitioner together with other multi-disciplinary team members within the health care system. As leader, he/she should be able to practise professional, comprehensive, high-quality; scientifically founded nursing. The provided health care should be able to meet the needs of the time, the province, the country and the person. Health care at this level is characterized /driven by service delivery and involvement in policy development. The masters prepared professional demonstrates leadership, continues professional development and lifelong learning. He/she role models scholarship in health and mentors others.

Closing date for applications is 30 September.

HSC.1.35.4.1 Faculty specific rules and requirements of the programme

- a) General Admission requirements of the qualification holds.
- b) To be admitted to this programme, a student should have obtained at least 60% in the research methodology module of the B degree or equivalent qualification;
- c) The selection process will take place from the 1st of October. The director of NUMIQ and experts of the particular study field/programme will select candidates based on documents presented with application, an essay for evaluation of the candidate's writing and arguing skills and other procedures as necessary;
- d) Successful completion of Research Methodology (VPKN874) and presentation of an acceptable research proposal are required to progress to the second study year. Studies of students who do not comply with the criteria may be terminated.

- e) Calculation of the final mark: 20%modules and 80% research

HSC.1.35.4.2 Curriculum: Nursing Science

HSC.1.35.4.2.1 Compilation of the curriculum: Nursing Science

Qualification- and programme code: 8CJ N01; Curriculum code: G801P

Module code	Descriptive name	Credits
VPKN874	Research methodology	32
VPVV872	Dissertation: Nursing	148
Total credits for the curriculum		180

HSC.1.35.4.3 Curriculum: Community Nursing Science

HSC.1.35.4.3.1 Compilation of the curriculum: Community Nursing Science

Qualification- and programme code: 8CJ N02; Curriculum code: G801M

Module code	Descriptive name	Credits
VPKN874	Research methodology	32
VPGV872	Dissertation: Community Nursing Science	148
Total credits for the curriculum		180

HSC.1.35.5 Programme: Psychiatric Community Nursing (Structured programme)

Qualification code: 833 100

After completing the degree as a nursing specialist, a student can apply for registration as an advanced nurse at the South African Nursing Council. He/she should be able to practise effectively as a leader, researcher and independent practitioner together with other multi-disciplinary team members within the health care system. As a leader, he/she should be able to conduct research and practise professional, comprehensive, high-quality, scientifically founded Nursing. The provided health care should be able to meet the needs of the time, the province, the country and the person. It will be directed at service, care and culture sensitivity and will be based on the primary health approach. The nursing specialist should be in continual pursuit of personal and professional growth and health and also facilitate the patient's pursuit of health.

Closing date for applications is 30 September.

HSC.1.35.5.1 Faculty specific rules and requirements of the programme

- General Admission requirements of the qualification holds.
- A student who wishes to specialise in Psychiatric Community Nursing should have a four year Bachelor's degree in Nursing with Psychiatric Community Nursing as a major, or a three year Bachelor's degree in Nursing Science and a diploma in Psychiatric Community Nursing.
- The candidate should have obtained at least 60% in the final module of psychiatric nursing science in the Bachelor's degree or equivalent.
- Successful completion of Research Methodology (VPKN874) and presentation of an acceptable research proposal are required to progress

to the second study year. Studies of students who do not comply with the criteria may be terminated.

- e) Apart from the mentioned academic selection, the candidate will also undergo a further selection process which takes place from the 1st of November.
- f) Calculation of the final mark: 60%modules and 40% research.

HSC.1.35.5.2 Curriculum: Psychiatric Community Nursing

HSC.1.35.5.2.1 Curriculum outcomes

The student should be able to apply to register as a nursing specialist in Psychiatric Community Nursing by the South African Nursing Council. He/she should be able to:

- Conduct research,
- facilitate the promotion, maintenance and restoring of mental health;
- demonstrate critical-analytical, problem-solving mental skills, as well as apply ethical principles in the nursing practice;
- integrate professional and personal values and norms in ethical-legal practising of Psychiatric Community Nursing;
- gather, analyse and evaluate mental health information critically;
- show awareness regarding the importance of effective learning strategies, responsible citizenship, culture sensitivity, teaching, occupational matters and entrepreneurial capabilities in Psychiatric Community Nursing;
- organise and manage effectively himself/herself and activities in Mental Health;
- facilitate psychiatric health care as a specialist researcher, practitioner, leader therapist, consultant and companion;
- apply intra- and interpersonal skills in the handling of stress and conflict to facilitate his/her own pursuit of wholeness, as well as that of others;
- work as an independent practitioner, leader and consultant together with other disciplines within the health care system and the community health services in order to promote, maintain and restore mental health, and to promote an effective lifestyle;
- apply advanced scientific principles regarding Psychiatric Community – Nursing;
- act as a health service facilitator to render quality Psychiatric Community Nursing;
- utilise and bring about reference sources or mobilise them by means of the development of networks;
- create and/or use teaching opportunities to facilitate and optimise mental health;
- contribute significantly to the formulation of mental health policies in Nursing;

- maintain professional excellence and capability by continual learning; and
- Use science and technology effectively and critically, showing responsibility regarding the environment and the health of others.

HSC.1.35.5.2.2 Compilation of the curriculum: Psychiatric Community Nursing

Qualification- and programme code: 833 100; Curriculum code: G834P

Module code	Descriptive name	Credits
VPEK874	Clinical Psychiatric Nursing	32
VPEK875	Psychiatric Nursing Skills and Methods	32
VPEK876	Psychiatric Nursing Practice, Leadership and Consultation	32
VPEP884	Psychiatric Community Nursing Practice	48
VPES873	Mini-dissertation: Psychiatric Community Nursing	112
VPKN874	Research Methodology	32
Total credits for the curriculum		288

HSC.1.35.6 Programmes phasing out due to programme alignment:

HSC.1.35.6.1 Programme: Community Nursing Science: 833 100 – G830P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Nursing Science in Nursing Science (8CJ N01 – G801P).

HSC.1.35.6.2 Programme: Health Service Management: 833 100 – G831P/N831M

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Nursing Science in Nursing Science (8CJ N01 – G801P).

HSC.1.35.6.3 Programme: Health Science Education: 833 100 – G832P/N832M

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Nursing Science in Nursing Science (8CJ N01 – G801P).

HSC.1.35.6.4 Programme: Professional Nursing: 833 100 – G833P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Nursing Science in Nursing Science (8CJ N01 – G801P).

HSC.1.35.6.5 Programme: Nursing: 833 100 – G836P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Master of Nursing Science in Nursing Science (8CJ N01 – G801P).

HSC.1.35.6.6 Programme: Midwifery and Neonatal Nursing: 833 100 – G835P

No new students will be admitted to this programme.

The programmes phases out in its totality.

HSC.1.36 DOCTOR OF PHILOSOPHY

HSC.1.36.1 Duration (minimum and maximum)

The minimum duration for the study is two year and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.36.2 Admission requirements of the qualification

A Master's degree or equivalent qualification as approved by Senate is essential for admission to a doctoral degree.

HSC.1.36.3 Programmes phasing out due to programme alignment:

HSC.1.36.3.1 Programme: Human Movement Sciences: 805 109 – G925P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R05 – G901P).

HSC.1.36.3.2 Programme: Recreation Sciences: 805 111 – G935P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R11 – G901P).

HSC.1.36.3.3 Programme: Pharmaceutical Chemistry: 805 116 – G910P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Pharmacy (8CC R01 – G901P).

HSC.1.36.3.4 Programme: Pharmaceutics: 805 117 – G911P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Pharmacy (8CC R02 – G901P).

HSC.1.36.3.5 Programme: Pharmacology: 805 118 – G912P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Pharmacy (8CC R03 – G901P).

HSC.1.36.3.6 Programme: Pharmacy Practice: 805 119 – G913P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Pharmacy (8CC R04 – G901P).

HSC.1.36.3.7 Programme: Occupational Hygiene: 805 104 Curriculum G901P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R08 – G901P).

HSC.1.36.3.8 Programme: Dietetics: Qualification code 805 105 – G905P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Science (8CD R01 – G901P).

HSC.1.36.3.9 Programme: Physiology: 805 107 – G915P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CD R03 – G901P).

HSC.1.36.3.10 Programme: Consumer Sciences: 805 112 – G940P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Consumer Sciences (8CA R01 – G901P).

HSC.1.36.3.11 Programme: Nutrition: 805 114 – G960P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Science (8CD R02 – G901P).

HSC.1.36.3.12 Programme: Social Work: 805 108 – G921P/V

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Social Work (8CE R01 – G901P).

HSC.1.36.3.13 Programme: Psychology 805 110 – G931P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CD R03 – G901P).

HSC.1.36.3.14 Programme: Community Nursing Science: 805 113 – G950P/N950M

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R07 – G901P).

HSC.1.36.3.15 Programme: Health Service Management: 805 113 – G951P/N951M

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R07 – G901P).

HSC.1.36.3.16 Programme: Professional Nursing: 805 113 – G953P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R07 – G901P).

HSC.1.36.3.17 Programme: Psychiatric Nursing Science: 805 113 – G954P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R07 – G901P).

HSC.1.36.3.18 Programme: Midwifery & Neonatal Nursing Science: 805 113 – G955P

No new students will be admitted to this programme. The program will be kept open only for pipeline students. Rules for the degree specified in the faculty calendar of 2016 will hold.

New students register for the Doctor of Philosophy in Health Sciences (8CB R07 – G901P).

HSC.1.37 DOCTOR OF PHILOSOPHY IN CONSUMER SCIENCES

HSC.1.37.1 Duration (minimum and maximum)

The minimum duration for the study is two year and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.37.2 Admission requirements of the qualification

A Master's degree or equivalent qualification as approved by Senate is essential for admission to a doctoral degree.

HSC.1.37.3 Outcomes of the qualification

The achievement of this qualification means that the PhD graduate is able to demonstrate the achievement of the following specific and critical cross-field outcomes:

Specific outcomes:

- a) Demonstrate a depth of knowledge and high levels of theoretical understanding in a complex and specialised area of Consumer Sciences.
- b) Demonstrate intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies for the solution of complex, unfamiliar problems in a specific field of Consumer Sciences and the competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- c) Deal with complexity, lacunae and contradictions in the knowledge base of Consumer Sciences.
- d) Autonomously generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.
- e) Question existing knowledge boundaries and practices in Consumer Sciences and create responses to problems that expand or redefine existing knowledge.
- f) Show mastery of the literature and state of research in a specific area.

- g) Demonstrate research leadership within a field or across disciplines, including the ability to plan, resource, manage and optimise all aspects of research processes engaged in, within complex and unpredictable contexts.
- h) Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Critical cross-field outcomes for this qualification include but are not limited to the following competencies:

- i) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- j) working in a disciplinary and/or inter-disciplinary manner as a member of a team, group, organisation or community in both the public and private sectors;
- k) demonstrating an understanding of the interaction between systems from an ecological perspective by understanding social needs, problems and resource capacity within an international, national and local context;
- l) demonstrating the effective utilisation of technology for strategies aimed at the development of Consumer Sciences as well as Science in general;
- m) effectively managing and planning a learning programme that provides for a schedule of activities including reading scientific journals in the field, becoming a member of scholarly societies and professional bodies, attending seminars and conferences, doing research and rendering voluntary services to facilitate professional growth and development;
- n) developing a comprehensive and systematic report on a research project in the format of a doctoral thesis, and the competence to write research articles suitable for publication in refereed journals and/or other scientific reports.
- o) communicating effectively with people of all target groups, using visual, language and mathematical skills, in the modes of oral and/or written persuasion.

HSC.1.37.4 Programme: Consumer Sciences

Qualification code: 8CA R01

The PhD degree comprises the planning and execution of a research project and the writing of a thesis. The student can focus on a consumer behaviour project within the research focus of the group and study full time or part time.

The closing date for applications is 30 September. (After this date applications will be considered on merit). Studies can be completed on a full time or part time basis.

HSC.1.37.4.1 Faculty specific rules and requirements of the programme

- a) An applicable master's degree or a qualification which the Senate considers equivalent is required.
- b) Admission is based on academic performance during previous studies and experience.
- c) Modules in consumer behaviour and research methodology are compulsory for admission to the programme.
- d) Students who do not comply with the admission requirements may be allowed to write an admission examination in consumer behaviour and research methodology, which must be passed before final selection will be considered.
- e) The selection process, starting 1 October, consists of a paper selection, based on admission requirements and available capacity. Students will only be admitted to the programme if sufficient capacity is available.
- f) To be taken into consideration for selection, the student must submit a written application to the university. The written application is evaluated during the first paper selection process of the research entity based on admission requirements and available capacity (A). Prospective students will preferably join existing research projects, as determined by the research entity.
- g) All applicants, meeting the requirements of the first paper selection process (B), will hand in a written assignment on a research topic that is provided, which is not necessarily the topic that the student if accepted will work on for his/her research project. A CV of the applicant should accompany this assignment.
- h) Applicants who are successful during the second paper selection procedure I will be invited for a selection interview as a final selection procedure.
- i) Prospective students will preferably join existing research projects as determined by the research entity.
- j) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.37.4.2 Curriculum: Consumer Sciences

This PhD programme leads to the development of specialised knowledge and the capability to apply acquired skills to the solving of problems in the specific subject field.

HSC.1.37.4.2.1 Compilation of the curriculum: Consumer Sciences

Qualification- and programme code: 8CA R01; Curriculum code: G901P

Module code	Descriptive name	Credits
VERB971	Thesis: Consumer Sciences	360
Total credits for the curriculum		360

HSC.1.38 DOCTOR OF PHILOSOPHY IN HEALTH SCIENCES

HSC.1.38.1 Duration (minimum and maximum)

The minimum duration for the study is two year and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.38.2 Admission requirements of the qualification

A Master's degree or equivalent qualification as approved by Senate is essential for admission to a doctoral degree.

HSC.1.38.3 Outcomes of the qualification

The achievement of this qualification means that the PhD graduate is able to demonstrate the achievement of the following specific and critical cross-field outcomes:

Specific outcomes:

- a) Demonstrate a depth of knowledge and high levels of theoretical understanding in a complex and specialised area of the Health Sciences.
- b) Demonstrate intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies for the solution of complex, unfamiliar problems in a specific field of the Health Sciences and the competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- c) Deal with complexity, lacunae and contradictions in the knowledge base of the Health Sciences.
- d) Autonomously generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.
- e) Question existing knowledge boundaries and practices in the Health Sciences and create responses to problems that expand or redefine existing knowledge.
- f) Show mastery of the literature and state of research in a specific area.
- g) Demonstrate research leadership within a field or across disciplines, including the ability to plan, resource, manage and optimise all aspects of research processes engaged in, within complex and unpredictable contexts.

- h) Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Critical cross-field outcomes for this qualification include but are not limited to the following competencies:

- i) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- j) working in a disciplinary and/or inter-disciplinary manner as a member of a team, group, organisation or community in both the public and private sectors;
- k) demonstrating an understanding of the interaction between systems from an ecological perspective by understanding social needs, problems and resource capacity within an international, national and local context;
- l) demonstrating the effective utilisation of technology for strategies aimed at the development of the Health Sciences as well as Science in general;
- m) effectively managing and planning a learning programme that provides for a schedule of activities including reading scientific journals in the field, becoming a member of scholarly societies and professional bodies, attending seminars and conferences, doing research and rendering voluntary services to facilitate professional growth and development;
- n) developing a comprehensive and systematic report on a research project in the format of a doctoral thesis, and the competence to write research articles suitable for publication in refereed journals and/or other scientific reports.
- o) communicating effectively with people of all target groups, using visual, language and mathematical skills, in the modes of oral and/or written persuasion.

HSC.1.38.4 Programme: (with) Human Movement Science

Qualification code: 8CB R05

The curriculum composed in this programme is of an academic nature. The curriculum provides an opportunity for the development of specialised and advanced knowledge, applied skills, attitudes and values as researchers in Human Movement Science.

Applications should be submitted by 11 September. (After this date applications will be considered on merit). Students can study full time or part time.

HSC.1.38.4.1 Faculty specific rules and requirements of the programme

- a) A Master's degree or equivalent qualification as approved by Senate is required;
- b) The student should pass the master's degree with an average of at least 60%;

- c) Admission is subject to approval by the school – and research director;
- d) A selection process by an internal selection panel takes place during October to November. Applications received after this date will be selected on merit during January and February.
- e) Selection will be based on academic performance and available capacity in the subject field. The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.38.4.2 Curriculum: Human Movement Science

HSC.1.38.4.2.1 Compilation of the curriculum: Human Movement Science

Qualification- and programme code: 8CB R05; Curriculum code: G901P

Module code	Descriptive name	Credits
MBWK971	Thesis: Human Movement Science	360
Total credits for the curriculum		360

HSC.1.38.5 Programme: (with) Recreation Science

Qualification code: 8CB R11

The curriculum composed in this programme is of an academic nature. The curriculum provides an opportunity for the development of specialised and advanced knowledge, applied skills, attitudes and values as researchers in Recreation.

Applications should be submitted by 11 September. (After this date applications will be considered on merit). Students can study full time or part time.

HSC.1.38.5.1 Faculty specific rules and requirements of the programme

- a) A Master's degree or equivalent qualification as approved by Senate is required;
- b) The student should pass the Master's degree with an average mark of at least 60%;
- c) Admission is subject to approval by the school – and research director;
- d) A selection process by an internal selection panel takes place during October to November. Applications received after this date will be selected on merit during January and February.
- e) Selection will be based on academic performance and available capacity in the subject field.
- f) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules

HSC.1.38.5.2 Curriculum: Recreation Science

HSC.1.38.5.2.1 Compilation of the curriculum: Recreation Science

Qualification- and programme code: 8CB R11; Curriculum code: G901P

Module code	Descriptive name	Credits
RKKX971	Thesis: Recreation Sciences	360
Total credits for the curriculum		360

HSC.1.38.6 Programme: (with) Health Professions Education

Qualification code: 8CB R12

The general closing date for applications is 30 September and applications received after this date will be selected on merit.

The programme is presented full time or part time via contact learning with a blended learning environment approach. The purpose of this qualification is to provide lecturers, who are currently employed as lecturers and researchers in health professions within a higher education and training environment, with an opportunity to enrol for a postgraduate qualification at NQF level 10. The focus of this qualification is on health education research in the higher education context with the aim to advance scholarship of teaching and learning in Health Sciences.

HSC.1.38.6.1 Faculty specific rules and requirements of the programme

- a) Admission to this programme can be granted after completion of a relevant master's degree (or equivalent qualification);
- b) Every applicant will be subjected to a selection process by a panel constituted by the research director and the qualification manager.
- c) Students from foreign countries are requested to have their degrees validated by SAQA before admission.
- d) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.38.6.2 Curriculum: Health Professions Education

Qualification - and programme code: 8CB R12; Curriculum: G901P

Module code	Descriptive name	Credits
HPED971	Thesis: Health Professions Education	360
Total credits for the curriculum		360

HSC.1.38.7 Programme: (with) Occupational Hygiene

Qualification code: 8CB R08

The aim of the qualification is to enable a student that already has a master's degree in the field of Occupational Hygiene, or a qualification that is recognised as equivalent, to prove by a doctoral thesis that he/she did a definite scientific contribution to development of new knowledge and/or applicable skills.

A further objective of the qualification is to provide South Africa with scientific researchers who have a broad theoretical expertise and practical skills in Occupational Hygiene.

The general closing date for applications is 30 September. (After this date applications will be considered on merit). The programme can be done on a full time or part time basis.

HSC.1.38.7.1 Faculty specific rules and requirements of the programme

- a) Admission to this programme can be granted after completion of a master's degree in Occupational Hygiene (or equivalent qualification) at master's level;

- b) At least 60% average in the master's degree is required;
- c) Selection according to specified admission requirements is done by the research director and senior researchers and is subject to available capacity.
- d) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.38.7.2 Curriculum: Occupational Hygiene

HSC.1.38.7.2.1 Compilation of the curriculum: Occupational Hygiene

Qualification- and programme code: 8CB R08; Curriculum code: G901P

Module code	Descriptive name	Credits
BHIG971	Thesis: Occupational Hygiene	360
Total credits for the curriculum		360

HSC.1.38.8 Programme: (with) Positive Psychology

Qualification code: 8CB R09

The curriculum composition of this programme is of an academic nature. The curriculum gives an opportunity for the development of specialised and advanced knowledge, with the accompanying relevant applied skills, attitudes and values as researchers in Positive Psychology, and prepares the student for postdoctoral study in Positive Psychology.

The general closing date for applications is 15 October. (After this date applications will be considered on merit). Students can study on a full time or part time basis.

HSC.1.38.8.1 Faculty specific rules and requirements of the programme

- a) A master's degree in a relevant field (e.g., positive psychology or psychology) or equivalent qualification as approved by Senate. Students must have achieved at least 65% for the master's degree.
- b) Proof of adequate prior knowledge in positive psychology is a prerequisite.
- c) Recognition may be given to additional experience and expertise;
- d) For selection, the prospective student must submit a research protocol which will be evaluated by a specialist panel.
- e) The research concept must fall within the research focus, projects and expertise of the subject group.
- f) Provisional admission is granted after completion of a selection process but is subject to a suitable qualification and academic performance.
- g) Final admission and approval is subject to available capacity and expertise in the subject group;
- h) Candidates may be requested to attend additional workshops to improve their research skills.
- i) Attendance of NWU ethics training is compulsory.
- j) The final result is based on 100% evaluation of a research thesis according to the requirements of the Academic and Faculty rules.

HSC.1.38.8.2 Curriculum: Positive Psychology

HSC.1.38.8.2.1 Compilation of the curriculum: Positive Psychology

Qualification- and programme code: 8CB R09; Curriculum code: G901P/V

Module code	Descriptive name	Credits
PSYP971	Thesis: Positive Psychology	360
Total credits for the curriculum		360

HSC.1.38.9 Programme: (with) Psychology

Qualification code: 8CB R10

The curriculum composed in this programme is of an academic nature. The curriculum gives an opportunity for the development of specialised and advanced knowledge, applied skills, attitudes and values as researchers in Psychology, and prepares the student for postdoctoral study in Psychology. In the development of this curriculum, national and regional needs were addressed in the specific research focus area.

The general closing date for applications is 30 September. (After this date applications will be considered on merit). Studies can be done on a full time or part time basis.

HSC.1.38.9.1 Faculty specific rules and requirements of the programme

- A master's degree in Psychology is required. Students must have achieved at least 65% in the master's degree;
- Recognition will be given to additional experience and expertise;
- Provisional admission is granted after completion of a selection process but is subject to a suitable qualification, academic performance as well as a suitable research concept within the research focus and projects in the subject group;
- Selected students who are provisionally admitted must submit a research protocol within the prescribed timeframe, which will be evaluated by a specialist panel;
- Final admission and approval is subject to the submission of a successful research protocol as well as available capacity in the subject group;
- Candidates may be requested to attend additional workshops to improve their research skills.
- The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.38.9.2 Curriculum: Psychology

HSC.1.38.9.2.1 Compilation of the curriculum: Psychology

Qualification- and programme code: 8CB R10; Curriculum code: G901P/M/V

Module code	Descriptive name	Credits
PSYC971	Thesis: Psychology	360
Total credits for the curriculum		360

HSC.1.38.10 Programme: (with) Nursing Sciences

Qualification code: 8CB R07

The student should be able to execute the profession of Nursing as an expert at a highly specialised level and to distinguish him/her as a leader in research in the field of Nursing Science. He/she should be able to initiate research and understand and predict future tendencies. Furthermore, he/she should be able to lead others in the use of advanced Research Methodology in nursing studies and to add knowledge to the knowledge base of Nursing Science.

The general closing date for applications is 31 October. (After this date applications will be considered on merit). Studies can be conducted on a full time or part time basis.

HSC.1.38.10.1 Faculty specific rules and requirements of the programme

- a) Students will only be admitted to the PhD degree if they are in possession of a suitable master's degree or a qualification which the Senate considers equivalent.
- b) The candidate must have achieved at least 65% in the master's degree.
- c) A pre-doctoral study programme must be completed successfully (details are available from the research director)
- d) After presenting the research proposal to the Research Committee, the student should defend it during a doctoral seminar; and present the findings during the doctoral seminar.
- e) An application for selection must be handed in before the selection process starts on 1 November.
- f) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules

HSC.1.38.10.2 Curriculum: Nursing Science

HSC.1.38.10.2.1 Compilation of the curriculum: Nursing Science

Qualification- and programme code: 8CB R07; Curriculum code: G901P/M

Module code	Descriptive name	Credits
VPVV971	Thesis: Nursing Science	360
Total credits for the curriculum		360

HSC.1.39 DOCTOR OF PHILOSOPHY IN PHARMACY

HSC.1.39.1 Duration (minimum and maximum)

The minimum duration for the study is two year and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.39.2 Admission requirements of the qualification

A Master's degree or equivalent qualification as approved by Senate is essential for admission to a doctoral degree.

HSC.1.39.3 Outcomes of the qualification

The achievement of this qualification means that the PhD graduate is able to demonstrate the achievement of the following specific and critical cross-field outcomes:

Specific outcomes:

- a) Demonstrate a depth of knowledge and high levels of theoretical understanding in a complex and specialised area of the field of Pharmacy.
- b) Demonstrate intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies for the solution of complex, unfamiliar problems in a specific field of Pharmacy and the competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- c) Deal with complexity, lacunae and contradictions in the knowledge base of the Pharmacy field.
- d) Autonomously generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.
- e) Question existing knowledge boundaries and practices in the Pharmacy field and create responses to problems that expand or redefine existing knowledge.
- f) Show mastery of the literature and state of research in a specific area. • Demonstrate research leadership within a field or across disciplines, including the ability to plan, resource, manage and optimise all aspects of research processes engaged in, within complex and unpredictable contexts.
- g) Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Critical cross-field outcomes: Critical cross-field outcomes for this qualification include but are not limited to the following competencies:

- h) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- i) working in a disciplinary and/or inter-disciplinary manner as a member of a team, group, organisation or community in both the public and private sectors;
- j) demonstrating an understanding of the interaction between systems from an ecological perspective by understanding social needs, problems and resource capacity within an international, national and local context;
- k) demonstrating the effective utilisation of technology for strategies aimed at the development of the Pharmacy field as well as Science in general;
- l) effectively managing and planning a learning programme that provides for a schedule of activities including reading scientific journals in the field, becoming a member of scholarly societies and professional bodies,

- attending seminars and conferences, doing research and rendering voluntary services to facilitate professional growth and development;
- m) developing a comprehensive and systematic report on a research project in the format of a doctoral thesis, and the competence to write research articles suitable for publication in refereed journals and/or other scientific reports.
 - n) communicating effectively with people of all target groups, using visual, language and mathematical skills, in the modes of oral and/or written persuasion.

HSC.1.39.4 Programme: Pharmaceutical Chemistry

Qualification code: 8CC R01

The PhD degree is a research-based degree and consists of a study (research project) and a thesis in one of the following curriculum: Pharmaceutical Chemistry.

The curriculum is presented on a full time basis in Afrikaans and English.

The general closing date for applications is 31 October. (After this date applications will be considered on merit).

HSC.1.39.4.1 Faculty specific rules and requirements of the programme

- a) A Master's degree or equivalent qualification as approved by Senate is required in the particular field of specialization.
- b) Selection involves the submission of a formal application form, an internal selection form and curriculum vitae by the applicant as well as a possible interview by the sub-programme leader and researchers.
- c) Admission may be refused if the standard of proficiency that the student has acquired previously in the specific subject(s) in which the student wants to study further does not meet the requirements of the program/curriculum.
- d) In the case where a student wish to present a thesis in the form of research articles, the stipulations of the General Rules hold.
- e) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.39.4.2 Curriculum: Pharmaceutical Chemistry

This curriculum has a dual aim, namely:

- for the student who has reached the level of a master's degree in the Pharmaceutical Sciences and Practice, to show with a doctoral thesis that he/she has made a significant contribution to the development of (1) new scientific knowledge, and/or (2) new skills in a specific research field, thus making an addition of value to the community in the fields of knowledge and skills in his/her specific field, and
- To provide South Africa with advanced pharmaceutical scientists and practising manpower with advanced theoretical and practical knowledge in different pharmaceutical-scientific and practice disciplines. With this

qualification the student can contribute to a broadening of the leadership base for innovative and knowledge-based economic and scholastic activities in the country.

HSC.1.39.4.2.1 Compilation of the curriculum: Pharmaceutical Chemistry

Qualification- and programme code: 8CC R01; Curriculum code: G901P

Module code	Descriptive name	Credits
FCHG971	Thesis: Pharmaceutical Chemistry	360
Total credits for the curriculum		360

HSC.1.39.5 Programme: Pharmaceutics

Qualification code: 8CC R02

The PhD degree is a research-based degree and consists of a study (research project) and a thesis in Pharmaceutics.

The curriculum is presented on a full time basis in Afrikaans and English.

The general closing date for applications is 31 October. (After this date applications will be considered on merit).

HSC.1.39.5.1 Faculty specific rules and requirements of the programme

- a) A master's degree or equivalent qualification as approved by Senate is required in the particular field of specialization.
- b) Selection involves the submission of a formal application form, an internal selection form and curriculum vitae by the applicant as well as a possible interview by the sub-programme leader and researchers.
- c) Admission may be refused if the standard of proficiency that the student has acquired previously in the specific subject(s) in which the student wants to study further does not meet the requirements of the specific program/curriculum.
- d) In the case where a student wish to present a thesis in the form of research articles, the stipulations of the General Rules hold.
- e) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.39.5.2 Curriculum: Pharmaceutics

This curriculum has a dual aim, namely:

- for the student who has reached the level of a master's degree in the Pharmaceutical Sciences and Practice, to show with a doctoral thesis that he/she has made a significant contribution to the development of (1) new scientific knowledge, and/or (2) new skills in a specific research field, thus making an addition of value to the community in the fields of knowledge and skills in his/her specific field, and
- To provide South Africa with advanced pharmaceutical scientists and practising manpower with advanced theoretical and practical knowledge in different pharmaceutical-scientific and practice disciplines. With this

qualification the student can contribute to a broadening of the leadership base for innovative and knowledge-based economic and scholastic activities in the country.

HSC.1.39.5.2.1 Compilation of the curriculum: Pharmaceutics

Qualification- and programme code: 8CC R02; Curriculum code: G901P

Module code	Descriptive name	Credits
FMSG971	Thesis: Pharmaceutics	360
Total credits for the curriculum		360

HSC.1.39.6 Programme: Pharmacology

Qualification code: 8CC R03

The PhD degree is a research-based degree and consists of a study (research project) and a thesis in Pharmacology.

The curriculum is presented on a full time basis in Afrikaans and English.

The general closing date for applications is 31 October. (After this date applications will be considered on merit).

HSC.1.39.6.1 Faculty specific rules and requirements of the programme

- a) A Master's degree or equivalent qualification as approved by Senate is required in the particular field of specialization.
- b) Selection involves the submission of a formal application form, an internal selection form and curriculum vitae by the applicant as well as a possible interview by the sub-programme leader and researchers.
- c) Admission may be refused if the standard of proficiency that the student has acquired previously in the specific subject(s) in which the student wants to study further does not meet the requirements of the specific program/curriculum.
- d) In the case where a student wish to present a thesis in the form of research articles, the stipulations of the General Rules hold.
- e) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.39.6.2 Curriculum: Pharmacology

This curriculum has a dual aim, namely:

- for the student who has reached the level of a master's degree in the Pharmaceutical Sciences and Practice, to show with a doctoral thesis that he/she has made a significant contribution to the development of (1) new scientific knowledge, and/or (2) new skills in a specific research field, thus making an addition of value to the community in the fields of knowledge and skills in his/her specific field, and
- To provide South Africa with advanced pharmaceutical scientists and practising manpower with advanced theoretical and practical knowledge in different pharmaceutical-scientific and practice disciplines. With this qualification the student can contribute to a broadening of the leadership

base for innovative and knowledge-based economic and scholastic activities in the country.

HSC.1.39.6.2.1 Compilation of the curriculum: Pharmacology

Qualification- and programme code: 8CC R03; Curriculum code: G901P

Module code	Descriptive name	Credits
FKLG971	Thesis: Pharmacology	360
Total credits for the curriculum		360

HSC.1.39.7 Programme: Pharmacy Practice

Qualification code: 8CC R04

The PhD degree is a research-based degree and consists of a study (research project) and a thesis in Pharmacy Practice.

The curriculum is presented on a full time and part time basis in Afrikaans and English.

The general closing date for applications is 31 October. (After this date applications will be considered on merit).

HSC.1.39.7.1 Faculty specific rules and requirements of the programme

- a) A M Pharm or equivalent qualification is required;
- b) Admission to the program/curriculum takes place according to selection by the leader and the Quality Assurance Committee of the research niche area. Selection is done on an on-going basis, with consideration of applicable registration dates as determined by the University.
- c) It is recommended that a prospective student must have achieved at least 60% in an applicable master's project.
- d) Practise experience and prior learning will be taken in consideration.
- e) In the case where a student gets permission to present a thesis in the form of research articles, the stipulations of the General Academic Rules of the University hold.
- f) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.39.7.2 Curriculum: Pharmacy Practice

This curriculum has a dual aim, namely:

- for the student who has reached the level of a master's degree in the Pharmaceutical Sciences and Practice, to show with a doctoral thesis that he/she has made a significant contribution to the development of (1) new scientific knowledge, and/or (2) new skills in a specific research field, thus making an addition of value to the community in the fields of knowledge and skills in his/her specific field, and
- To provide South Africa with advanced pharmaceutical scientists and practising manpower with advanced theoretical and practical knowledge in different pharmaceutical-scientific and practice disciplines. With this qualification the student can contribute to a broadening of the leadership

base for innovative and knowledge-based economic and scholastic activities in the country.

HSC.1.39.7.2.1 Compilation of the curriculum: Pharmacy Practice

Qualification- and programme code: 8CC R04; Curriculum code: G901P

Module code	Descriptive name	Credits
FPKG971	Thesis: Pharmacy Practice	360
Total credits for the curriculum		360

HSC.1.40 DOCTOR OF PHILOSOPHY IN SCIENCE

HSC.1.40.1 Duration (minimum and maximum)

The minimum duration for the study is two year and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.40.2 Admission requirements of the qualification

A Master's degree or equivalent qualification as approved by Senate is essential for admission to a doctoral degree.

HSC.1.40.3 Outcomes of the qualification

The achievement of this qualification means that the PhD graduate is able to demonstrate the achievement of the following specific and critical cross-field outcomes:

Specific outcomes:

- a) Demonstrate a depth of knowledge and high levels of theoretical understanding in a complex and specialised area of the Natural Sciences.
- b) Demonstrate intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies for the solution of complex, unfamiliar problems in a specific field of the Natural Sciences and the competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- c) Deal with complexity, lacunae and contradictions in the knowledge base of the Natural Sciences.
- d) Autonomously generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.
- e) Question existing knowledge boundaries and practices in the Natural Sciences and create responses to problems that expand or redefine existing knowledge.
- f) Show mastery of the literature and state of research in a specific area. • Demonstrate research leadership within a field or across disciplines, including the ability to plan, resource, manage and optimise all aspects of

research processes engaged in, within complex and unpredictable contexts.

- g) Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Critical cross-field outcomes for this qualification include but are not limited to the following competencies:

- h) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- i) working in a disciplinary and/or inter-disciplinary manner as a member of a team, group, organisation or community in both the public and private sectors;
- j) demonstrating an understanding of the interaction between systems from an ecological perspective by understanding social needs, problems and resource capacity within an international, national and local context;
- k) demonstrating the effective utilisation of technology for strategies aimed at the development of the Natural Sciences as well as Science in general;
- l) effectively managing and planning a learning programme that provides for a schedule of activities including reading scientific journals in the field, becoming a member of scholarly societies and professional bodies, attending seminars and conferences, doing research and rendering voluntary services to facilitate professional growth and development;
- m) developing a comprehensive and systematic report on a research project in the format of a doctoral thesis, and the competence to write research articles suitable for publication in refereed journals and/or other scientific reports.
- n) communicating effectively with people of all target groups, using visual, language and mathematical skills, in the modes of oral and/or written persuasion.

HSC.1.40.4 Programme: (with) Dietetics

Qualification code: 8CD R01

The objective of the PhD degree is to give the student in the field of Dietetics the opportunity to show that he/she has delivered a significant contribution with a doctoral thesis to the development of (1) new scientific knowledge, and/or (2) new skills in a particular research field. The second objective of the qualification is to provide South Africa with scientific researchers who have broad theoretical expertise and practical skills in Nutrition Science. By doing so, a contribution will be made to the broadening of the leadership base for innovative and knowledge-based nutrition care in the country.

The general closing date for applications is 31 October. (After this date applications will be considered on merit). Studies can be conducted full time or part time.

HSC.1.40.4.1 Faculty specific rules and requirements of the programme

- a) Students will only be admitted to the PhD degree in this programme if they are in possession of a BSc Dietetics degree as well as an MSc degree in Dietetics or Nutrition;
- b) A postgraduate selection committee evaluates applications and candidates who comply with the requirements will be invited for an interview.
- c) Selection is subject to academic performance, practical considerations and available capacity in the subject group.
- d) Students should pass an academic selection (an average of at least 60%) at the completion of the Master's degree.
- e) Students who wish to register for this programme must submit proof of immunisation against Hepatitis A and B during the previous 5 years.
- f) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules

HSC.1.40.4.2 Curriculum: Dietetics

HSC.1.40.4.2.1 Compilation of the curriculum: Dietetics

Qualification- and programme code: 8CD R01; Curriculum code: G901P

Module code	Descriptive name	Credits
NUTD971	Thesis: Dietetics	360
Total credits for the curriculum		360

HSC.1.40.5 Programme: (with) Nutrition

Qualification code: 8CD R02

The aim of the PhD degree is to provide the student in the field of Nutrition the opportunity to show by a doctoral thesis that he/she has made a significant contribution to the development of (1) new scientific knowledge, and/or (2) new skills in a specific research field. The second aim of the qualification is to provide South Africa with scientific researchers that have a broad theoretical expertise and practical skills in the nutrition science. A contribution will thus be made to the broadening of the leadership base for innovative and knowledge-based nutrition care in the country.

The general closing date for applications is 31 October. (After this date applications will be considered on merit). Studies can be conducted full time or part time.

HSC.1.40.5.1 Faculty specific rules and requirements of the programme

- a) Students will only be admitted to the PhD degree in this programme if they are in possession of an MSc degree in Nutrition or Dietetics or an equivalent qualification as approved by a postgraduate selection committee;
- b) A postgraduate selection committee evaluates applications and candidates who comply with the requirements will be invited for an interview;
- c) Selection is subject to the academic achievement of the student as well as the available capacity in the subject group;
- d) Students should pass an academic selection (an average of at least 60%) at the completion of the Master's degree;

- e) Students who wish to register for this programme must submit proof of immunisation against Hepatitis A and B during the previous 5 years;
- f) Non-nutrition students who did not complete an MSc Dietetics or MSc Nutrition degree will be required to complete additional Nutrition modules (non-credit bearing) on an ad hoc basis as determined by the postgraduate selection committee.
- g) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules

HSC.1.40.5.2 Curriculum: Nutrition

HSC.1.40.5.2.1 Compilation of the curriculum: Nutrition

Qualification- and programme code: 8CD R02; Curriculum code: G901P

Module code	Descriptive name	Credits
NUTN971	Thesis: Nutrition	360
Total credits for the curriculum		360

HSC.1.40.6 Programme: (with) Physiology

Qualification code: 8CD R03

The aim of the qualification is to enable a student who has already obtained a master's degree in the field of Cardiovascular Physiology, or a qualification which is recognised as equivalent, to provide proof by means of a doctoral thesis that he/she made a definite scientific contribution to the development of new knowledge and/or applicable skills.

A further aim of the qualification is to provide South Africa with scientific researchers that have a broad expertise and practical skills in the Health Science, with specialisation and master ship in Cardiovascular Physiology.

The general closing date for applications is the 31 October. (After this date applications will be considered on merit). Studies can be conducted only on a full time basis.

HSC.1.40.6.1 Faculty specific rules and requirements of the programme

- a) Students must be in possession of a suitable MSc or MSc degree or a qualification which the Senate considers equivalent;
- b) Selection is done at the hand of specific admission requirements and considered by the research director and senior researchers in the entity HART, and is subject to available capacity in the research entity;
- c) The student should achieve at least 65% in Physiology at master's level (or equivalent qualification);
- d) It is strongly recommended that the student should provide proof of immunisation against Hepatitis A and B.
- e) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.
- f) The student must participate for the full time of study in the Hypertension Teaching and Research clinic, as well as the Biochemistry Laboratory activities in order to gain practical experience.

HSC.1.40.6.2 Curriculum: Physiology

HSC.1.40.6.2.1 Compilation of the curriculum: Physiology

Qualification- and programme code: 8CD R03; Curriculum code: G901P

Module code	Descriptive name	Credits
PHYS971	Thesis: Physiology	360
Total credits for the curriculum		360

HSC.1.40.7 Programme: (with) Pharmaceutical Sciences

Qualification code: 8CD R04

The purpose of the qualification is to develop candidates as independent young researchers within the field of Pharmaceutical Sciences. Furthermore, and by way of increased research competence, to provide candidates with relevant and advanced knowledge, skills and competences for application in the pharmaceutical and related fields such as the cosmetic and food industries. During completion of this degree, students will obtain professional and research competence in aspects of product development, formulation and evaluation, to be applied in different practice settings. Successful completion of the qualification will therefore ensure provision of highly skilled professional workers within the field of new product development that has been identified by Government and Industry as an important strategic goal for progress in job creation.

The PhD degree is a research-based degree and consists of a study (research project) and a thesis in Pharmaceutical Sciences.

The curriculum is presented on a full time basis in Afrikaans and English.

The general closing date for applications is 31 October. (After this date applications will be considered on merit and available capacity).

HSC.1.40.7.1 Faculty specific rules and requirements of the programme

- a) A master's degree or equivalent qualification as approved by Senate is required in the particular field of specialization.
- b) The student should preferably have achieved at least 60% for their master's degree.
- c) Experience and prior learning in relevant positions will be taken in consideration.
- d) Admission may be refused if the standard of proficiency that the student has acquired previously in the specific subject(s) in which the student wants to study further does not meet the requirements of the specific program/curriculum.
- e) In the case where a student gets permission to present a thesis in the form of research articles, the stipulations of the General Academic Rules of the University holds.
- f) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.40.7.2 Curriculum: Pharmaceutical Sciences

The aim is to:

- provide learners with the necessary competence as highly skilled professional workers in the field of Pharmaceutical Sciences and related industries.
- provide learners with advanced knowledge, specific skills and applied competence to address the shortage that exists for highly skilled workers in Pharmaceutical science industry and related sectors, thereby providing in the needs of different communities and the country at large.

HSC.1.40.7.2.1 Compilation of the curriculum: Pharmaceutical Sciences

Qualification- and programme code: 8CD R04; Curriculum code: G901P

Module code	Descriptive name	Credits
FMWG971	Thesis: Pharmaceutical Sciences	360
Total credits for the curriculum		360

HSC.1.41 DOCTOR OF PHILOSOPHY IN SOCIAL WORK

HSC.1.41.1 Duration (minimum and maximum)

The minimum duration for the study is two year and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.41.2 Admission requirements of the qualification

A Master's degree in Social Work as approved by Senate is essential for admission to a doctoral degree.

HSC.1.41.3 Outcomes of the qualification

The achievement of this qualification means that the PhD graduate is able to demonstrate the achievement of the following specific and critical cross-field outcomes:

Specific outcomes:

- a) Demonstrate a depth of knowledge and high levels of theoretical understanding in a complex and specialised area of Social Work.
- b) Demonstrate intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies for the solution of complex, unfamiliar problems in a specific field of Social Work and the competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- c) Deal with complexity, lacunae and contradictions in the knowledge base of Social Work.
- d) Autonomously generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.

- e) Question existing knowledge boundaries and practices in Social Work and create responses to problems that expand or redefine existing knowledge.
- f) Show mastery of the literature and state of research in a specific area.
- g) Demonstrate research leadership within a field or across disciplines, including the ability to plan, resource, manage and optimise all aspects of research processes engaged in, within complex and unpredictable contexts.
- h) Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Critical cross-field outcomes for this qualification include but are not limited to the following competencies:

- i) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- j) working in a disciplinary and/or inter-disciplinary manner as a member of a team, group, organisation or community in both the public and private sectors;
- k) demonstrating an understanding of the interaction between systems from an ecological perspective by understanding social needs, problems and resource capacity within an international, national and local context;
- l) demonstrating the effective utilisation of technology for strategies aimed at the development of science in general;
- m) effectively managing and planning a learning programme that provides for a schedule of activities including reading scientific journals in the field, becoming a member of scholarly societies and professional bodies, attending seminars and conferences, doing research and rendering voluntary services to facilitate professional growth and development;
- n) developing a comprehensive and systematic report on a research project in the format of a doctoral thesis, and the competence to write research articles suitable for publication in refereed journals and/or other scientific reports.
- o) communicating effectively with people of all target groups, using visual and language skills in the modes of oral and/or written persuasion.

HSC.1.41.4 Programme: Social Work

Qualification code: 8CE R01

The curriculum composed in this programme is of an academic nature. It gives the opportunity for the development of specialised and advanced knowledge, and should enable the qualified student to distinguish himself/herself as a leader and researcher in the field of Social Work.

The closing date for applications is 30 September. (After this date applications will be considered on merit). The studies can be conducted full time or part time.

HSC.1.41.4.1 Faculty specific rules and requirements of the programme

- a) Admission to this programme/curriculum takes place after obtaining the master's degree in Social Work and with consideration of the student's previous academic performance;
- b) Completion of an Academic Literacy test or equivalent assessment to demonstrate reading and writing ability may be required, the final scores of which should be above 60%;
- c) Each applicant will be subjected to a selection interview conducted by the post graduate panel of the subject group. For this purpose a structured interview schedule will be used and the average of panellist's ratings will serve as selection criterion.
- d) Submission of an abbreviated research proposal will serve as final selection criterion.
- e) Students registering for this programme/curriculum should supply proof of registration as a social worker according to the Act on Social Service Professions (Act 110 of 1978).
- f) Prospective applicants may have to complete and pass a short refresher course in research methods.
- g) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.41.4.2 Curriculum: Social Work

HSC.1.41.4.2.1 Compilation of the curriculum: Social Work

Qualification- and programme code: 8CE R01; Curriculum code: G901P/M/V

Module code	Descriptive name	Credits
MWKN971	Thesis: Social Work	360
Total credits for the curriculum		360

HSC.1.42 DOCTOR OF PHILOSOPHY IN TRANSDISCIPLINARY HEALTH SCIENCES

HSC.1.42.1 Duration (Minimum and maximum)

The minimum duration for the study is two years and the maximum duration three years, calculated from the date of first registration for the particular programme. The faculty's decision is based on the current subsidy model for universities and may differ from other faculties or regulations.

Students who apply for an additional study year according to the Academic rules of the University, must note that it will have financial implications for them.

HSC.1.42.2 Admission requirements of the qualification

A student who wishes to register for a doctoral degree must have acquired a masters' degree or equivalent qualification in the applicable field as approved by the Senate.

HSC.1.42.3 Outcomes of the qualification

After completing this programme, the candidate should be able to demonstrate:

- a) an advanced, systematic and specialist grasp of the body of knowledge of transdisciplinary health;
- b) the competency to undertake and prepare a critical and relevant literature review, to apply theories and specialised tools and techniques in identifying and analysing complex real-world health problems and to draw valid, reliable and relevant conclusions from different sources;
- c) knowledge and critical understanding of national and international population trends and community needs, to evaluate these trends and needs and come to conclusions, with special focus on integrated transdisciplinary health, both in South Africa and globally;
- d) a critical understanding and skills to undertake transdisciplinary health research on individual, group and community level by applying appropriate research methods and techniques to identify, analyse and formulate complex real-world research problem(s) in the domain of transdisciplinary health, and to communicate and defend, orally and in writing, substantial ideas;
- e) the ability to defend results of the research effectively and ethically in a protocol and coherent thesis and present this verbally to a specialist and non-specialist audience by using the resources of an academic-professional discourse, supported by IT;
- f) demonstrate the ability to participate in and contribute to scholarly transdisciplinary debates; and
- g) the ability to critically synthesise and evaluate existing data and compose research articles for publication in accredited national and/or international journals.

HSC.1.42.4 Programme: Transdisciplinary Health Sciences

Qualification code: 8CF R01

This qualification is presented full time and part time in English.

The general closing date for applications is 31 October and applications received after this date will be selected on merit.

HSC.1.42.4.1 Faculty specific rules and requirements of the programme

- a) Candidates with a master's degree in the Transdisciplinary Health Sciences or a health-related discipline on NQF level 9 will be able to articulate into the PhD in Transdisciplinary Health Sciences.
- b) Paper selection criteria such as academic achievement (a final mark of 60% applies for the previous qualification) and relevant experience.
- c) Successful completion of a quality scientific assignment (written or oral) according to specific guidelines.
- d) Applicants are required to write a web-based scientific writing and reading assessment, of which the results have to be submitted along with the application.
- e) A formal individual in-depth interview by a selection panel of researchers.

- f) Access to and skills in computer technology as this qualification will be delivered via a blended mode and many of the materials and activities will have to be completed on-line.
- g) Students from foreign countries are requested to have their degrees validated by SAQA before admission.
- h) Selection by a selection committee and is subject to the academic performance of the student, and available capacity in the subject field. Students who meet the requirements will be invited to an interview.
- i) Selection is subject to approval by the research director.
- j) The final result is based on 100% evaluation of a research thesis according to the requirements of Academic and faculty rules.

HSC.1.42.4.2 Curriculum: Transdisciplinary Health Sciences

HSC.1.42.4.2.1 Composition of curriculum: Transdisciplinary Health Sciences

Qualification- and programme code: 8CF R01; Curriculum: G901P

Module code	Descriptive name	Credits
TDHP971	Thesis: Transdisciplinary Health Sciences	360
Credit total for the curriculum		360

HSC.1.43 POSTGRADUATE DIPLOMA IN MIDWIFERY AND NEONATAL NURSING SCIENCE

Not presented in 2019

This is a post basic programme and is accessible to SANC registered nurses and midwives.

This programme leads to an additional registration of a qualification in Midwifery and Neonatal Nursing Science and registration at the SANC as an advanced Midwife.

This programme is presented as a part time programme.

HSC.1.43.1 Duration of study

The minimum duration is one year and the maximum duration is two years.

HSC.1.43.2 Faculty specific rules and requirements of the programme

- a) A Bachelor's degree in Nursing Science and Midwifery or equivalent qualification;
- b) Current registration at the South African Nursing Council as a nurse and midwife.

HSC.1.43.3 Programme: Midwifery and Neonatal Nursing Science

Qualification code: 8DP D01

This qualification will enable you to obtain personal and professional growth in your strive to obtain lifelong learning and advance on your career path. Students

can proceed to the research master's degree after completion of this qualification.

HSC.1.43.3.1 Curriculum G501P: Midwifery and Neonatal Nursing Science

HSC.1.43.3.1.1 Curriculum outcomes

As a registered advanced midwife and neonatal nurse the student should be able to act independently as a clinical nurse specialist, researcher, consultant, and change agent in the midwifery practise. He/she will be able to function in the multi- professional team as a leader, facilitator and manager. As an advanced Midwife and Neonatal nurse he/she will be able to render cultural sensitive, holistic integrated evidence-based advanced midwifery care.

HSC.1.43.3.1.2 Compilation of the curriculum: Midwifery and Neonatal Nursing Science

Qualification and programme code: 8DP D01: G501P

Module code	Descriptive name	Type of credit	Credits
NSRT121	Health Science Research	Fundamental	16
ADMN511	Specialist Midwife: Practitioner, Leader and Consultant	Core	8
ADMN571	Midwife specialist: Maternal care	Core	16
ADMN572	The Neonatal Clinician	Core	16
ADMN573	Specialist Midwife: Practice	Core	72

Fundamental	Core	Elective	Total
32	112	0	128

HSC.1.44 POSTGRADUATE DIPLOMA IN PHARMACOLOGICAL PRINCIPLES OF DRUG THERAPY

This programme is phasing out and will only be open for pipeline students till 2020.

Qualification code: 8EC D01 (Distance Learning)

The Postgraduate Diploma in Pharmacological Principles of Drug Therapy is only presented in a distance mode by the Potchefstroom Campus of the North-West University.

The programme/curriculum is only presented in English

HSC.1.44.1 Duration of study

The minimum duration of the study is one (1) year and the maximum duration is three (3) years.

The programme is offered in such a manner that students can choose to do it in one or two years. It is recommended, however, that part time students take the course over a period of two years.

Students may also enrol for individual modules as certificate courses for purposes of continued professional development. A maximum of 3 modules may retain credit towards completion of the Postgraduate Diploma within a maximum period of three years.

HSC.1.44.2 Faculty specific rules and requirements of the programme

- a) Admission is allowed only if the degree BSc (Pharm) or B Pharm or MBChB or BChD was obtained or a qualification regarded by the Senate as equivalent to the above-mentioned degrees (including pharmacology at a third year level); and
- b) Students who completed individual modules as certificate courses may apply for recognition of prior learning. A maximum of one third (e.g. 45 credits) of the total number of credits may retain credit towards completion of the Postgraduate Diploma within a maximum period of three years.
- c) Students may, according to the judgement of the Faculty Board, be exempted from certain modules, or it may be expected from candidates to take additional course material
- d) There are two examination opportunities per module, of which the student may utilise one or both. (General Academic Rules regarding examination applies).
- e) As a general rule a ratio of 3:2 (participation mark : examination mark) is used to determine the module mark for modules 1 to 8, while a ratio of 1:1 is used for modules 9 to 11 and a ratio of 2:3 is used for module 12.
- f) A subminimum mark of 40% applies to each assessment for each module, including assignments, moderated group discussion forums, examination papers and oral evaluations. A module mark of at least 50 % must be obtained in each module.
- g) If a student fails to achieve the subminimum of 40% for any assessment or a final module mark of at least 50% in a particular module, the module must be repeated in its entirety. A student may, within the maximum period allowed for the study, repeat a module once in modules not exceeding 25% of the curriculum concerned.

HSC.1.44.3 Programme: Pharmacological Principles of Drug Therapy

Qualification code: 8EC D01

Continuing professional development is an important and integral part of the South African strategy to improve public services. This programme aims at assisting the health care professionals in South Africa (medical practitioners, pharmacists, etc.) in practicing more effective pharmacotherapy in the community medicine

HSC.1.44.3.1 Curriculum G501P: Pharmacological Principles of Drug Therapy

- a) The curriculum consists of 11 modules.
- b) Module 1-8 and 12 are compulsory.
- c) Any two elective modules from modules 9-11 must also be included.
- d) Successful completion of modules 1-8 and any two electives from 9-11 are prerequisites for module 12.
- e) Modules 1-8 and the two elective modules may be completed in random order, although the suggested order is as indicated in the table below.

- f) Basic computer and internet skills as well as free accessibility to appropriate technology are pre-requisites for this programme.

HSC.1.44.3.1.1 Curriculum outcomes

After completion of the Postgraduate Diploma in Pharmacological Principles of Drug Therapy, the student will demonstrate:

- selection of drugs based on pharmacological and ethical principles in the best interest of the patient.
- a sound knowledge of the basic pharmacological principles underlying drug therapy,
- insight into the dynamics and kinetics of interactions between drugs, including a comprehensive range of drug groups,
- the ability to evaluate existing drug prescriptions, and advise the patient with regard to drug treatment,
- the ability to synthesise individualised pharmacological treatment approaches for a wide range of disease states,
- information gathering skills of the latest information on drug treatment from the Internet,
- ability to evaluate published clinical trials on drug treatment,
- effective communication, individually and co-operatively, in an Internet-based environment,
- a sensitivity for a patient-orientated approach to drug therapy, and
- reason within the frame (work) of reference addressing relevant ethical questions regarding drug uses.

HSC.1.44.3.1.2 Compilation of the Curriculum: Pharmacological Principles of Drug Therapy

Qualification and programme code: 8EC D01; Curriculum code: G501P

Module code	Descriptive name	Credits
Module 1: FKLT531	Principles of Pharmacokinetics	8
Module 2: FKLT532	Principles of Pharmacodynamics	16
Module 3: FKLT541	Drugs and the Peripheral Nervous System	8
Module 4: FKLT551	Drugs and the Central Nervous System	16
Module 5: FKLT561	Drugs and the Cardiovascular System	16
Module 6: FKLT533	Drugs for Pain, Inflammation, Fever and Airway Diseases	16
Module 7: FKLT542	Chemotherapy of Infections and Infestations	16
Module 8: FKLT552	Hormones, Hominoids and Hormone Antagonists	16
Module 9: FKLT562**	Drugs for GIT and Skin Disorders	8
Module 10: FKLT563**	Vitamins, Haematopoietic and Immunopharmacology	8

Module code	Descriptive name	Credits
Module 11: FKL564**	Advanced Pharmacological Principles	8
Module 12: FKL571	Integrated Pharmacology	8
Credit total for the curriculum		136

Note: ** Electives: Any two modules can be selected from 9-11.

HSC.1.45 POSTGRADUATE DIPLOMA IN COSMETIC PRODUCT FORMULATION

Qualification code: 8DQ D01 (Full time/Part time - contact)

The Postgraduate Diploma in Cosmetic Product Formulation is largely presented by the Potchefstroom Campus of the North-West University. Compulsory contact sessions will be scheduled.

The programme/curriculum is only presented in English.

HSC.1.45.1 Duration of study

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

HSC.1.45.2 Faculty specific rules and requirements of the programme

A student qualifies for acceptance into the Postgraduate Diploma in Cosmetic Product Formulation if he/she has:

- a professional 4 year Bachelor of Pharmacy degree at NQF level 8; or
- a Bachelor of Science degree with at least one of the following major fields of study completed at NQF level 7: Chemistry, Physics, Biochemistry, Botany, Medical Sciences, Microbiology, Physiology, Zoology; or
- any other cognate qualification that the NWU Senate accepts as equivalent;
- it should be noted that, irrespective of the nature of the entry qualification, Chemistry at least at NQF level 5 is required;
- admission is subject to selection by the Director of the Centre of Excellence for Pharmaceutical Sciences;
- computer literacy and internet access is a necessity. Students must be able to read documents in Adobe PDF and create documents in Microsoft Word.

HSC.1.45.3 Programme: Cosmetic Product Formulation

Qualification and programme code: 8DQ D01

The purpose of the qualification is to professionally develop candidates already working within the field of Cosmetics Sciences by providing them with relevant and advanced knowledge, skills and competences in the field of product formulation for application in the cosmetic industry. Specifically, the student will obtain professional competence in aspects of product development, formulation and evaluation, to be applied in different practice settings. Successful completion of the qualification will therefore ensure provision of highly skilled professional workers within the field of new product development that has been identified by Government and Industry as an important strategic goal for progress in job creation in this field.

HSC.1.45.3.1 Curriculum G501P: Postgraduate Diploma in Cosmetic Product Formulation

- a) The curriculum consists of 8 modules.
- b) All modules are compulsory.
- c) Basic computer skills are a pre-requisite for this programme.

HSC.1.45.3.2 Curriculum outcomes

After completion of the Postgraduate Diploma in Cosmetic Product Formulation, the student will demonstrate:

- integrated and advanced knowledge of, and the ability to select, evaluate and apply, the basic scientific principles relevant within the field of cosmetic sciences;
- demonstrate integrated and advanced knowledge of raw material classifications, their respective mechanism of actions and possible incompatibilities with a view to compile either formulations or products;
- demonstrate advanced and integrated knowledge of the various processes during the development, manufacturing and distribution of cosmetic products that may influence the stability, quality and function of the end product with a view to select suitable manufacturing and packaging options, and to advise on appropriate storing conditions in practice settings;
- the ability to analyse and critically evaluate and interpret new product briefs and advise best formulation and/or delivery systems;
- the ability to understand and critically apply cosmetic regulations, claim substantiation, product testing and methods of evaluation;
- advanced and complete understanding of the cosmetic product development process with a view to successfully implement the process and prepare a product dossier of a formulated cosmetic product.

HSC.1.45.3.3 Compilation of the Curriculum: Postgraduate Diploma in Cosmetic Product Formulation

Qualification and programme code: 8DQ D01: Curriculum code: G501P

Module code	Descriptive name	Credits
First semester		
PFCP511	Cosmetic science, research, development and manufacturing	40
PFCP512	Formulation of personal care products	8
PFCP513	Formulation of skin care products	16
Total semester 1		64
Second semester		
PFCP521	Formulation of sun care products	16
PFCP522	Formulation of fragrance products	8
PFCP523	Formulating hair care products: shampoos and conditioners	8
PFCP524	Formulating chemical hair care processing products	8
PFCP525	Formulating colour cosmetic products	16
Total semester 2		56
Total credits for curriculum		120

HSC.1.46 ADVANCED UNIVERSITY DIPLOMA IN HEALTH SCIENCE

This programme is phasing out in 2019

This is a post-basic qualification and is accessible to health professionals.

If a professional nurse, this qualification leads to further registration of qualifications in Nursing Education and Nursing Management or Community Nursing, or Clinical Nursing Science, Health Assessment, Treatment and Care at the South African Nursing Council.

HSC.1.46.1 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 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 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. A credit represents the expected hours of study (one credit equals 10 study hours) a student will spend to achieve the specified outcomes.

HSC.1.46.2 Ratio between credits and teaching periods

As a general rule, the following shall apply: For each 16 credit module 4 contact sessions of 100 minutes each are required.

HSC.1.46.3 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 proof of prior learning: academic records and module outcomes.
- 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.1.46.4 Registration

- a) A student should apply for admission to a specific programme and curriculum.
- b) A student registers annually for a specific programme and curriculum according to the Rules of the specific programme.
- c) Registration can be changed on provision that the prescribed procedure is honoured.

HSC.1.46.5 Duration of the study

The minimum duration for this diploma is one year and the maximum duration is two years.

HSC.1.46.6 List of modules

Module code	Descriptive name	Credits	Outcomes based requirements
	Business Management		
BSKT111	Introduction to Psychology in Work Context	16	NONE
BSKT221	Personnel Psychology	16	NONE
	Community Nursing		
NSCT211	Grounding of Community Nursing	16	NONE
NSCT221	Principles of Primary Health Care	16	NONE
NSCT271	Community Nursing: Practica	24	NONE
NSKT211	Pharmacology	16	NONE
	Health Science Dynamics		
NSDT111	Health Science Dynamics	16	NONE
	Health Science Education		
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: Practica	16	NONE
	Financial Health Management		
NSFT121	Financial Health Management	16	NONE
	Clinical Nursing Science		
NSHT211	Clinical Nursing Science, Health Assessment, Treatment and Care: Child	16	NONE
NSHT221	Clinical Nursing Science, Health Assessment, Treatment and Care: Adult	16	NONE
NSHT271	Clinical Nursing Science, Health Assessment, Treatment and Care: Practica (Child and Adult)	48	NONE
	Health Service Management		
NSMT211	Unit/Clinic Management	16	NONE
NSMT221	Human Resources Management	16	NONE
NSMT271	Health Service Management: Practica	16	NONE
	Health Science Research		
NSRT121	Health Science Research	16	NONE
	Public Management and Governance		
OBAD112	Introduction to Public Management	16	NONE

Year modules must be registered in the first semester.

HSC.1.46.7 Programme: Advanced University Diploma in Health Science (One Year)

- This programme offers health professionals the opportunity to enhance their knowledge and skills in health service delivery and to function as an independent practitioner within the multidisciplinary team to render quality health care according to the needs of the country.
- It offers professional nurses the opportunity to register with the South African Nursing Council with one additional qualification.

HSC.1.46.7.1 Programme and qualification code

See different programmes.

HSC.1.46.7.2 Admission requirements

- 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 to this program, the student should, (if a professional nurse) be:
 - 1) in possession of an applicable diploma in General Nursing Science and one additional qualification;
 - 2) registered as professional nurse with the South African Nursing Council;
 - 3) Submit the current year's South African Nursing Council receipt.
- c) In order to be admitted to this program, the student should be a health professional, be:
 - 1) In possession of an applicable diploma/degree in health science.

HSC.1.46.7.3 Community Nursing (One Year)

Qualification and programme code: 837 100; Curriculum G511T (Open distance learning)

HSC.1.46.7.3.1 Curriculum outcomes

On completion of this curriculum the successful candidate should be able to function as an independent practitioner within the multi-professional team and the ethical legal framework by:

- a) utilising critical analytical problem solving skills to provide comprehensive community nursing based on a scientific approach;
- b) rendering preventive, promotative, curative and rehabilitative health service;
- c) managing a community health centre with regard to human and material resources; and
- d) demonstrate leadership skills in facilitating changes in the health service.

HSC.1.46.7.3.2 Articulation and exit point

- a) Students may apply for recognition of credits for modules completed at other universities.
- b) If a student who completed the AUDHS (one-year) wishes to register for another Diploma in Health Science, General Rules regarding recognition and exemption of only the theory modules are applicable, and may be credited on a written request and payment of the applicable fees.

HSC.1.46.7.3.3 Additional Rules

- a) This curriculum is **only** accessible to professional nurses and a student must be qualified in General Nursing Science and Midwifery.
- b) Students registered for NSCT, must also complete the accompanying practicals. Any costs involved must be paid by the student.

- c) All practical arrangements must be made by the student.
- d) A maximum of one year extension is allowed for completion of practicals.

HSC.1.46.7.3.4 Compilation of curriculum: Community Nursing (One Year)

Qualification and programme code: 837 100; Curriculum G511T

YEAR 1	
FIRST SEMESTER	
CODE	CR
NSCT211	16
NSCT271	24
NSDT111	16
NSGT111	16
NSMT211	16
Total semester 1	88

YEAR 1	
SECOND SEMESTER	
CODE	CR
NSCT221	16
NSFT121	16
NSGT121	16
NSRT121	16
Total semester 2	64
TOTAL CREDITS FOR THE CURRICULUM	152

NOTE: NSCT271 runs over a year.

HSC.1.46.7.4 Health Science Education (One Year)

Qualification and programme code: 837 101; Curriculum G512T (Open distance learning)

HSC.1.46.7.4.1 Curriculum outcomes

The successful candidate should be able to:

- a) utilise the psychology and philosophy of education in creating a context conducive to learning;
- b) apply the knowledge and skills of andragogic didactics to facilitate deep holistic lifelong learning;
- c) participate in curriculum development;
- d) utilise intra- and interpersonal life skills to facilitate relationships within the personal and professional sphere; and
- e) partake in health research.

HSC.1.46.7.4.2 Articulation and exit point

- a) Students may apply for recognition of credits for modules completed at other universities.
- b) If a student who completed the AUDHS (one-year) wishes to register for another Diploma in Health Science, General Rules regarding recognition and exemption of only the theory modules are applicable, and may be credited on a written request and payment of the applicable fees.

HSC.1.46.7.4.3 Additional Rules

- a) Students registered for NSET, must complete the accompanying practicals. Any costs involved must be paid by the student.
- b) All practical arrangements must be made by the student.

- c) A maximum of one year extension is allowed for completion of practicals.

**HSC.1.46.7.4.4 Compilation of Curriculum Health Science Education (One year)
Qualification and programme code: 837 101; Curriculum G512T**

YEAR 1	
FIRST SEMESTER	
CODE	CR
BSKT111	16
NSDT111	16
NSET111	16
NSET211	16
NSET271	16
Total semester 1	80

YEAR 1	
SECOND SEMESTER	
CODE	CR
BSKT221	16
NSET221	16
NSFT121	16
NSRT121	16
Total semester 2	64
TOTAL CREDITS FOR THE CURRICULUM	144

NOTE: NSET271 runs over a year.

HSC.1.46.7.5 Health Service Management (One Year)

Qualification and programme code: 837 102; Curriculum G513T (Open distance learning)

HSC.1.46.7.5.1 Curriculum outcomes

The successful candidate should be able to utilise managerial skills in rendering quality health care by the:

- application of risk and financial management principles;
- implementation of information systems;
- management of human resources;
- management of a health service Unit/Clinic; and
- Utilisation of intra- and interpersonal life skills to facilitate relationships within personal and professional sphere.

HSC.1.46.7.5.2 Articulation and exit point

- Students may apply for recognition of credits for modules completed at other universities.
- If a student who completed the AUDHS (one-year) wishes to register for another Diploma in Health Science, General Rules regarding recognition and exemption of only the theory modules are applicable, and may be credited on a written request and payment of the applicable fees.

HSC.1.46.7.5.3 Additional Rules

- Students registered for NSMT, must complete the accompanying practicals. Any costs involved must be paid by the student.
- All practical arrangements must be made by the student.
- A maximum of one year extension is allowed for completion of practicals.

HSC.1.46.7.5.4 Compilation of Curriculum: Health Service Management (One Year)
Qualification and programme code: 837 102; Curriculum G513T

YEAR 1	
FIRST SEMESTER	
CODE	CR
BSKT111	16
NSDT111	16
NSMT211	16
NSMT271	16
OBAD112	16
Total semester 1	80

YEAR 1	
SECOND SEMESTER	
CODE	CR
BSKT221	16
NSFT121	16
NSMT221	16
NSRT121	16
Total semester 2	64
TOTAL CREDITS FOR THE CURRICULUM	144

NOTE: NSMT271 runs over a year.

HSC.1.46.7.6 Clinical Nursing Science, Health Assessment, Treatment and Care (One Year)

Qualification and programme code: 837 103; Curriculum G515T (Open distance learning)

(This curriculum is offered at selected centres only)

HSC.1.46.7.6.1 Curriculum outcomes

The successful candidate should be able to function as an independent practitioner within the multi-professional team and within the ethical-legal framework by:

- a) utilising critical analytical problem solving skills in the management of the health problems of patients;
- b) assessing, diagnosing and implementing outcomes of planned comprehensive care;
- c) communicating effectively; and
- d) undertaking research within the epidemiological framework.

HSC.1.46.7.6.2 Articulation and exit point

- a) Students may apply for recognition of credits for modules completed at other universities.
- b) If a student who completed the AUDHS (one-year) wishes to register for another Diploma in Health Science, General Rules regarding recognition and exemption of only the theory modules are applicable, and may be credited on a written request and payment of the applicable fees.

HSC.1.46.7.6.3 Additional Rules

- a) A student must be qualified in General Nursing Science and Midwifery;
- b) Students registered for NSHT, must complete the accompanying practicals. Any costs involved must be paid by the student;
- c) All practical arrangements must be made by the student.
- d) A maximum of one year extension is allowed for completion of practicals.

HSC.1.46.7.6.4 Compilation of Curriculum: Clinical Nursing Science, Health Assessment, Treatment and Care (One Year)
Qualification and programme code: 837 103; Curriculum G515T

YEAR 1	
FIRST SEMESTER	
CODE	CR
NSDT111	16
NSHT211	16
NSKT211	16
NSHT271	48
Total semester 1	96

YEAR 1	
SECOND SEMESTER	
CODE	CR
NSRT121	16
NSCT221	16
NSFT121	16
NSHT221	16
Total semester 2	64
TOTAL CREDITS FOR THE CURRICULUM	160

NOTE: NSHT271 runs over a year.

Module code: MBWB681	Semester 1 and 2	NQF-Level: 8
Title: Biokinetics: Orthopedic		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of and engagement in orthopaedic constructs; coherent understanding of the methods and techniques relevant to final-phase rehabilitation; science-based accessing, processing and managing of information; the ability to present academically professional work 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Assessment methods – Formal formative: Class tests and assignments. Assessment methods – Summative: Theory exam.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> demonstrate comprehensive and systematic knowledge of anatomic, kinesiological and biomechanical constructs; demonstrate coherent understanding of risk stratification, the ethology and identification of injuries and the clinical management of final-phase rehabilitation; effectively apply and implement the science-based methods of investigation, diagnosis and optimising of functional abilities in the return to sport activities in the final-phase rehabilitation; demonstrate integrated knowledge to effectively present academically professional work 		
Module code: MBWB682	Semester 1 and 2	NQF-Level: 8
Title: Biokinetics: Clinical		
Module outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> have a comprehensive, systematic and integrated knowledge of the physiological functions or systems of the human body in selected age phases and in different chronic diseases and, through problem-solving insight, demonstrate the effect of exercise and training in a specific environment. identify and evaluate the adjustments that exercise, training, over exercise, deconditioning and bed rest require of the different physiological functions/ systems of the human body and in chronic diseases; individually and in groups, can also use the information to design the most effective exercise programmes for selected age phases and chronic diseases as well as in special populations. individually and in groups, select and use relevant research methods, techniques and technologies to identify abnormal responses during exercise and training by healthy persons and those with chronic diseases; then represent adjustments based on acknowledged facts in exercise programmes. by using relevant technologies, communicate information to an audience in writing and orally on the effect of exercise and training on the physiological systems and chronic diseases, exercise programmes and adjustments in problem solving and apply them in practice at a professional, academic level. demonstrate a value-driven and ethically responsible attitude toward learning tasks, practising, research and the handling of persons with special needs. 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Assessment methods – Formal formative: Class tests and class assignments. Assessment methods – Summative: Exam.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> demonstrate comprehensive and systematic knowledge in exercise physiology, pathophysiology and aetiology of chronic diseases and/or defects demonstrate intimate knowledge of the final-phase rehabilitation and optimising of functional achievement; 		

<ul style="list-style-type: none"> demonstrate an informed and critical understanding of basic pharmacological medication and nutritional principles with regard to the specialisation field of Biokinetics; demonstrate the ability to identify, analyse and implement activity, lifestyle and exercise constructs as intervention modality; and demonstrate the ability to effectively present academic-professional work effectively 		
Module code: MBWB683	Semester 1 and 2	NQF-Level: 8
Title: Biokinetics: Theory/Health		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> comprehensive and systematic knowledge of growth and development throughout the total life cycle; skills in order to identify and analyse problems regarding the growth, health and wellness of sports people; appropriate strategies within the multidisciplinary context based on science-based methods of investigation, diagnosis and optimising of functional abilities; academically professional work ethics 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Assessment methods – Formal formative: Class tests and class assignments. Assessment methods – Summative: Theory exam.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> administer and facilitate a compressive and integrated behaviour modification program identify the key aspects in wellness, disease prevention and health promotion among the total spectrum of individuals of the community apply comprehensive and systematic knowledge of health promotion, exercise physiology, wellness constructs, appropriate improvement and intervention strategies in order to optimise performance propose solutions through activity and exercise constructs as intervention modality; perform a critical analysis, synthesis and evaluation of quantitative and qualitative information; apply academic-professional work ethics 		
Module code: MBWB684	Semester 1 and 2	NQF-Level: 8
Title: Biokinetics: Professional internship		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> comprehensive knowledge and practical competency regarding health, benefits and risks of physical activity; fundamental knowledge and insight on conducting pre-exercise testing; intermediate knowledge in various clinical test protocols that should be followed to evaluate the functional abilities of cardiorespiratory patients; extended and integrated knowledge regarding the characteristics, skills and processes involved in the planning and functioning of an enterprise in the health and fitness industry; sufficient knowledge and understanding regarding the ethical implications of a career in Biokinetics; 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Assessment methods – Formal formative: Class tests, case studies and assignments. Assessment methods – Summative: Oral exam and practical exam.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> apply thorough knowledge regarding exercise and be able to execute it correctly; illustrate certain skills in conducting various test protocols; write medical and progress reports; perform a complete general fitness test and risk stratification; apply all ethical aspects required for a career in Biokinetics. 		
Module code: MBWB685	Semester 1 and 2	NQF-Level: 8

Title: Biokinetics: Wellness and Health Promotion		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> comprehensive and systematic knowledge of growth and development throughout the total life cycle; skills in order to identify and analyse problems regarding the growth, health and wellness of sports people; appropriate strategies within the multidisciplinary context based on science-based methods of investigation, diagnosis and optimising of functional abilities; academically professional work ethics 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Assessment methods – Formal formative: Class tests, case studies and assignments. Assessment methods – Summative: Theoretical examination.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> administer and facilitate a compressive and integrated behaviour modification program identify the key aspects in wellness, disease prevention and health promotion among the total spectrum of individuals of the community apply comprehensive and systematic knowledge of health promotion, exercise physiology, wellness constructs, appropriate improvement and intervention strategies in order to optimise performance propose solutions through activity and exercise constructs as intervention modality; perform a critical analysis, synthesis and evaluation of quantitative and qualitative information; apply academic-professional work ethics 		
Module code: MBWK681	Semester 1 and 2	NQF-Level: 8
Title: Research methodology and mini-dissertation		
Module outcomes: After the module has been completed, the student should be able to: <ul style="list-style-type: none"> demonstrate extensive and systematic knowledge and understanding of the terminology used in Human Movement Sciences through the development and execution of a mini research project; develop a research proposal and collect information in the tracing, analysing and synthesis of the relevant and recent literature; identify, analyse and solve a research problem in the field of Human Movement Sciences through the collection, processing, analysing of data and to interpret and communicate it by means of professional academic journal-aimed research articles; function ethically correct within the required parameters during the execution of the mini research project. 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Assessment for obtaining a participation mark is done according to the prescriptions in the study guide. Students write one final examination. A second examination opportunity will be available to students who have missed the first opportunity and/or have failed the first examination.		
Assessment criteria: Students have mastered the outcomes if they can: <ul style="list-style-type: none"> demonstrate extensive and systematic knowledge and understanding of the terminology used in Human Movement Sciences. complete a mini research project solve a research problem in the field of Human Movement Sciences and communicate it by means of professional academic journal-aimed research article function ethically correct within the required parameters during the execution of the mini research project. 		
Module code: MBWK682	Semester 1 and 2	NQF-Level: 8
Title: Kinderkinetics theory		
Module outcomes: After the module has been completed, the student should be able to:		

<ul style="list-style-type: none"> comprehensive and systematic knowledge of the neurological and motor control systems, as well as motor development of 0-12 year-old children; skills in the measurement and recording of body composition in children, adults and specific populations; integrated knowledge to identify, analyse and suggest possible theory driven solutions to critical problems around the child's motor and physical development; understanding of normal and abnormal motor development at an advanced level, evaluate it, report on it and prescribe and execute intervention programmes. 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: class tests, Assignments and final theoretical examination.		
Assessment criteria: Students have mastered the outcomes if they can: <ul style="list-style-type: none"> identify the motor deviations and motor-related learning problems, as well as apply appropriate assessments and intervention methods; evaluate the theoretical foundation and composition (test elements) of evaluation batteries on normal as well as abnormal development; demonstrate skills in the measurement and recording of height, length, mass, skin folds, circumferences, and diameter measurements according to the international ISAK standard; collect, analyse and interpret scientific research data and then use the results to evaluate and improve the child's motor and physical development and body composition. 		
Module code: MBWK683	Semester 1 and 2	NQF-Level: 8
Title: Applied Kinderkinetics practical		
Module outcomes: After the module has been completed, the student should be able to: <ul style="list-style-type: none"> an understanding of normal and abnormal motor development at an advanced level; - the ability to evaluate and report on normal and abnormal motor development; fundamental knowledge to prescribe and execute intervention and improvement programmes; integrated knowledge of scientific methods and techniques to analyse phenomena/information on the terrain of Kinder kinetics 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Remedial evaluations, Practical class presentations, Practical assignments. Final Oral examination.		
Assessment criteria: Students have mastered the outcomes if they can: <ul style="list-style-type: none"> identify and analyse critical issues relating to the child's motor and physical development as well as to generate solutions in an ethically responsible manner by way of appropriate Kinderkinetics intervention and development programmes; apply evaluation methods with reference to the neuro-motor development of children in the age group 0-12 years; develop Kinderkinetics programmes for varying child populations in a prescribed written format as well as orally to an audience; generate solutions relating to the child's physical, motor and body composition in an ethically responsible manner. 		
Module code: MBWK684	Semester 1 and 2	NQF-Level: 8
Title: Professional Internship		
Module outcomes: After the module has been completed, the student should be able to: <ul style="list-style-type: none"> comprehensive knowledge of development movements; informed understanding to start and manage your own Kinder kinetic enterprise; the ability to take ethical responsible and justifiable decisions; fundamental knowledge to apply problem solving skills. 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods:		

Practical class presentations assignments laboratory practicals, summative assignment.		
Assessment criteria: Students have mastered the outcomes if they can:		
<ul style="list-style-type: none"> demonstrate the ability to equip and maintain their own practice by selecting appliances, maintaining equipment, drawing up a budget, adhering to administrative and safety requirements for a practice; demonstrate skills based on an informed comprehension of prescribed assessment techniques in Kinderkinetics by means of the practical application thereof in a prescribed number of case studies with different physical and motor needs; evaluate the assessment results of a prescribed number of case studies with a variety of physical and motor needs and to write a report on your evaluation; generate solutions that involve the presentation, assessment and reporting of Kinder kinetic programmes and the management of a practice in an ethically responsible and value-driven manner 		
Module code: MBWK685	Semester 1 and 2	NQF-Level: 8
Title: Applied Exercise Physiology		
Module outcomes: After the module has been completed, the student should be able to:		
<ul style="list-style-type: none"> comprehensive knowledge of aspects of exercise physiology and anatomy that relate to child-specific programming; systematic knowledge of special exercise guidelines and biological maturation aspects when compiling, substantiating, analysing, evaluating and adapting as well as executing child- specific programmes; information and research skills in problem-solving, and use literature to provide evidence of periodisation and the execution of programmes for special needs; fundamental knowledge in correctly using concepts, terminologies, convention, and formats in compiling/ formulating programmes; that all forms of communication are underpinned by an established value system and that all activities that are related to these programmes will be conducted in an ethically correct manner. 		
Mode of delivery: Modes of delivery for modules are full time/contact.		
Assessment methods: Group work, practical group work, individual presentations, Class tests, final theoretical examination.		
Assessment criteria: Students have mastered the outcomes if they can:		
<ul style="list-style-type: none"> identify elements/portions/parts of complex and poorly defined problems (in children who want to/or have to take part in sport development programmes); identify, analyse and document physical and motor performance weaknesses which may negatively influence sport performance; compile programmes for the development of children's physical and motor performance components; periodize, evaluate and remedy programmes by considering a scientific knowledge base of requirements for different sporting codes and the normal growth profile of children in practice related scenarios and case studies - individually and in groups; mention and discuss on an on-going basis in all their written and oral assignments the ethical questions and the value system that it is based on. 		
Module code: MBWK686	Semester 1 and 2	NQF-Level: 8
Title: Child welfare and health promotion		
Module outcomes: After the module has been completed, the student should be able to:		
<ul style="list-style-type: none"> demonstrate extensive and systematic knowledge and understanding of the terminology used in child welfare, the therapeutic process, behaviour adaptations to enhance quality of life, and of the effect of music on the development of a child, and improve the self-concept of the child by improving motor skills, the theoretical base and the practical application of the principles of total welfare; demonstrate skills to identify and analyse critical problems around the child's total welfare and generate solutions in an ethically responsible manner; demonstrate the ability to collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results to make suggestions to improve the total welfare and health of the child; and 		

- develop therapeutic recreation programmes for a variety of child populations and communicate this in writing and orally to an audience of peers and evaluate and improve the programme and feedback where and if necessary, and generate solutions in an ethically responsible manner.

Mode of delivery:

Modes of delivery for modules are full time/contact.

Assessment methods:

Class tests assignments, final theoretical examination.

Assessment criteria:

Students have mastered the outcomes if they can:

- demonstrate extensive and systematic knowledge and understanding of the terminology used in child welfare, the therapeutic process, behaviour adaptations to enhance quality of life, and of the effect of music on the development of a child, and improve the self-concept of the child by improving motor skills, the theoretical base and the practical application of the principles of total welfare;
- demonstrate skills to identify and analyse critical problems around the child's total welfare and generate solutions in an ethically responsible manner;
- demonstrate the ability to collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results to make suggestions to improve the total welfare and health of the child; and
- develop therapeutic recreation programmes for a variety of child populations and communicate this in writing and orally to an audience of peers and evaluate and improve the programme and feedback where and if necessary, and generate solutions in an ethically responsible manner.

Module code: MBWS682

Semester 1 and 2

NQF-Level: 8

Title: Applied Sport Physiology

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- comprehensive and in-depth knowledge of sports physiology with specific specialisation in exercise adaptations;
- systematic knowledge of the impact of gender, altitude, ergogenic aids and travel on various exercise adaptations and thermoregulation which occurs when participating in exercises;
- sports physiological knowledge relating to sport-specific programming in problem solving;
- integrated knowledge to take specific exercise guidelines as well as performance goals into account in the compilation, motivation, analysis, evaluation and adaptation of sport-specific programmes; and
- the ability to use concepts, terminology, conventions and formats correctly in the compilation/formulation of programmes;
- fundamental knowledge that all forms of communication are underpinned by an established value system and that all activities that are related to these programmes will be conducted in an ethically correct manner.

Mode of delivery:

Full time/contact.

Assessment methods:

Group assignments, individual presentations, practical group work, class tests, article presentation and final written examination.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- apply comprehensive and in-depth knowledge of and insight in physiological exercise adaptations as well as the factors that may impact exercise adaptations;
- analyse and document elements/sections/parts of complex and poorly defined problems (athletes who have to/must partake in sport-specific programmes);
- compile individualised, sport-specific programmes in practice-related scenarios and case studies, individually and in groups;
- evaluate and correct programmes against the background of a knowledge base of various sport physiological requirements and exercise adaptations;
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Module code: MBWS683

Semester 1 and 2

NQF-Level: 8

Title: Applied Biomechanics

Module outcomes:

On completion of the module, the student should be able to demonstrate:

<ul style="list-style-type: none"> comprehensive knowledge regarding the application of Biomechanics in sport practice; the ability to conduct a literature research regarding the application of Biomechanics in sport; systematic knowledge to use technology to analyse and present the application of the principles of Biomechanics; fundamental knowledge to act in an ethically and scientifically correct manner and deliver reports accordingly to the parties concerned. 		
Mode of delivery: Full time/contact.		
Assessment methods: Class tests, video-analysis, assignments, research article presentation.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> analyse research literature regarding the application of Biomechanics in sport and make relevant conclusions based on it; perform game analysis by means of technology in which attention to the application of Biomechanical principles is emphasised; apply comprehensive knowledge by highlighting and explaining biomechanical aspects relating to the application thereof in sport and sport techniques; act in an ethically and scientifically correct manner and deliver reports accordingly to the parties concerned. 		
Module code: MBWS684	Semester 1 and 2	NQF-Level: 8
Title: Sport Psychology		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> systematic knowledge of sport and exercise psychology; the ability to conduct an interview with sportspeople based on the Sport Clinical Intake Protocol; comprehensive knowledge of coaching philosophies, sport psychology and appropriate evaluation instruments for evaluating sports people; competence to electronically capture, analyse and interpret sport psychology data and information; fundamental knowledge to analyse, interpret and synthesise coaching philosophies in order to develop a sport and sport science philosophy that can be applied to individuals in teams; ethical and professional behaviour from an established value system, in a sport science practice. 		
Mode of delivery: Full time/contact.		
Assessment methods: Class tests, assignments, practical presentations and practical examination		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> evaluate sports people's sport psychological skills by way of several sport psychological questionnaires in order to identify sport psychological problem areas; analyse and identify problem-solving approaches to case studies, real-life situations and scenarios in order to integrate deficiencies/needs with reference to the sport psychological skills of individuals/sports teams; develop, implement and evaluate programmes for the development of core, basic and applied skills (whether for the individual or sports teams) to contribute towards the performance of the individual / sports team and the overall development of the sportsman/sportswoman. 		
Module code: MBWS685	Semester 1 and 2	NQF-Level: 8
Title: Sport Science Internship		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> comprehensive and in-depth knowledge of and insight in sport business management; systematic knowledge of sport science-orientated subject disciplines in order to present sport science services/programmes to sports participants; competencies in analysing elements/parts/sub-sections of complex and poorly defined problems (relating to a sport science practice that is badly managed) the ability to act in an ethically correct manner and within the required parameters while functioning as a sport scientist. 		
Mode of delivery: Full time/contact.		
Assessment methods:		

Class tests, Assignments and final examination		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • apply comprehensive and in-depth knowledge of characteristics, skills and processes that are involved in the planning and functioning of a sport business; • apply competencies to constitute, evaluate and correct individual and group programmes against the background of a knowledge base of the specific sport's requirements in an actual sport milieu and practice-related scenarios; • implement competencies in a laboratory, field or gym practice, accompanied by appropriate arguments that are based on an academic-professional foundation; • operate in an ethically correct manner with the desired parameters when functioning in the sport science practice. 		
Module code: MBWS686	Semester 1 and 2	NQF-Level: 8
Title: Sport Science Practice		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> • comprehensive, knowledge about sport physiology, anatomy and anthropometry that relates to sportsmen and women, • systematic knowledge of sport specific testing, matches and movements as well as resistance work; • in-depth and recent knowledge on specific exercise guidelines, performance aims, concepts, terminologies, convention and formats in the composition, motivation, analysis, evaluation and adjustment, as well as execution of sport specific testing and programmes; • the ability to act ethically correct and within the desired parameters during functioning in the sport science practice. 		
Mode of delivery: Full time/contact.		
Assessment methods: Class tests, test protocol execution, fitness battery execution, assignments, Theoretical and practical examination.		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • analyse elements/parts/components of complex and poorly defined problems (sportsmen and women who must be evaluated sport specifically by tests and guided in a gymnasium environment); • identify and document physiological, physical, motor, biomechanical and anthropometric weak points for sport participation; • compile, periodise, apply and evaluate individual programmes for correcting weak points against the background of the knowledge basis of the requirements of different kinds of sport in practice related scenarios and case studies; • apply their ability to continuously convey and argue ethical issues and the value system on which they are based in all their written and oral assignments. 		
Module code: NUTA611	Semester 1	NQF-Level: 8
Title: Evidence-based data interpretation		
Module outcomes: After completing this module, the student should: <ul style="list-style-type: none"> • Have an intermediate understanding of the "evidence-based" process used to substantiate health claims or public health recommendations and be able to motivate the contribution of different types of study designs in this process. • Have partly experienced the "evidence-based" process by conducting a qualitative systematic review on a specific topic through: <ul style="list-style-type: none"> • A complete systematic gathering and review of all the published papers on a specific topic; • Critical evaluation of the quality of the research methodology in the published papers; • Basic interpretation of the evidence and making of responsible evidence based conclusions and recommendations and • Scientific communication of the process and the evidence (written) 		
Mode of delivery: Full time/contact.		
Assessment methods: Written assignments, oral presentations, class test, final examination.		
Assessment criteria		

The outcomes are achieved if the students are able to:

- describe the role evidence based science plays in the creation of health claims or public health recommendations. They should also be able to explain of the role different study designs play in this process.
- write the results and discussion section of a systematic review by:
- firstly finding all articles published on the selected topic using a variety of the appropriate electronic databases and then to illustrate this process by creating a clear search strategy, describing the process.
- creating a data extraction form, with clear headings as to which data should be extracted from the papers
- extracting the results of the papers by interpreting the evidence as depicted in results tables and text of these papers.
- assessing the quality of the identified papers through the use of an appropriate quality scoring criteria.
- interpreting the evidence by writing a structured discussion in which they summarise the main results, explain discrepancies between the included studies, describe the underlying physiological mechanisms, give advice to the public and suggest further research.

Module code: NUTE611

Semester 1

NQF-Level: 8

Title: Nutritional Epidemiology

Module outcomes:

After completion of module NUTE611, the student will demonstrate:

- Applied knowledge and understanding of the basic principles and methodologies in epidemiology to enable engagement with and critical evaluation of current nutritional epidemiology research and practice;
- An ability to design an epidemiological study in the field of nutrition considering the strengths and limitations of the research design and methods.
- An ability to evaluate epidemiological research methods in an effort to identify appropriate epidemiological research strategies to address nutrition-related issues in the South African context;
- An ability to interpret nutritional epidemiological data using appropriate statistical methodology to assess nutrition-related disease risk;
- An ability to effectively integrate academic research into a personal value system to be able to communicate and debate scientific information about topical and current nutrition-related epidemiological research;
- An ability to make autonomous ethical decisions, operate independently and take full responsibility for her/his own work.

Mode of delivery: Full time/contact.

Assessment methods:

Written assignments, oral presentations, class test, final examination.

Assessment criteria

The student has mastered the outcome if she/he is able to:

- Apply knowledge and understanding of the basic principles and methodologies in epidemiology to be able to critically evaluate current epidemiology research and practice;
- Design an epidemiological study in the field of nutrition, and being able to justify and defend the chosen research design and methods;
- Evaluate epidemiological research methods to be able to identify appropriate epidemiological research strategies to address nutrition-related issues in the South African context;
- Interpret nutritional epidemiological data by choosing appropriate statistical methodology to assess nutrition-related disease risk;
- Effectively integrate academic research into a personal value system to be able to enter into a scientific argument or debate about topical and current nutrition-related epidemiological research;
- Make autonomous decisions in line with ethical principles, operate independently and take full responsibility for the work he/she delivers.

Module code: NUTG671

Semester 1 and 2

NQF-Level: 8

Title: Nutrigenetics

Module outcomes:

After completing this module the student should have:

- a comprehensive and systematic knowledge base in the field of human molecular genetics including but not limited to the central dogma of molecular biology, DNA and chromosomal function and structure, as well as a detailed knowledge of nutrigenetics and its application in the improvement of public health.
- a coherent and critical understanding of the major terms, rules, concepts, principles and theories of population genetics and be able to apply them coherently when dealing with evidence-based solutions and theory-driven arguments to real world problems and issues.
- an intermediate understanding of the major methods of molecular human genetics and a basic understanding of the methods used in the "omics" sciences to be able to effectively choose and implement an experimental strategy using an applicable array of the major techniques of human molecular genetics to research nutrient-gene interactions in a real-world example under supervision.
- efficient information retrieval skills and be able to critically analyse and synthesise quantitative and quantitative nutrigenetic data and present this information in a scientific manner suitable for academic professional discourse.
- the necessary presentation and communication skills to enter into scientific discourse about current and relevant nutrigenetics topics, giving evidence of a personal value system.
- the ability to integrate these various competencies into the formulation of an ethical and effective research strategy to determine the molecular origins of specific nutrigenetic-based disorders.

Mode of delivery: Full time/contact.

Assessment methods:

Tests, case studies, seminar, laboratory work and final written and oral examination.

Assessment criteria

The outcomes have been reached when the student can:

- Indicate insight into basic nutrigenetic concepts such as "personalised" nutrition and gene-nutrient interaction as determined by a written exam
- Implement basic population genetics methodology in the analysis of real-life example
- Do a literature search of a relevant nutrigenetics topic using electronic journal database and critically evaluate the data and present it in the form of a seminar
- Indicate insight and understanding of basic molecular genetic techniques as determined by a report of the practical component of the course to investigate the student's skills in scientific writing
- Indicate sufficient proficiency in basic nutrigenetic laboratory techniques through evaluation of practical sessions
- Develop an ethical protocol for the analysis of a specific nutrigenetic-based disorder.

Module code: NUTP621

Semester 2

NQF-Level: 8

Title: Public Health Nutrition

Module outcomes:

After completing this module you will:

- Understand the complex relationships between nutrition and health, both under- and over nutrition. These include the nutrition transition in developing countries, the extra vulnerability of developing populations to chronic diseases, the double burden of disease, global and South African prevalence. The student must also identify the factors contributing to food and nutrition security and address the influence of food security on nutritional status. The student must evaluate the appropriateness of the South African Food-Based Dietary Guidelines to promote optimal nutrition.
- Understand relevant methods in the field of nutrition epidemiology to interpret epidemiological and statistical concepts and the relevance thereof in public health nutrition programmes.
- Evaluate the suitability of methods of the assessment of nutritional status in a public health setting: the interpretation of dietary intake, anthropometrical and biochemical nutritional status data in epidemiology.
- Integrate knowledge of the prevalence and physiological basis of the most pertinent public health nutrition problems in South Africa.
- Apply at an intermediate level the evidence-based public health nutrition cycle by completing an assignment in a typical South African setting:
 - Identifying the existing public health nutrition problems and prioritising specific problems for intervention;
 - Interpreting the evidence and making responsible evidence-based conclusions and recommendations;

<ul style="list-style-type: none"> ○ Apply the public health nutrition cycle to develop a programme that offers innovative solutions to the chosen public health nutrition problems; ○ Critically reflect on ethical issues related to the chosen interventions; ○ Formulate steps in the implementation and evaluation of the chosen public health nutrition problems and ○ Effective scientific communication of the process using appropriate academic and professional discourse. <ul style="list-style-type: none"> ● Have a clear understanding of the complexity and need for a comprehensive food and nutrition policy. ● Understand the context and systems involved in the process of policy development. 		
Mode of delivery: Full time/contact		
Assessment methods: Written assignments, oral presentations, class test. Examiners will be appointed according to the North-West University and Faculty rules.		
Assessment criteria The student reached the outcomes if he/she: <ul style="list-style-type: none"> ● Can explain the complex relationships between nutrition and health within the nutrition transition in low and middle income countries, in the context of the extra vulnerability of these populations to chronic diseases and the double burden of disease. ● Can integrate factors contributing to food and nutrition security and discuss the influence of food security on nutritional status. ● Can evaluate the appropriateness of South African nutrition-related policies, programmes and guidelines to promote optimal nutrition. ● Understands relevant methods in the field of nutrition epidemiology to interpret epidemiological and statistical concepts and the relevance thereof in public health nutrition programmes. ● Can evaluate methods of the assessment of nutritional status in a public health setting. ● Integrates knowledge of the prevalence and physiological basis of the most pertinent public health nutrition problems in South Africa. ● Applies at an intermediate level the evidence-based public health nutrition cycle in an assignment in a typical South African setting: ● Effectively communicate the process using appropriate scientific and professional discourse. ● Critically reflects on ethical issues related to public health nutrition interventions. 		
Module code: NUTR671	Semester 1 and 2	NQF-Level: 8
Title: Research Report		
Module outcomes: After having completed this module, you should be able to: <ul style="list-style-type: none"> ● demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in the field of nutrition. ● demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to the context of nutrition. ● demonstrate an ability to critically review information gathering, evaluation and management processes in the field of nutrition in order to develop creative responses to 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 context of the field of nutrition. 		
Mode of delivery: Full time/contact		
Assessment methods: Research report for which examiners will be appointed according to the North-West University and Faculty rules.		
Assessment criteria The student has achieved the outcomes of the module if he / she: <ul style="list-style-type: none"> ● can write a successful research report that will reflect the students' understanding of the research process. ● The content of the research report must indicate the students' ability to apply methods and procedures, solve problems, apply ethical standards and have the ability to access, process and manage information. 		

Module code: NUTS671	Semester 1 and 2	NQF-Level: 8
Title: Sport Nutrition		
Module outcomes:		
After successful completion of the NUTS671 module, you will be able to demonstrate:		
<ul style="list-style-type: none"> • an applied knowledge and understanding to analyse and critically evaluate complex situations regarding dietary and supplement intakes in active individuals participating in different sporting codes with the aim to suggest justified improvements for optimal health and performance; • an ability to apply a range of different but appropriate practical skills to collect the relevant information and assess the nutritional status of active individuals participating in different sporting codes with the aim to determine their specific nutritional requirements for optimal training and competition; • the ability to select and apply scientific methods to do focused sports nutrition-related research, to critically evaluate and integrate the information and communicate appropriate recommendations and interventions via effective modes of communication; • an ethically and professionally sound approach to the management and implementation of sports nutrition services to active individuals and relevant role players. 		
Mode of delivery: Full time/contact		
Assessment methods:		
Written assignments, oral presentations, class test. Examiners will be appointed according to the North-West University and Faculty rules.		
Assessment criteria		
The outcomes will be achieved if you are able to:		
<ul style="list-style-type: none"> • improve the dietary and supplement intake of active individuals participating in different sporting codes by means of dietary guidelines and practical advice aimed to meet the recommended requirements for their specific sport, body composition goals, optimal health and performance; • accurately assess the nutritional status and determine the specific nutritional requirements of active individuals participating in different sporting codes; • scientifically research a sports nutrition-related topic and effectively integrate, evaluate and communicate the appropriate results; • interact with active individuals and other relevant role players in an ethical and professional manner to collect information from them and/or communicate information to them. 		
Module code: PHYS611	Semester 1	NQF-Level: 8
Title: Research Methodology (Physiology)		
Module outcomes:		
After completion of the module the student should:		
<ul style="list-style-type: none"> • demonstrate a comprehensive and systematic knowledge of the basic research concepts, methods and processes through collecting, analysing and integrating applicable information, formulation of a research proposal and the style in which the dissertation / article / report has to be written, and the compilation of a source list; • demonstrate the skill to identify a problem in the physiology and health industry, collect appropriate information from various sources, and apply knowledge in order to plan and write a fundamental, not too complicated research proposal in the prescribed format; and • Demonstrate the skill to communicate information based upon good argumentation and problem-solving strategies as prescribed for the mini-dissertation / article / report. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods: Class assessments in form of short tests or assignments to build a participation mark. The module exam has an internal examiner with an internal moderator and an external moderator.		
Assessment criteria		
After completion of the modules the student should have mastered:		
<ul style="list-style-type: none"> • The principles and criteria (including ethical aspects) regarding the writing of a script/article/report are applied to various research scenarios; • a problem in physiology or the health industry is addressed by means of a focussed research proposal; • various research concepts and projects are critically discussed via oral evaluation of numerous research projects and scenarios; • data related to a physiological problem are analysed and interpreted according to the correct statistical methods. 		
Module code: PHYS612	Semester 1	NQF-Level: 8

Title: Cellular Physiology		
Module outcomes: After completion of the module the student should:		
<ul style="list-style-type: none"> • have extensive and systematic knowledge of and appropriate skills in relevant subjects within Cellular Physiology; • be able to collect knowledge from the available literature and interpret it in an integrated manner; • be able to analyse Cellular Physiology problems and solve them in view of the knowledge available; and • be able to communicate in writing and orally in a scientific manner. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods: Class assessments in form of short tests or assignments to build a participation mark. The module exam has an internal examiner with an internal moderator and an external moderator.		
Assessment criteria After completion of the modules the student should:		
<ul style="list-style-type: none"> • Successfully answering the assessment paper in context of the study material studied in Study unit 1-4. • Answering application questions in the assessment paper in context of the studied material (Study unit 1: heart failure, ischaemia. Study unit 2: ageing and cancer. Study unit 4: immune tolerance and cancer) • Answering application questions in the assessment paper in context of the studied material. • Using and integrating more than one source and supplementary notes (Study unit 1-4). • Written communication by writing the assessment paper and orally by answering questions in class and participation in class discussions. 		
Module code: PHY5613	Semester 1	NQF-Level: 8
Title: Cardiovascular Physiology A		
Module outcomes: After completion of the module the student should:		
<ul style="list-style-type: none"> • have extensive and systematic knowledge and insight into the mechanisms and integrated control of the heart and vascular system, specifically the coronary circulation, heart muscle contraction and vascular tone; • be able to understand and apply the principles of the cardiovascular physiology, and also understand how the cardiovascular system functions during normal conditions and certain states of disease; • be able to analyse the cellular and sub-cellular elements involved in cardiovascular physiology and their role during physiological and pathophysiological responses; • have the ability to fully utilise the literature, to identify problems scientifically and discuss them in an integrated manner (for assessment of this outcome); • be prepared to practise the scientific method and be able to do research regarding cardiovascular problems (for assessment of this outcome); and • be able to better understand circumstances in society that lead to the development of cardiovascular diseases, and help solve such problems (for assessment of this outcome) 		
Mode of delivery: Full time / Part time – Contact.		
Assessment criteria: After completion of the modules students:		
<ul style="list-style-type: none"> • Demonstrates knowledge, theory and understanding of the mechanisms and integrated control of the cardiovascular system, specifically coronary circulation, cardiac muscle contraction and vascular tone; • understands and can apply the principles of cardiovascular physiology, and understands how the cardiovascular system functions during normal conditions as well as during certain states of disease; • has analysed the cellular and sub-cellular elements involved in cardiovascular physiology and their role during physiological and pathophysiological responses so that the role in vascular function can be seen; • has applied the literature fully and has identified problems scientifically and discussed them in an integrated manner in the form of a scientific report; • has practised the scientific method and done research regarding cardiovascular problems when executing the research for the script; and • understands and has helped solve the conditions in society which lead to the origin of cardiovascular diseases. 		
Assessment methods:		

Class assessments in form of short tests or assignments to build a participation mark and a written examination. Formal assessments counts 30% and the summative assessments counts 70% of the final mark in module.		
Module code: PHYS614	Semester 1	NQF-Level: 8
Title: Neurophysiology		
<p>Module outcomes: After completion of the module the student should:</p> <ul style="list-style-type: none"> • have extensive and systematic knowledge of neurophysiology; • understand the role of the nervous system in the control of body activities; • understand the special sensory functions such as vision, hearing, taste and smell, and be able to assess the application of this knowledge, as well as pathology of a loss of function, and apply the knowledge in industry as research worker or employee; • know the sensory, motor and integration functions of the nervous system. (This knowledge you should be able to integrate in order to understand causative mechanisms such as the inception of obesity and hypertension through hyper reactivity of the sympathetic nervous system); • understand the important role of the neurotransmitters or neurohormones and the way that these affect emotional behaviour, nutritional behaviour and the inception of obesity (You should be able to explain, analyse and synthesise related information and also explain possible end-organ damage such as in the vascular endothelium); • understand the identification of problems and independent solutions to problems; • understand the accurate processing and calculation of data/problems; and • Understand the responsibility that you as a prospective research worker have and pursue the characteristics that go along with it, such as accuracy, thoroughness, punctuality and integrity. 		
Mode of delivery: Full time / Part time – Contact.		
<p>Assessment criteria: After completion of the modules students must</p> <ul style="list-style-type: none"> • be able to integrate pathological conditions as well as influences related to the environment. 		
<p>Assessment methods: Class assessments in form of short tests or assignments to build a participation mark. The module exam has an internal examiner with an internal moderator and an external moderator.</p>		
Module code: PHYS622	Semester 2	NQF-Level: 8
Title: Endocrinology		
<p>Module outcomes: After completion of the module the student should:</p> <ul style="list-style-type: none"> • have extensive and systematic knowledge of the nervous system and the endocrine system (neuro-endocrinology); • be able to take part in discussions about the nervous system and the endocrine system and to do appropriate analyses, and have extensive and systematic knowledge of the nervous system and the endocrine system (neuro-endocrinology); • be able to take part in discussions about the nervous system and the endocrine system, and to execute appropriate analyses, syntheses and evaluations with regard to the knowledge; • be able to solve complex problems within the context of endocrinology and to communicate scientifically the solution individually or in group context in acceptable formats (verbally and/or non-verbally with IT), and to do a synthesis and evaluation with regard to the knowledge; and • be able to solve complex problems within the context of endocrinology and to communicate scientifically the solution, individually or in group context, in acceptable formats (verbally and/or non-verbally with IT). 		
Mode of delivery: Full time / Part time – Contact.		
<p>Assessment methods: Class assessments in form of short tests or assignments to build a participation mark. The module exam has an internal examiner with an internal moderator and an external moderator.</p>		
<p>Assessment criteria</p> <ul style="list-style-type: none"> • Successfully answering the assessment paper in context of the study material studied in Study unit 1. • participating in class discussions concerning the study material (Study unit 2-4). Successful answering of questions in the written assessment. • participating in class discussions concerning the publication covered in Study unit 4. Successful answering of questions in the written assessment. • written communication by writing the assessment paper and orally by answering questions in class 		

and participation in class discussions. (Study unit 5).

- preparing as a group for the class discussion, answering questions in class and participation in class discussions.

Module code: PHYS623

Semester 2

NQF-Level: 8

Title: Cardiovascular Physiology B

Module outcomes:

After completion of the module the student should:

- have extensive and systematic knowledge of the different views of the role of sex hormones on the blood pressure, as well as be able to evaluate the different empirical (experimental) substructures;
- be able to analyse the role of the endothelium function and dysfunction in the control of blood pressure;
- be able to make out the different therapeutic treatments of endothelium dysfunction and debate the value of such treatments;
- be able to evaluate the biology of the arterial wall and the relationship with arterial stiffness;
- have knowledge of the pulse wave velocity and the arterial wall in order to evaluate its clinical significance;
- be able to evaluate the effect of aging on the cardiovascular system;
- be able to evaluate the effect of physiological, environmental and disease factors on arterial rigidity; and
- be able to evaluate the working mechanism of leptin and the role of leptin in the development of cardiovascular diseases.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Class assessments in form of short tests or assignments to build a participation mark. The module exam has an internal examiner with an internal moderator and an external moderator.

Assessment criteria

- Know how androgens influence blood pressure and should have confirmed this by empirical findings;
- have evaluated the influence of ageing on the cardiovascular system;
- have evaluated the influence of physiological, environmental and disease factors on arterial stiffness;
- have evaluated the role of endothelium, nitrogen oxide, natriuretic peptide and adipose dependent cytokines in vascular disease;
- have evaluated the influence of RAS on the microcirculation during hyper-tension.

Module code: PHYS624

Semester 2

NQF-Level: 8

Title: Cardiovascular Physiology C

Module outcomes:

After completion of the module the student should:

- have an extensive and systematic knowledge of the cardiovascular system and pathology;
- be able to understand the neurohumoral consequences of heart failure;
- be able to analyse the biophysical, clinical and therapeutic aspects of arterial stiffness;
- be able to understand the acute vascular events during certain cardiovascular incidents;
- be able to propose interventions for the improvement of cardiovascular function; and
- be able to analyse the health problems related to the vascular endothelium damage.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Class assessments in form of short tests or assignments to build a participation mark. The module exam has an internal examiner with an internal moderator and an external moderator.

Assessment criteria

The student proves that the outcomes have been achieved by:

- giving evidence during a contact session in an interactive way of knowledge of the general functioning of the cardiovascular system and how disorders contribute to pathological conditions;
- giving evidence that heart failure and the neurohumoral responses have been mastered by being able to present components of it at a contact session;
- being able to analyse ischaemic events critically in discussions, as well as by being able to identify ischaemic events from an ECG;
- being able to give evidence during a contact session of in-depth knowledge by answering questions about stroke, risk factors and the epidemiology of stroke;
- being able to conduct interactive discussions during a contact session on the working mechanism of leptin as well as the role of leptin in the development of cardiovascular diseases;

<ul style="list-style-type: none"> giving evidence of in-depth knowledge of the pathophysiological impact of hypertension and dyslipidaemia on atherosclerosis; being able to discuss in group context how blood pressure contributes to vascular remodelling and eventual cardiovascular morbidity and mortality. Have ethical accountability in class debates and debate ethical issues efficiently in assessments. 		
Module code: PHYS671	Semester 1 and 2	NQF-Level: 8
Title: Practical Project (Physiology)		
Module outcomes: After completion of the research project and composition of the treatise the student shall be able to: <ul style="list-style-type: none"> use the research method; compose a mini-dissertation in article format in accordance with the instructions with regard to documentation, argumentation, language and style; and Integrate and understand the literature on the research topic. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods: The script is marked by two independent internal examiners allocating marks for the presentation from which an average mark is allocated.		
Assessment criteria After completion of the project the student should be able to use the research methodology; <ul style="list-style-type: none"> compile a script in article format with correct language and style; got hold of the literature concerning the research theme. 		
Module code: PSYH611	Semester 1	NQF-Level: 8
Title: Psychological evaluation		
Module outcomes: Upon completion of this module students will be able to demonstrate: <ul style="list-style-type: none"> Applied knowledge and engagement in psychological evaluation and a critical understanding and application of processes relevant to psychological evaluation that aim at achieving a holistic view of the person; The ability to evaluate the use of tests based on their psychometric characteristics/properties, and to evaluate and interpret the results of individuals in different tests or different test batteries; The ability to develop a psychological test, individually and in a group context, for the use of a complex, realistic problem; The ability to communicate to an audience about the following: tests results, cross cultural translation and adaptation of tests, the management of tests and ethical standards, administrative procedures involved in assessment. Critical thinking and understanding of ethical considerations in psychological evaluation (intellectual and scholastic capabilities, aptitudes and interests, personality and interpersonal functioning) within different cultural and social environments; The ability to apply advanced knowledge of the central methods of psychological evaluation to well-defined, but unknown case studies, by using the most applicable procedures and techniques of psychological evaluation; The ability to critically analyse qualitative and quantitative outcomes of psychological evaluations and synthesize a conclusion into a well-structured report and referral letter to an applicable professional; The self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources, to present such findings, as well as reflect on the impact of the study material; The ability to use their own learning strategies, independent working style and partake in professional discourses. 		
Mode of delivery: Contact teaching – only Full time.		
Assessment methods: Written assignments, class activities, group- and individual work, as well as a formal examination.		
Assessment criteria Upon successful completion of the modules students will be able to: <ul style="list-style-type: none"> Communicate verbally in a group context, or in writing, their own critical, evaluating viewpoint with regard to the role of the factors that stimulated and influenced psychological assessment; 		

- Evaluate, verbally and in writing, the ethical accountability of the different steps followed during the psychological evaluation;
- Report on the tests results, as indicated by case studies;
- Verbally and non-verbally explain the use of the appropriate technical equipment used to indicate the basic and technical requirements of tests and test development;
- Analyse and evaluate new/unknown tests to individuals' results in a test/test battery, and persons' achievement in certain tests and procedures during selection procedures;
- Demonstrate a comprehensive understanding of the relative value and ethical application of various modes of psychological evaluation;
- Demonstrate the skills to do observations, interviews and psychological measures and write reports to parents and teachers;
- Indicate domains of psychological measurements in various socio-cultural contexts;
- Demonstrate a critical understanding of the aim, rationale, reliability and validity of selected psychological measures by analysing and interpreting provided protocols;
- Demonstrate the ability to synthesize qualitative and quantitative outcomes of various evaluation methods into coherent well-formulated reports.
- Apply knowledge of the assumptions, values and principles of psychological evaluation in the formulation of an evaluation plan for children, adolescents and/or adults as provided in case studies;
- Independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of psychological evaluation; and
- Integrate information from several sources and apply it during class discussions, assignments and tests.

Module code: PSYH612

Semester 1

NQF-Level: 8

Title: Community Psychology: Theory

Module outcomes:

Upon completion of this module, students will be able to:

- Demonstrate an understanding that communities, which are construed as geographically located areas, as well as social or interest groups having similar values, beliefs, practices and cultures, are embedded in various diverse contexts;
- Demonstrate a well-rounded knowledge of the theories underlying community psychology as well as the core values underpinning community psychology and the ethical considerations applicable to research in communities;
- Plan, implement and evaluate appropriate interventions that facilitate community competence by using appreciative inquiry and ethno-drama, indicating a sensitivity for the contextual embeddedness of relational communities;
- Master skills for the illustration that learning on community level is a reflective and transformative activity;
- Determine the ethical conduct when entering and doing research in a community;
- Critically review information gathering and evaluate and manage information gathering processes in communities;
- Demonstrate self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles or other credible sources regarding communities, to present such findings and to reflect on the impact of the study material;
- Use their own learning strategies, independent working style and partake in professional discourses.

Mode of delivery:

Contact teaching – only Full time.

Assessment methods:

Written assignments, class activities, group- and individual work, as well as a formal examination.

Assessment criteria

Upon completion of this module student should be able to:

- Plan appropriate community psychology interventions based on: a) sound ethical principles for access to communities, b) knowledge of the different theoretical models, c) clear consideration of the level of engagement, the community and the broader contextual issues in which the community functions;

- Apply knowledge of the values of community psychology and the relevant aspects of learning in the formulation of feasible goals to attain the general and specific outcomes of the community psychology interventions;
- Apply appropriate research methods to evaluate interventions in terms of its potential for facilitating community mental health and well-being as indicated by expert peer reviewers and the community;
- Implement community interventions which adhere to ethical guidelines and will facilitate open dialogue and transformation on different levels;
- Identify and evaluate the application of ethical conduct when a community was entered and research done according to a given case study;
- Make a presentation of an applicable theory in a group in class about community processes;
- Independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of community psychology.

Module code: PSYH613	Semester 1	NQF-Level: 8
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Title: Applied positive psychology

Module outcomes:

- Upon completion of this module students will demonstrate:
- An engagement in the knowledge and informed understanding of Positive Psychology/ Psychofortology as a movement within the field of Psychology, including the paradigms, theories, concepts and ethical facets related to psychological health in order to apply it in the facilitation of personal and multicultural contextual well-being;
 - The ability to apply relevant theories/research in different cultural contexts with sensitivity to bio-psycho-social relationships regarding problems and to facilitate psycho-social thriving from a positive psychological perspective;
 - The ability to solve complex and ill-defined real-world 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;
 - The ability to apply a variety of specifically selected evidence-based strategies in a moral-ethical and culture-sensitive way in order to advance positive psychological flourishing in individuals, groups and communities while recognizing important bio-psycho-social associations and, with sensitivity to, among others, collectivist and individualist value systems;
 - An ability to identify and address ethical issues based on critical reflection of psychopathology versus Psychofortology;
 - The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding Psychofortology, to present such findings as well as reflect on the impact of the study material.;
 - The ability to use their own learning strategies, independent working style and partake in professional discourses.

Mode of delivery:

Contact teaching – only Full time.

Assessment methods:

Written assignments, class activities, group- and individual work, as well as a formal examination.

Assessment criteria

- Upon completion of this module students should be able to:
- Describe and compare the traditional pathogenic paradigm to a salutogenic perspective of human functioning, and develop a balanced perspective on mental health and a sound understanding of its implications for public health care;
 - Select specific theories from within the psychofortogenic paradigm and apply them effectively to facilitate the bio-psycho-social well-being of individuals and communities within their cultural context;
 - Analyse complex case studies to identify the appropriate theoretical and cultural aspects central to the situation and advise on possible facilitation towards optimal psychological functioning;
 - Execute a project and assignment aimed at the design and application of a programme to facilitate the psychological well-being of an individual/community facing complex and ill-defined real-world situations;
 - Indicate ethical sensitivity in the project/assignment;
 - Present an applicable theory in a group in class about psychofortology.

<ul style="list-style-type: none"> Independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of positive psychology. 		
Module code: PSYH621	Semester 2	NQF-Level: 8
Title: Intervention techniques		
Module outcomes: After completion of this module students should be able to demonstrate: <ul style="list-style-type: none"> An advanced knowledge and understanding of the theoretical and practical application of relevant brief-term intervention skills such as the Hybrid Model of crisis intervention in a socio-cultural context; The ability to critically engage with intervention theories and effectively select and apply essential procedures, operations and techniques to a variety of specific situations; The ability to use self-regulated skills in order to apply the Hybrid model and assessment methods in different situations and on persons through critical analysis and application of information. Knowledge of the Hybrid model and triage assessment system; A clear value system and code of ethical conduct in all forms of communication and interaction; The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding interventions techniques, as well as reflect on the impact of the study material; The ability to use their own learning strategies, independent working style and partake in professional discourses. 		
Mode of delivery: Contact teaching – only Full time.		
Assessment methods: Written assignments, class activities, group- and individual work, as well as a formal examination.		
Assessment criteria Upon completion of this module students should be able to: <ul style="list-style-type: none"> Define various applicable terminology within the field of crisis interventions as well as domains, models, states, theories and concepts within an individual and multicultural setting; Compare and implement different theories, operations, interventions, techniques, assessments and therapy relevant to the type of crisis at different settings; Demonstrate the ability to differentiate between the various types of crises, trauma and stress situations and manifestations of symptomatology in order to render the most applicable service to the victims across the span of life domains, types of relationships and life settings as well as focusing on the carer/helper self; Apply their knowledge of the Hybrid Model and the triage assessment system to any chosen case study; Apply ethical aspects as it will be evaluated in their projects; Present an applicable intervention programme for a given case study in a group in class; Independently obtain, and critically analyse and synthesize information from appropriate research articles, practical applications and use appropriate academic or professional discourse to present findings within intervention strategies. 		
Module code: PSYH622	Semester 2	NQF-Level: 8
Title: Theoretical perspectives on rendering help		
Module outcomes: Upon completion of this module students will be able to demonstrate: <ul style="list-style-type: none"> Comprehensive knowledge of and insight into various models and processes of psychological helping/counselling; The application of knowledge about various therapeutic theories and techniques to unfamiliar case studies, develop suitable interventions on the basis of theory-driven arguments and communicate them in reports according to the prescribed conventions of the subject; Information gathering and processing skills for finalising assignments; The ability to communicate to an audience the simulations of the different therapeutic techniques that can be used; Ethical behaviour in helping others; The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding the application of various therapeutic theories and techniques; 		

<ul style="list-style-type: none"> The ability to use their own learning strategies, independent working style and partake in professional discourses. 		
Mode of delivery: Contact teaching – only Full time.		
Assessment methods: Written assignments, class activities, group- and individual work, as well as a formal examination.		
Assessment criteria Upon completion of this module students should be able to: <ul style="list-style-type: none"> Effectively describe, discuss, evaluate and apply the concepts, terminologies, theories, processes and techniques of the various approaches in a professional context; Critically analyse case studies or examples to develop and justify suitable interventions based on theoretical evidence and communicate these in a report according to the prescribed conventions of the subject; Undertake information searches and process the information in order to apply it in written assignments and apply a number of selected therapeutic techniques in a simulated therapeutic situation; Demonstrate knowledge obtained from the theories and ethical code applied to simulations in class and case studies; Apply ethics according to the ethical code in simulations; Present an applicable intervention programme of a case study in a group in class; Independently obtain and critically analyse and synthesize information from appropriate research articles, practical applications and use appropriate academic or professional discourse to present various therapeutic theories and techniques, embedded in ethical codes with clients. 		
Module code: PSYH623	Semester 2	NQF-Level: 8
Title: Child and adolescent psychology		
Module outcomes: Upon completion of this module students should be able to demonstrate: <ul style="list-style-type: none"> Applied knowledge and a thorough understanding of concepts, theories and key terminologies used in Developmental Psychology in order to communicate information reliably, coherently and ethically, in both oral and written assessment tasks and have an integrated knowledge base of the physical, cognitive and psychosocial development of human beings in every stage of the life cycle and apply it in assessment tasks and class presentations; The ability to explain, discuss and describe child development in the information age; Applied knowledge and engagement in order to understand, describe and explain the effect of modern technologies, such as cell phones and internet on the child and adolescent's development on physical, cognitive, social and emotional levels; The ability to apply integrated knowledge of parental pathology and a critical understanding and application of the effect thereof on child and adolescent development; Applied knowledge, understanding and engagement in critical thinking towards all ethical considerations in dealing with children and adolescents in general and from culturally diverse families; The ability to apply an integrated knowledge of the role of biology / neuropsychology in developmental psychology; The ability to critically evaluate, analyse and synthesize information on families in adverse situations to be able to solve simulated problems individually or in groups. 		
Mode of delivery: Contact teaching – only Full time.		
Assessment methods: Written assignments, class activities, group- and individual work, as well as a formal examination.		
Assessment criteria Upon completion of this module students should be able to: <ul style="list-style-type: none"> Demonstrate integrated knowledge of the theories and key terminologies used in Developmental Psychology; Explain the different parental pathology and the effect thereof on child- and adolescent development by critically discussing the two models; Investigate the effect of modern technologies on child- and adolescent development on physical, cognitive, social and emotional levels; Execute a project and assignment aimed at the design and application of a programme to explain the challenges children and adolescents face in the 20th century; Critically discuss the ethical considerations involved when dealing with children and adolescents from culturally diverse families; 		

<ul style="list-style-type: none"> • Explain, discuss and apply integrated knowledge of the role of biology / neuropsychology in developmental psychology; • Describe the political, social, religious and economic challenges culturally diverse, gay/lesbian, step and non-marriage families experience if compared from different social contexts. 		
Module code: PSYH671	Semester 1 and 2	NQF-Level: 8
Title: Research and ethics: Theory and practice		
Module outcomes: Upon completion of this module students should demonstrate: <ul style="list-style-type: none"> • Advanced knowledge and understanding of the theoretical underpinnings informing qualitative and quantitative research methods; • The ability to define, analyse, evaluate, select and apply relevant research methodologies and concepts related to research in psychology including qualitative and quantitative techniques of data gathering and analysis; • Logical reasoning skills and ethical sensitivity in the conception, design and carrying out of an empirical research project focusing on community wellness under the supervision of an academic staff member; • The ability to develop a research report on the conducted research according to academic and practice-related standards; • Knowledge of ethics involved in all research done; • The ability to distinguish between and applying different strategies of ensuring validity, reliability and trustworthiness in qualitative and quantitative research; as well as sensitivity for ethical issues in conducting and reporting research findings; • The ability to critically evaluate, analyse and synthesize information on different types of research. 		
Mode of delivery: Contact teaching – only Full time.		
Assessment methods: Written assignments, class activities, group- and individual work, as well as a formal examination.		
Assessment criteria Upon completion of the module students should be able to: <ul style="list-style-type: none"> • Describe the different philosophical perspectives underpinning qualitative and quantitative research; • Distinguish between the applicability of research topics, based on the nature of the problem and the most appropriate research design; • Identify and describe specific research designs in both qualitative and quantitative and mixed methods research designs as well as the reporting on the project; • Discuss sampling from both a qualitative and quantitative perspective and to indicate this in a written report; • Apply that all ethical considerations were adhered to in a written report; • Locate and use research resources such as literature, data and websites; • Apply the principles for scholarly writing as set out by the APA. 		
Module code: PSYH672	Semester 1 and 2	NQF-Level: 8
Title: Psychopathology		
Module outcomes: Upon completion of this module students should demonstrate: <ul style="list-style-type: none"> • Knowledge in order to identify and compare the different forms of psychopathology in children, adolescents adults from a Western as well as an African perspective; • Knowledge of the DSM 5 classification system and the ability to apply this knowledge; • Knowledge and engagement to critically discuss and compare possible aetiologies regarding psychopathology, and come to an integrated synthesis; • Knowledge and engagement in order to analyse case studies and make correct diagnoses; • Knowledge in order to act ethically correct and from an established system of norms in all actions; • Knowledge and engagement in order to make sensible and relevant references for continued or advanced intervention after having studied the case studies; • The ability of self-regulated skills to independently obtain, critically analyse and synthesize information from appropriate research articles and other credible sources regarding psychopathology to present findings as well as reflect on the impact of the study material; • The ability to use their own learning strategies, independent working style and partake in professional discourses. 		
Mode of delivery: Contact teaching – only Full time.		

Assessment methods: Written assignments, class activities, group- and individual work, as well as a formal examination.		
Assessment criteria Assessment will be based on feedback on the study material, additional sources, homework assignments and/or any uncertainties will be addressed during the contact session. Students must present an applicable theory in a group in class about psychopathology. Student must independently obtain, and critically analyse and synthesize information from appropriate research articles and use appropriate academic or professional discourse to present findings in the field of pathology.		
Module code: RKKX677	Semester 1 and 2	NQF-Level: 8
Title: Therapeutic Recreation		
Module outcomes: After the module has been completed, the student should be able to: <ul style="list-style-type: none"> • Demonstrate a comprehensive and systematic knowledge base of therapeutic recreation within a multidisciplinary relationship, together with the philosophical basis for effective service delivery, and combine this knowledge with the necessary theoretical expertise to identify, analyse, evaluate and solve practice-oriented problems; • Successfully master effective and appropriate planning skills within the therapeutic recreation process in order to implement a variety of interventions; • Handle sensitive issues in the therapeutic recreation practice in an ethical and responsible manner; • Collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results for positive leisure time functioning. 		
Mode of delivery: Full time/contact. No modules are presented "online" or presented from one campus to students on another campus.		
Assessment methods: Individual and group assignments based on the different study units, unprepared class tests and individual and group presentations. Formal theoretical examination.		
Assessment criteria The outcomes have been mastered when the student can: <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of therapeutic recreation within a multidisciplinary relationship and service delivery. • To combine this knowledge with the necessary theoretical expertise to identify, analyse, evaluate and solve practice-oriented problems. • Follow and implement the therapeutic recreation process within a variety of situations • Identify, explain, evaluate and handle sensitive issues in the delivery of therapeutic recreation practice in an ethical and responsible manner • Demonstrate the ability to collect, analyse and interpret scientific research data under supervision from literature and case studies and use the results for positive leisure time functioning. 		
Module code: RKKX681	Semester 1 and 2	NQF-Level: 8
Title: Applied Recreation Management		
Module outcomes: After the module has been completed, the student should be able to: <ul style="list-style-type: none"> • demonstrate comprehensive and systematic knowledge of service delivery and management in the recreation environment; • apply effective and appropriate management skills during the planning, organising and presentation of recreation services; • demonstrate a coherent and critical understanding of the science, research and technology and the ability to combine that with the necessary theoretical expertise in order to identify and solve problems; • solve problems regarding recreation management in an ethically accountable manner in order to contribute to the promotion of recreation service delivery in South Africa. 		
Mode of delivery Full time/contact. No modules are presented "online" or presented from one campus to students on another campus.		
Assessment methods: Teaching tests, assignments and practicals. A final theoretical examination.		
Assessment criteria The module outcomes have been mastered when the student can: <ul style="list-style-type: none"> • apply the comprehensive and systematic knowledge of service delivery and management in the recreational environment; 		

- apply effective and efficient management skills in the planning, organisation and presentation of recreational services;
- show a cohesive and critical understanding of the science, research and technology and have the ability to combine it with the necessary theoretical expertise to identify problems around the management of recreation service delivery in planning, organising and presenting recreational services; and
- solve problems around recreation management in an ethically justified way and thereby contribute to the promotion of recreation in South Africa.

Module code: RKKX682

Semester 1 and 2

NQF-Level: 8

Title: Recreation Service Programming

Module outcomes:

After the module has been completed, the student should be able to:

- an understanding of recreation service provision from a South African context;
- a comprehensive knowledge base on programme planning, organising, implementing and evaluation;
- make use of researched and scientific evidence to solve recreation-related problems;
- design, implement and evaluate outcome-based recreation programmes for individuals and groups;
- collect, analyse and interpret scientific research data under supervision from literature and use results for positive leisure-time functioning;
- behave ethically and produce truthful reports and assignments with consideration to rules guiding academic conduct; and
- effective contribution in a group and take leadership for certain tasks.

Mode of delivery:

Full time/contact. No modules are presented "online" or presented from one campus to students on another campus.

Assessment methods:

Written class tests on specific study units, group work activities, assignments, unprepared teaching tests, oral presentations (of articles) and discussions on various study sections as class involvement. A final theoretical examination.

Assessment criteria

The outcomes have been mastered when the student can:

- use knowledge to programme leisure time specific to the South African population
- use the knowledge and understanding gained regarding the fundamentals of recreation and to solve recreation-related problems individually or as part of a group;
- use literature to solve problems arising within recreation programming
- Produce evidence of implemented programmes for positive leisure-time functioning;
- provide written evidence of planned programmes for individuals and groups;
- produce truthful reports on assignments and tasks given without plagiarism and careful attention to copyright; and
- present exceptional work requiring team effort.

Module code: RKKX683

Semester 1 and 2

NQF-Level: 8

Title: Outdoor Leadership

Module outcomes:

After the module has been completed, the student should be able to:

- comprehensive and systematic fundamental knowledge and practical skills with regard to the planning, organising and presentation of outcome-based outdoor and adventure based recreation services;
- by means of effective and appropriate use of fundamental knowledge and practical skills successfully plan, organise, present and manage outdoor and adventure based recreation services in a professional manner;
- a coherent and critical understanding of the science, research and technology and the ability to combine that with the necessary theoretical expertise in order to identify and solve known problems in the outdoor- and adventure based recreation practice; and
- mastery of sensitive issues in outdoor- and adventure based recreation practice in a professional and ethically accountable manner.

Mode of delivery:

Full time/contact. No modules are presented "online" or presented from one campus to students on another campus.		
Assessment methods: Formal assessment (class tests, assignments and practical evaluations), Students complete one final practical examination at the end of the year.		
Assessment criteria The outcomes have been mastered when the student can: <ul style="list-style-type: none"> • present comprehensive and systematic fundamental knowledge and practical skills with regard to the planning, organising and presentation of outcome-based outdoor and adventure based recreation services; • successfully plan, organise, present and manage outcome-based outdoor and adventure based recreation services in a professional manner through effective and appropriate use of fundamental knowledge and practical skills; • identify and solve known problems in outdoor and adventure based recreation services practice through a coherent and critical understanding of the science, research and technology; and • manage sensitive issues in outdoor and adventure based recreation services practice in a professional and ethically accountable manner. 		
Module code: VGHB672	Semester 1 and 2	NQF-Level: 8
Title: Consumer Resource Management		
Module outcomes: Upon completion of this module the student should: <ul style="list-style-type: none"> • demonstrate effective skills at retrieving, processing, interpreting and integrating academic literature relevant to consumer resource management; • show a coherent and critical comprehension of the principles that apply to resource management in order to (i) understand the consumer better and to critically evaluate their behaviour and decision-making process, and thereby (ii) to make meaningful recommendations based upon this evaluation; • identify, analyse and investigate complex problems and questions in resource management behaviour and offer evidence-driven solutions from theory-driven arguments; • demonstrate and orally communicate the principles and values underlying family welfare and family resource management; • in order to facilitate the homeowner's life, evaluate and analyse computerisation of the domestic environment and all the most recent developments in the area of domestic apparatus; • evaluate environmental conservation as well as responsible management of scarce resources in order to address sound resource management as well as consumer counselling; • present lectures suitable for a variety of audiences in a clear and meaningful fashion. 		
Mode of delivery: Full time – Contact.		
Assessment methods: Submission of assignments and a formal examination.		
Assessment criteria: The student proves that he/she reached the outcomes by: <ul style="list-style-type: none"> • effective information retrieval, processing, interpreting and integration skills, as well as the identification of problems and questions relevant to the study of consumer resource management, will be determined using the group assignments and literature studies; • the ability to evaluate and analyse consumer behaviour and decision-making processes will be determined through the study of various case studies and will be demonstrated during seminar presentations and literature studies; • the identification of problems and questions relevant to the study of consumer resource management will be determined using the group assignments and literature studies; and • the ability to advise consumers on the effective and optimal use of available resources within the family, household and environment will be demonstrated through the seminar • Presentation and a project aimed at exhibiting skills in consumer guidance, education and training. 		
Module code: VGHB673	Semester 1 and 2	NQF-Level: 8
Title: Interior Design		
Module outcomes: Upon completion of this module the student should: <ul style="list-style-type: none"> • show a coherent and critical comprehension of the principles of environmental psychology so that (i) a particular built environment problem may be investigated and (ii) on-going research based on this may be critically evaluated; 		

- be able to identify, analyse and investigate complex and/or actual problems and questions in environmental psychology within the field of consumer studies, and also to offer evidence-driven solutions from theory-driven arguments;
- identify, analyse, integrate and independently evaluate research in environmental psychology by executing a particular research survey;
- demonstrate effective skills at retrieving, processing, interpreting and integrating information with regard to academic literature relevant to consumer sciences in the field of environmental psychology;
- demonstrate the principles and values underlying scientific research in an academically professional research project, as well as a follow-up report, and communicate it orally to a variety of audiences by using different genres appropriate to the context.

Mode of delivery: Full time – Contact.

Assessment methods:

Submission of assignments and formal examination.

Assessment criteria:

Assessment of the module outcomes will be performed as follows:

- An understanding of the principles of environmental psychology will be determined on the basis of using written individual assignments.
- The identification, analysis, and evaluation by means of appropriate research methods and offering of evidence-driven solutions to complex problems and issues in environmental psychology will be determined on the basis of individual assignments and class discussions.
- The ability to identify, analyse, integrate and independently evaluate environmental psychological research will be determined on the basis of the performance of a certain research survey.
- Effective information retrieval, processing, interpretation and integration skills with regard to academic literature relevant to the consumer sciences perspective within the environmental psychology will be reflected in individual assignments.
- The principles and values underlying scientific research will be reflected in a research study as well as a subsequent report which will be presented verbally.

Module code: VKLE672

Semester 1

NQF-Level: 8

Title: Advanced Fashion Industry

Module outcomes:

After completion of this module, you should be able to:

- demonstrate a coherent and critical understanding of the principles, as well as a variety of methods, techniques and terms of fashion buying in the retail environment, for the needs/problems of the consumer in this environment to be satisfied, by means of critical research techniques and well thought through buying processes;
- identify, analyse, research and find proof-driven solutions to complex problems and questions in the buying environment of fashion retail, based on theory-driven arguments;
- identify, analyse, integrate and evaluate the fashion trend sources independently in order to apply it to a specific retail environment;
- demonstrate the principles and values underlying to marketing as well as the supporting international markets and various buying techniques by means of oral communication and personal decision-making.

Mode of delivery: Full time – Contact.

Assessment methods:

Students must submit assignments. Practical assignments will also be included. Formal examination.

Assessment criteria:

The student proofs that he/she reached the outcomes by:

- Answering insight questions during the assessment paper correctly in the context of the studied material and also the application of the knowledge in the execution of the buying process.
- Reasoning in a logical way during a contact session around the ethical questions around the import of internationally manufactured clothing.
- Compiling a professional presentation in the form of a portfolio, displaying the latest skills in fashion purchasing that were acquired.
- Presenting a feasible advertising campaign for his/her new product range in the format of a report.

Module code: VNAM671

Semester 1 and 2

NQF-Level: 8

Title: Consumer Research Methods and Scientific Writing

Module outcomes:

After completion of this module, the student should demonstrate:

- integrated knowledge of and engagement in research in consumer sciences; and critical understanding and application of research methodologies and techniques relevant to consumer behaviour research;
- an ability to critically interrogate scientific articles, research methodology text books and academic literature within the field of consumer sciences, and evaluate that knowledge to select the appropriate research methodologies, critically evaluate ongoing research and execute consumer research;
- the ability to analyse and critically judge the effectiveness of the implementation of a range of research approaches, designs, sampling techniques, data collection and analysis
- procedures appropriate to consumer research with a view to implement and practically apply these methods and procedures to complex or abstract research problems in consumer sciences;
- supervised research skills by selecting and implementing quantitative and qualitative research methods to effectively execute a planned research design for a theoretical consumer research problem and to present it in an acceptable scientifically written academic format;
- the ability to critically reflect on and effectively address complex problems or questions related to typical consumer research and apply with theory-driven, soundly motivated methodological arguments; and
- the ability to critically judge the ethical conduct of others within the research environment, and to effect change in research practices where necessary.

Mode of delivery: Full time – Contact.

Assessment methods: The students must submit assignments and written class tests and write a final examination.

Assessment criteria:

- Candidates have mastered the outcomes if they are able to:
- Display integrated knowledge to enable engagement in current research practices in consumer sciences and an understanding that allows attention to be paid to critical aspects of research methodologies and techniques, as well as application of these methods to consumer behaviour research matters and issues;
 - Critically interrogate scientific articles, research methodology text books and academic literature within the field of consumer sciences and critically evaluate the knowledge from these sources to: (1) make a selection of the most appropriate research methodologies applicable to case studies or research problems, (2) critically evaluate research formerly conducted with appropriate critique points and recommendations, and (3) execute research regarding a consumer-related problem;
 - Analyse and judge the implementation of different research approaches, designs, sampling techniques, data collection and data analysis procedures in a critical manner based on their appropriateness in a consumer research context to implement and apply these methods to complex or abstract consumer-related case studies or research problems;
 - Select and implement quantitative and qualitative research methods during the successful planning and executing of a research design for a given case study or research problem in a scientifically and professionally written manner under the supervision of a lecturer;
 - Reflect on given consumer-related case studies and research problems in a critical manner, address these complex problems and apply relevant methodological theory and arguments in doing so;
 - Critically judge the ethical conduct and research practices of group members or other researchers in hypothetically stated research situations within consumer sciences, to bring about positive changes to the benefit of research participants and to stimulate ethically sound research.

Module code: VNAV671	Semester 1 and 2	NQF-Level: 8
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Title: Research Project – Research Report Submission

Module outcomes:

- After completion of the module the student should be able to:
- Demonstrate a coherent and critical understanding regarding the execution of consumer behaviour research;
 - make a choice regarding the most applicable quantitative and qualitative research methods to study a research problem in the honours research project scientifically;
 - identify, analyse and research complex and/or real problems and questions in the consumer sciences, as well as present proof-based solutions from theory and research result-driven arguments;
 - make a critical evaluation of research problems, study them in practice by means of research field work during the honours research project, and present recommendations based on this through scientific written and verbal communication;
 - identify, analyse, interpret and apply in the practical execution of research, research literature relevant to the consumer behaviour field, as well as the consumer scientific subject-disciplines such as food, clothing and interior; and

- demonstrate an ethically correct attitude in the way in which you undertake and present consumer research.

Mode of delivery: Full time – Contact.

Assessment methods:
Students submit a research report (mini-dissertation) for examination.

Assessment criteria:
In order to determine whether you have achieved the outcomes of the module, you have to:

- Execute a basic research project on a small scale during which you will have to prove in your mini-dissertation that you have mastered the relevance of consumer behaviour literature, as well as subject-specific literature on your topic;
- do a literature study of consumer behaviour theories, research methodology, as well as subject-related literature during which you will have to evaluate and interpret the information regarding the quality of the literature, its relevance to your topic and its possible practical application in your study;
- practically apply the research methods that you have studied during the gathering of data for your research project, as well as the basic processing of and reporting on the data as you have learned during the contact session on introductory statistics;
- formulate a research problem in a scientifically correct manner for a basic research project which will be allocated to you by your study leader; also research this problem by correctly applying the research process and research methods step by step as you have learned in VNAM 671, and report on this in your mini-dissertation;
- interpret your research data by means of basic statistical methods by evaluating your findings critically, based on consumer behaviour theories in order for you to be able to note it for your mini-dissertation and come to conclusions; and
- communicate your aim, objectives, methods, results and conclusions in a professional manner to lecturers and fellow students of the subject group consumer sciences, by making use of PowerPoint.

Module code: VVBG671	Semester 1 and 2	NQF-Level: 8
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Title: Consumer Behaviour

Module outcomes:
Upon completion of this module the student should:

- show a coherent and critical comprehension of the principles that apply to consumer behaviour in order to (i) understand the consumer better and critically evaluate this purchasing behaviour and decision-making process, and (ii) make meaningful recommendations based upon this evaluation;
- identify, analyse and investigate complex and/or actual problems and questions in consumer behaviour, and also to offer evidence-driven solutions from theory-driven arguments;
- have a systematic and extensive knowledge of those aspects pertaining to consumer behaviour that may be applied from within the subject discipline of Consumer Sciences by doing an analysis, synthesis and evaluation of the relevant research literature;
- analyse and apply practically the approaches of various authors to the effects of external influences upon consumer behaviour; and
- critically analyse and evaluate different models of, and approaches to consumer decision-making, consumer socialising and market segmentation.

Mode of delivery: Full time – Contact.

Assessment methods:
The student must submit assignments and written class tests and write a final examination.

Assessment criteria:
You have mastered the outcomes of this module when:

- Giving a presentation on one of the fields of consumer behaviour;
- executing individual application assignments on completion of each relevant factor;
- preparing for and subsequently participating in group discussions on complex consumer problems as well as the latest consumer research; and
- preparing for and subsequently participating in group discussions on complex consumer problems as well as the latest consumer research.

Module code: VVDL672	Semester 1 and 2	NQF-Level: 8
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Title: Food Product Development

Module outcomes:
Upon the successful completion of the module the student should:

- have a coherent and critical understanding of the integrated principles involved in food product development through extensive and systematic theoretical research in the form of literature studies on relevant fields in the NFPD process by analysing and evaluating various sources of information;

<ul style="list-style-type: none"> • synthesise and integrate relevant information to identify a potential new food product relevant to a consumer-oriented need and performing all aspects of the development process theoretically supported by relevant literature; • apply systematic problem-solving skills to address the complexity of product development by creating suitable sensory evaluation for screening the acceptability of the product process and to present the complete project in a scientific fashion as a mini research project in the form of a written report. • continuously act ethically and professionally according to ethical values to serve the interest of the industry and consumers in the production and retail industry to be served. 		
Mode of delivery: Full time – Contact.		
Assessment methods: The student must submit assignments and written class tests and write a final examination.		
Assessment criteria: Students will achieve the outcomes if they have the ability to: <ul style="list-style-type: none"> • conduct literature studies after extensive research, focussing on consumer driven product development and needs, communicating information in writing and oral; • present applicable NPVO flow-chart for the product where all aspects of the complete process may be evaluated thoroughly with evidence-driven arguments; • plan, organise and execute experimental phase of sensory evaluation by means of a tasting panel, analyse the results, and apply these to correct / screen / test the actual product; • present the complete project in a scientific fashion as a mini research project with a product concept written report introduced in an ethical professional and creative manner to a consumer audience. 		
Module code: VVDL673	Semester 1 and 2	NQF-Level: 8
Title: Consumer Behaviour in Foods		
Module outcomes: n completion of this module students should: <ul style="list-style-type: none"> • show a coherent and critical comprehension of the principles, as well as various types of consumer behaviour regarding food, so that (i) possible solutions / recommendations for specific consumer problems in the food industry / retail trade may be offered, and (ii) the implications for consumer behaviour of food-related phenomena, factors and events based on these may be critically evaluated; • identify and analyse complex and/or actual problems and questions in the food industry and consumer sciences, and also to offer evidence-driven solutions from theory-driven arguments; • have extensive and systematic knowledge of consumer behaviour so that you may apply it practically to specific components of the food industry through the analysis, evaluation, synthesis and integration of information, which will enable you to handle similar questions in practice. • identify, analyse and critically evaluate and justify with evidence-driven arguments research literature relevant to the field of food; and • demonstrate an ethically correct attitude with regard to the manner in which you approach the consumer by making recommendations that are ethically acceptable to both parties. 		
Mode of delivery: Full time – Contact.		
Assessment methods: The student must submit assignments and written class tests and write a final examination.		
Assessment criteria: Upon completion of this module the student should be able to: <ul style="list-style-type: none"> • effective regain information-, -processing-, interpretation- and integration- skills as well as identification of problems and questions relevant to the study of consumer behaviour in foods which will be determined in view of group assignments and literature studies; • evaluate and analyse consumers' behaviour and decision making processes by the studying of various case studies and reflect in the view of seminar presentations, group discussions, the execution of focus groups and literature studies; • identify problems and questions relevant to the study of consumer behaviour in foods in view of industry orientated group assignments, the writing of reports and articles as well as the execution of literature studies; and • advise consumers about relevant food subjects in seminar presentations, lecturers, group discussions and feedback sessions with the purpose to demonstrate consumer counselling, education and training skills. 		
Module code: VVO0671	Semester 1 and 2	NQF-Level: 8
Title: Adult Education and Training		
Module outcomes:		

<p>On completion of this module, you should be able to:</p> <ul style="list-style-type: none"> • demonstrate integrated knowledge and critical understanding of concepts, theories, methodologies and systems related to adult education and training within the discipline of Consumer Sciences; • on the basis of relevant scientific research methods, investigate, analyse and critically evaluate information from various relevant sources in order to address and resolve complex practice-related problems in a creative way; • demonstrate skills to, in an ethically justifiable manner, individually and as part of a team, develop and present adult education and training programs for a variety of adult populations, as well as communicate in writing in a prescribed report format, and orally to an audience of experts, the program and evaluate and improve on the programme and feedback; • manage and effectively utilise your resources in a self-regulating and accountable way in order to master the stated outcomes.
<p>Mode of delivery: Full time – Contact.</p>
<p>Assessment methods: The student must submit assignments and written class tests and write a final examination.</p>
<p>Assessment criteria: In order to determine whether you have reached the outcomes of the module, you will:</p> <ul style="list-style-type: none"> • successfully and independently find, analyse and critically evaluate the necessary resources for seminars and assignments; • perform literature searches and proof by writing scientific reports and a review article that you mastered the concepts, theories, methodologies and systems related to adult education and training; • individually or in a group, offer an adult education or training program for a specific adult population in an ethical responsible manner, communicate the program to an audience of experts and motivate, evaluate and improve on the program feedback.

HSC.2.2 MASTERS DEGREES

Module code: CLNP811	Semester 1	NQF-Level: 9
Title: Clinical Pharmacy, Social Pharmacy, and Professional Practice		
<p>Module outcomes: After completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> • Elicit a complete patient history. • Demonstrate a broad understanding of the components that form a laboratory result and the clinical application of these tests, with special reference to certain highlighted areas (e.g., diabetes mellitus, hyperlipidaemia, electrolyte imbalances, liver function tests, full blood count, and iron disorders). • Communicate effectively with a wide range of audiences using a variety of methods including written, poster, oral and web-based presentations. • Culminate and integrate social and clinical skills, evidence-based studying and patient-centred decision making in each individual case study. • Participate in and contribute to a multi-disciplinary team 		
<p>Mode of delivery: The programme is divided into four semesters (two study years). Each semester begins with a 5 day compulsory introductory workshop. It is followed up with 4 contact days each 8 weeks (compulsory).</p>		
<p>Assessment methods: Continuous assessment by means of:</p> <ul style="list-style-type: none"> • Assignments, • group discussions, • case study presentations, • online tutorials (e-Fundi), • practical assessments, • written examination, and • portfolio <p>will be utilised as modes of outcome evaluation.</p>		
Module code: CLNP812	Semester 1	NQF-Level: 9
Title: Clinical Epidemiology, Research Methodology, Biostatistics, and Evidence-based Medicine		
<p>Module outcomes: After completion of this unit the student should be able to:</p>		

<ul style="list-style-type: none"> • Demonstrate an understanding for the classical “scientific method” and appropriate experimental design. • Demonstrate an understanding of the statistical methods commonly employed in biomedical sciences, population distributions, and sampling. • Understand and interpret experimental data in terms of their biological significance for the population as well as the individual patient. • Create, design and explore a research question in a specialised area and evaluate this research with appropriate justification or create, design and explore a work-based learning project to evaluate an issue in practice. • Demonstrate an acquired knowledge, understanding, and professional attitude in interpretation of clinical and epidemiological studies for use in patient health assessment. 		
<p>Mode of delivery: The programme is divided into four semesters (two study years). Each semester begins with a 5 day compulsory introductory workshop. It is followed up with 4 contact days each 8 weeks (compulsory).</p>		
<p>Assessment methods: Continuous assessment by means of:</p> <ul style="list-style-type: none"> • assignments, • feedback reports, • group discussions, • journal presentations, • online tutorials (e-Fundi), • practical assessments, and • written examination 		
Module code: CLNP821	Semester 2	NQF-Level: 9
Title: Clinical Pharmacotherapeutics and Therapeutic Outcomes Management II		
<p>Module outcomes: After completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a basic understanding of the relationship between pathophysiologic principles and the clinical manifestations, diagnosis, prognosis and management of common diseases. • Demonstrate an in-depth knowledge of specialised areas of pharmacotherapy and have an appreciation of the current range of theoretical and research understanding in those areas. • Demonstrate knowledge of the anatomical and physiological factors which influence drug delivery and elimination of drugs. • Culminate and integrate social and clinical skills, evidence-based studying and patient-centred decision making in each individual case study. 		
<p>Mode of delivery: The programme is divided into four semesters (two study years). Each semester begins with a 5 day compulsory introductory workshop. It is followed up with 4 contact days each 8 weeks (compulsory).</p>		
<p>Assessment methods: Continuous assessment by means of:</p> <ul style="list-style-type: none"> • assignments, • feedback reports, • group discussions, • case study presentations, • journal presentations, • online tutorials (e-Fundi), • practical assessments, • written and oral examination, and • portfolio <p>will be utilized as modes of outcome evaluation</p>		
Module code: CLNP813	Semester 2	NQF-Level: 9
Title: Clinical Pharmacotherapeutics and Therapeutic Outcomes Management I		
<p>Module outcomes: After completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a basic understanding of the relationship between pathophysiologic principles and the clinical manifestations, diagnosis, prognosis and management of common diseases. • Demonstrate an in-depth knowledge of specialised areas of pharmacotherapy and have an appreciation of the current range of theoretical and research understanding in those areas. 		

<ul style="list-style-type: none"> • Demonstrate knowledge of the anatomical and physiological factors which influence drug delivery and elimination of drugs. • Culminate and integrate social and clinical skills, evidence-based studying and patient-centred decision making in each individual case study. 		
<p>Mode of delivery: The programme is divided into four semesters (two study years). Each semester begins with a 5 day compulsory introductory workshop. It is followed up with 4 contact days each 8 weeks (compulsory).</p>		
<p>Assessment methods: Continuous assessment by means of:</p> <ul style="list-style-type: none"> • assignments, • feedback reports, • group discussions, • case study presentations, • journal presentations, • online tutorials (e-Fundi), • practical assessments, • written and oral examination, and • portfolio <p>will be utilized as modes of outcome evaluation.</p>		
Module code: CLNP814	Semester 1	NQF-Level: 9
<p>Title: Clinical Drug Toxicology, Drug Therapy in Oncology and the Management of Drug Abuse</p>		
<p>Module outcomes: After completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the absorption, distribution, metabolism, and excretion processes of toxicants (toxicokinetics) • Demonstrate an understanding of target organ toxicity, typical mechanisms, and consequences involving specific organ systems • Describe methods involved in evaluation of toxic effects on selected organ systems • Demonstrate the ability to critically evaluate primary literature in pharmacology and toxicology • Culminate and integrate social and clinical skills, evidence-based studying and patient-centred decision making in each individual case study regarding toxicology, oncology and drug abuse. 		
<p>Mode of delivery: The programme is divided into four semesters (two study years). Each semester begins with a 5 day compulsory introductory workshop. It is followed up with 4 contact days each 8 weeks (compulsory).</p>		
<p>Assessment methods: Continuous assessment by means of:</p> <ul style="list-style-type: none"> • assignments, • feedback reports, • group discussions, • case study presentations, • journal presentations, • online tutorials (e-Fundi), • practical assessments, • written and oral examination, and • portfolio <p>will be utilized as modes of outcome evaluation.</p>		
Module code: CLNP873	Semester 2	NQF-Level: 9
<p>Title: Mini-dissertation: Advanced Clinical Pharmacy</p>		
<p>Module outcomes: After completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate specialist knowledge and critical understanding of clinical pharmacy to enable engagement with research in this practice. • Demonstrate understanding of principles, theories and techniques relevant to clinical pharmacy so that s/he can individually and under supervision, identify a complex and real-world clinical problem, undertake relevant literature survey, including the analyses, evaluation and integration of information and apply this to structured research and solve the problem. 		

<ul style="list-style-type: none"> Communicate effectively and ethically the research results in a scientifically acceptable article format and verbally presents this to specialist and non-specialist audiences, using supportive Information Technology. 		
Mode of delivery: Full time/part time – contact		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Module code: FCHG871	Semester 1 and 2	NQF-Level: 9
Title: Dissertation: Pharmaceutical Chemistry		
Module outcomes: After successful completion of this module, the student will demonstrate: <ul style="list-style-type: none"> advanced and specialised knowledge and critical understanding of aspects within a specialised discipline that is relevant to a research project in Pharmaceutical Chemistry, to specifically enable engagement with, and critique of, the content of the specialised discipline; an ability to evaluate current processes of knowledge production within a specialised discipline in Pharmaceutical Chemistry and then to select an appropriate process of enquiry for the relevant area of specialisation in Pharmaceutical Chemistry to address an appropriate problem therein; an ability to conduct a comprehensive review of leading and current research in an area of specialisation in Pharmaceutical Chemistry to produce a project that will delineate a significant research problem that needs elucidation; under supervision, the ability to design, select and apply appropriate and creative qualitative and/or quantitative protocols and techniques to complex practical/theoretical problems with a view to solve a research problem or test a hypothesis; under supervision, the ability to identify, conceptualise, design and implement methods of enquiry to address complex and challenging problems within a specialised discipline that is relevant to a research project in Pharmaceutical Chemistry; under supervision, an ability to select and effectively apply a wide range of specialised skills and integrative knowledge in order to solve a research problem or test a hypothesis; an ability to use the resources of academic discourses to communicate and defend substantial ideas that are the products of research in an area of specialisation that is relevant to a research project in Pharmaceutical Chemistry; an ability to design and implement a strategy for the effective management of information with the use of appropriate technologies within an area of specialisation that is relevant to a research project in Pharmaceutical Chemistry; the ability to use a range of advanced and specialised skills in an area of specialisation that is relevant to a research project in Pharmaceutical Chemistry, to offer innovative ideas to address problems, thereby effecting change within the area of specialisation in Pharmaceutical Chemistry; an ability to make autonomous ethical decisions which affect knowledge production or professional issues; ability to define and sustain professional development within the field of Pharmaceutical Chemistry by means of innovative research and critical thinking. 		
Mode of delivery: An introductory course in research methodology, laboratory safety, ethics, statistics and good laboratory practice is offered at the start of the program and proof of participation must be obtained. The programme consists only of a dissertation and the research project is executed by the student in cooperation with the supervisors, sub programme leaders and research director.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> produce advanced and specialised knowledge and display critical understanding of aspects within a specialised discipline that is relevant to a research project in Pharmaceutical Chemistry, to specifically enable engagement with and critique of the content of a specialised discipline; evaluate current processes of knowledge production within a specialised discipline in Pharmaceutical Chemistry and to select an appropriate process of enquiry for the relevant area of specialisation in Pharmaceutical Chemistry to address an appropriate problem therein; conduct a comprehensive review of leading and current research in an area of specialisation in Pharmaceutical Chemistry to produce a project that will delineate a significant research problem that needs elucidation; 		

- under supervision, design, select and apply appropriate and creative qualitative and/or quantitative protocols and techniques to complex practical/theoretical problems with a view to solve a research problem or test a hypothesis;
- under supervision, identify, conceptualise, design and implement methods of enquiry to address complex and challenging problems within a specialised discipline that is relevant to a research project in Pharmaceutical Chemistry;
- under supervision, select and effectively apply a wide range of specialised skills and integrative knowledge in order to solve a research problem or test a hypothesis;
- use the resources of academic discourses to communicate and defend substantial ideas that are the products of research in an area of specialisation that is relevant to a research project in Pharmaceutical Chemistry;
- design and implement a strategy for the effective management of information with the use of appropriate technologies within an area of specialisation that is relevant to a research project in Pharmaceutical Chemistry;
- use a range of advanced and specialised skills in an area of specialisation that is relevant to a research project in Pharmaceutical Chemistry, to offer innovative ideas to address problems, thereby effecting change within the area of specialisation in Pharmaceutical Chemistry;
- make autonomous ethical decisions which affect knowledge production or professional issues;
- define and sustain professional development within the field of Pharmaceutical Chemistry by means of innovative research and critical thinking.

Module code: FKL871

Semester 1 and 2

NQF-Level: 9

Title: Dissertation: Pharmacology

Module outcomes:

After completion of the module the student should be able to:

- advanced/progressive/innovative and specialised knowledge and critical understanding with regard to the specialisation field within pharmacology according to the research project, to specifically enable engagement with and critique of the specialisation field within pharmacology according to the research project ;
- an ability to evaluate current processes of knowledge production within the field/discipline/practice of the specialisation field within pharmacology according to the research project and then to select an appropriate process of enquiry for the area of study/practice (give details) to address an appropriate problem therein;
- an ability to conduct a comprehensive review of leading and current research in the specialisation field within pharmacology according to the research project, to produce insights on the specialisation field within pharmacology according to the research project that will delineate/clarify/demarcate a significant research problem that needs elucidation;
- under supervision, the ability to design, select and apply appropriate and creative qualitative and/or quantitative methods, techniques, processes, technologies etc. to complex practical/ theoretical problems with a view to furthering skills/knowledge on the specialisation field within pharmacology according to the research project;
- under supervision, the ability to identify, conceptualise, design and implement methods of enquiry to address complex and challenging problems within the specialisation field within pharmacology according to the research project;
- under supervision, an ability to select and effectively use/apply a wide range of specialised skills in order to apply these to the specialisation field within pharmacology according to the research project; an ability to use the resources of academic / professional / occupational discourses to communicate and defend substantial ideas that are the products of research/knowledge production or development in the specialisation field within pharmacology according to the research project;
- an ability to design and implement a strategy/process for the effective processing/management of information with the use of appropriate technologies in the specialisation field within pharmacology according to the research project;
- an ability to design/plan/implement interventions in the specialisation field within pharmacology according to the research project at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of such interventions;
- the ability to use a range of advanced and specialised skills in the specialisation field within pharmacology according to the research project and participate in discourses appropriate to the

<p>specialisation field within pharmacology according to the research project, to offer innovative ideas to address problems/issues/challenges), thereby affecting change within the discipline/focus etc.</p> <ul style="list-style-type: none"> • an ability to make autonomous ethical decisions which affect knowledge production/research design/certain practices/ complex organisational or professional issues; • an ability to critically contribute to the development of ethical standards within the specialisation field within pharmacology according to the research project; • ability to define and sustain professional development within the field/practice of specialisation within pharmacology according to the research project and by means of this specialisation field. 		
<p>Mode of delivery: An introductory course in research methodology, laboratory safety, ethics, statistics and good laboratory practice is offered at the start of the program and proof of participation must be obtained. The programme consists only of a dissertation and the research project is executed by the student in cooperation with the supervisors, sub programme leaders and research director.</p>		
<p>Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.</p>		
<p>Assessment criteria Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • display the ability to demonstrate specialised knowledge to enable engagement with and critique of current research or practices; and demonstrate an advanced scholarship or research in the specialisation field within pharmacology according to the research project; • display an ability to evaluate current processes of knowledge production and to choose an appropriate process of enquiry in the specialisation field within pharmacology according to the research project; • display an ability to design, select and apply appropriate and creative methods, techniques, procedures or technologies to complex practical and theoretical problems; • display an ability to use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within the specialisation field within pharmacology according to the research project; and an understanding of the consequences of any solutions or insights generated within a specialised context; • display an ability to make autonomous ethical decisions which affect knowledge production or complex organisational or professional issues; also demonstrate an ability to critically contribute to the development of ethical standards in the specialisation field within pharmacology according to the research project; • display an ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the specialisation field within pharmacology according to the research project to produce significant insights; • display an ability to use the resources of academic and professional or occupational discourse to communicate and defend substantial ideas that are the products of research or development in the specialisation field within pharmacology according to the research project; and demonstrate advanced and specialised skills and discourses appropriate to the specialisation field within pharmacology according to the research project, to communicate to a range of audiences with different levels of knowledge or expertise; • display an ability to make interventions at an appropriate level within the system, based on an understanding of the hierarchical relations within the system; and the ability to address the intended and unintended consequences of interventions; • display an ability to develop own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning; • display an ability to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices. 		
Module code: PHYS871	Semester 1 and 2	NQF-Level: 9
<p>Title: Dissertation: Cardiovascular Physiology</p>		
<p>Module outcomes: At the end of the module the student should be able to:</p> <ul style="list-style-type: none"> • Depth of specialized knowledge and high levels of theoretical understanding in a complex and specialized area within the field of Cardiovascular Physiology and /or across specialized or applied areas and expand or redefine existing knowledge in the field of Cardiovascular Physiology. 		

- Intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Cardiovascular Physiology and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts.
- Autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria.
- Show mastery of the literature and state of research in a specific area of Cardiovascular Physiology.
- Research leadership within a field of Cardiovascular Physiology or across disciplines to optimize all aspects of the research processes within complex and unpredictable contexts.
- High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research in the field of Cardiovascular Physiology, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Mode of delivery: Full time / Part time – Contact.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- Generate and display specialized knowledge and high levels of theoretical understanding in a complex and specialized area within the field of Cardiovascular Physiology and /or across specialized or applied areas and make an original contribution to the knowledge society in Cardiovascular Physiology;
- apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Cardiovascular Physiology;
- apply and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines in Cardiovascular Physiology;
- generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria;
- show mastery of the literature by producing original insights into new and complex ideas, information and issues in a specific area of the Cardiovascular Physiology;
- plan, resource, manage and optimize all aspects of research processes within complex and unpredictable contexts in Cardiovascular Physiology.

Module code: FMSG871

Semester 1 and 2

NQF-Level: 9

Title: Dissertation: Pharmaceutics

Module outcomes:

After successful completion of this module, the student will demonstrate:

- advanced and specialised knowledge and critical understanding of aspects within the specialisation field of the relevant research project in Pharmaceutics, to specifically enable engagement with and critique of the information within the area of specialisation.
- an ability to evaluate current processes of knowledge production within a specialisation field in Pharmaceutics and then to select an appropriate process of enquiry for the relevant specialisation field in Pharmaceutics to address an appropriate problem therein.
- an ability to conduct a comprehensive review of leading and current research in the relevant specialisation field of Pharmaceutics to produce a topic that will delineate a significant research problem that needs elucidation.
- under supervision, the ability to design, select and apply appropriate and creative quantitative methods to complex practical problems with a view to solve the problem in the relevant field of specialisation in Pharmaceutics.
- under supervision, the ability to identify, conceptualise, design and implement methods of enquiry to address complex and challenging problems within the specialisation field of Pharmaceutics relevant to the research project.
- under supervision, an ability to select and effectively apply a wide range of specialised skills in order to conduct experiments that produce new knowledge to answer a research question.
- an ability to design and implement a strategy for the effective processing of information with the use of appropriate technologies in the specialisation field of Pharmaceutics according to the research project.
- the ability to use a range of advanced and specialised skills in the specialisation field of Pharmaceutics relevant to the research project, to offer innovative ideas to address problems, thereby affecting change within the field of specialisation in Pharmaceutics.

<ul style="list-style-type: none"> • an ability to make autonomous ethical decisions which affect knowledge production or professional issues. • ability to define and sustain professional development within the specialisation field of Pharmaceutics by means of continuous learning actions such as attending conferences and reading scientific articles. 		
<p>Mode of delivery: An introductory course in research methodology, laboratory safety, ethics, statistics and good laboratory practice is offered at the start of the program and proof of participation must be obtained. The programme consists only of a dissertation and the research project is executed by the student in cooperation with the supervisors, sub programme leaders and research director.</p>		
<p>Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.</p>		
<p>Assessment criteria Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • Generate advanced and integrated knowledge and exhibit critical understanding of aspects within the specialisation field of the relevant research project in Pharmaceutics and engage with and critique information within the area of specialisation; • evaluate current processes of knowledge production within a specialisation field in Pharmaceutics and select an appropriate process of enquiry for the relevant specialisation field in Pharmaceutics to address an appropriate problem therein; • conduct a comprehensive review of leading and current research in the relevant specialisation field of Pharmaceutics to produce a topic that will delineate a significant research problem that needs elucidation; • design, select and apply appropriate and creative quantitative methods under supervision to solve complex practical problems in the relevant field of specialisation in Pharmaceutics; • identify, conceptualise, design and implement methods of enquiry under supervision to address complex and challenging problems within the specialisation field of Pharmaceutics relevant to the research project; • select and effectively apply a wide range of specialised skills under supervision in order to conduct experiments that produce new knowledge to answer a research question; • design and implement a strategy for the effective processing of information with the use of appropriate technologies in the specialisation field of Pharmaceutics according to the research project; • use a range of advanced and specialised skills in the specialisation field of Pharmaceutics relevant to the research project, to offer innovative ideas to address problems, thereby affecting change within the field of specialisation in Pharmaceutics; • define and sustain professional development within the specialisation field of Pharmaceutics by means of continuous learning actions such as attending conferences and reading scientific articles. 		
Module code: FMWG871	Semester 1 and 2	NQF-Level: 9
<p>Title: Dissertation: Pharmaceutical Sciences</p>		
<p>Module outcomes: After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • advanced knowledge and skill in the contextualisation and delimitation of a specific research problem after a thorough review of relevant and essential scientific literature; • the ability to systematically investigate a specific problem (or research question) through the implementation of an effective research design and research methods, including the ability to plan, resource, manage and optimise all aspects of the research process; • the ability to identify and consider ethical implications of research as well as the determination of socially relevant issues and research needs within the field of the Pharmaceutical Sciences in South Africa; • scientific communication skills via the development of a comprehensive report on a research project in the format of a dissertation and research articles suitable for publication in peer-reviewed journals; • the ability to work in a disciplinary and/or multi-disciplinary team, group, organisation or community towards achieving specified goals; • the ability to evaluate information and concepts in the broader field of Pharmaceutical sciences and related fields and create responses to problems that lead to creation of new knowledge or expansion of existing knowledge and/or improvement of processes; • integration and critical application of theoretical knowledge and research findings within relevant local contexts as well as across disciplines to provide solutions to problems in the workplace; and • the ability to utilise technology for the development or evaluation of products within the Pharmaceutical and related industries. 		

Mode of delivery: Full time/part time – contact.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • demonstrate advanced knowledge and skill in the contextualisation and delimitation of a specific research problem after a thorough review of relevant and essential scientific literature; • demonstrate the ability to systematically investigate a specific problem (or research question) through the implementation of an effective research design and research methods, including the ability to plan, resource, manage and optimise all aspects of the research process; • demonstrate the ability to identify and consider ethical implications of research as well as the determination of socially relevant issues and research needs within the field of the Pharmaceutical Sciences in South Africa; • demonstrate scientific communication skills via the development of a comprehensive report on a research project in the format of a dissertation and research articles suitable for publication in peer-reviewed journals; • demonstrate the ability to work in a disciplinary and/or multi-disciplinary team, group, organisation or community towards achieving specified goals; • demonstrate the ability to evaluate information and concepts in the broader field of Pharmaceutical sciences and related fields and create responses to problems that lead to creation of new knowledge or expansion of existing knowledge and/or improvement of processes; • demonstrate integration and critical application of theoretical knowledge and research findings within relevant local contexts as well as across disciplines to provide solutions to problems in the workplace; and • demonstrate the ability to utilise technology for the development or evaluation of products within the Pharmaceutical and related industries. 		
Module Code: GRTL813	Semester 1 and 2	NQF-Level: 9
Title: Mini-dissertation: Gerontology		
Module outcomes: On completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> • Specialist knowledge and understanding to engage and conduct research under supervision in the field of in health promotion in gerontology within a transdisciplinary context, using a range of skills to identify, analyse and address complex, real-world problems ethically; and • An ability to evaluate current processes of knowledge production in the field of Transdisciplinary Health Sciences and to choose appropriate processes of inquiry for in the area of Gerontology. • The ability to conduct independent inquiry in Gerontology, and to report their findings in academically appropriate ways. • An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights. • The potential to act as academic leaders and experts in the field of Gerontology. • High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa. 		
Mode of delivery: Full time / Part time		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines to assess the mini dissertation.		
Assessment criteria: The student has mastered the outcomes when he/she can: <ul style="list-style-type: none"> • Display specialist knowledge to enable engagement and critique of current research and practices within the field of health promotion to engage in systematic and disciplined thinking about transdisciplinary health matters and issues, with particular reference to the Gerontology. • Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Gerontology. 		

- Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of inquiry to address complex and challenging problems within a field of Transdisciplinary Health Sciences with specific reference to Gerontology.
- Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in Gerontology to produce significant insights.
- Engage in and initiate academic and educational discourse to report and defend substantial ideas that are the results of research in an area of Gerontology.
- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Sciences as academic leaders and experts in the field of Gerontology.
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module Code: GRTL814

Semester 1 and 2

NQF-Level: 9

Title: Population ageing and policies

Module outcomes:

On completion of this module, the student should be able to demonstrate:

- Knowledge and critical understanding of international and national policies and frameworks on population ageing.
- Knowledge and engagement which reflects an understanding of the policies and trends in Sub-Saharan Africa on fertility, mortality and migration.
- The ability to engage in dialogue on challenges regarding the demographics of ageing.
- The ability to conduct independent inquiry in the field of Gerontology with relation to population, ageing and policies and to report their findings in academically appropriate ways.
- An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights in national and international policies and trends.
- The potential to act as academic leaders and experts in the field of Gerontology.
- High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time

Assessment methods: Discussions and assigned tasks / projects. The student will be required to write 2 essays of not more than 5000 words for both, to be assessed.

Assessment criteria:

The student will have mastered the outcomes when he/she can:

- Compare global, sub-Saharan and South African trends in policy on fertility, mortality and migration and write critical and argumentative comments on each;
- Analyse, compare and evaluate international and national social policy instruments on population ageing frameworks, specifically the following:
 - Madrid's International Plan of Action on Ageing (MIPAA).
 - Pan-African Policy Framework (AU).
 - National policy frameworks (South African Older Persons' Act, 2006).
- Write critical recommendations/comments to translate demographic ageing challenges into policy frameworks
- Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of inquiry to address complex and challenging problems within Gerontology with specific reference to the content of population, ageing and policies.
- Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights.
- Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in the area of Gerontology to produce significant insights in national and international policies and trends in Sub-Saharan Africa on fertility, mortality and migration.
- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Sciences as academic leaders and experts in the field of Gerontology.

- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module Code: GRTL815	Semester 1 and 2	NQF-Level: 9
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Title: Bio-medical and social theories

Module outcomes:

At the end of the module the student should be able to demonstrate:

- To demonstrate an understanding of key theoretical and conceptual approaches from a bio-medical perspective regarding the complex realities of older people in South Africa.
- To demonstrate an understanding of key theoretical and conceptual approaches from a social science perspective in the complex realities of older people in South Africa.
- The ability to conduct independent inquiry in the field of Gerontology with relation to bio-medical and social theories and to report their findings in academically appropriate ways.
- An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights in bio-medical and social theories.
- The potential to act as academic leaders and experts in the field of Gerontology.
- High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time

Assessment methods: Discussions and assigned tasks / projects. The student will be required to write 2 essays of not more than 5000 words for both, to be assessed.

Assessment criteria:

The student has mastered the outcomes when he/she can

- Analyse, evaluate and write critical perspectives on the key theoretical and conceptual approaches from a social science perspective in the complex realities of Older Persons' health in the SA context (NCDs), HIV/AIDS: Infected and affected older persons, psycho-social aspects of ageing, mortality, morbidity and the aging process, family, institutionalised and community care, care on primary, secondary and tertiary health care level to restore and promote health, prevent illness and include rehabilitation and abuse.
- Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of inquiry to address complex and challenging problems within Gerontology with specific reference to the content of bio-medical and social theories.
- Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights in bio-medical and social theories.
- Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in the area of Gerontology to produce significant insights in bio-medical and social theories.
- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Sciences as academic leaders and experts in the field of Gerontology.

Module Code: GRTL816	Semester 1 and 2	NQF-Level: 9
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Title: Quality of life and well-being of older persons

Module outcomes:

On completion of this module, the student should be able to demonstrate:

- Specialist knowledge and understanding of the strengths and contributions of older persons to deal with complex realities; and
- Skills to promote positive ageing ethically.
- The ability to conduct independent inquiries in the field of Gerontology with relation to quality of life and well-being of older persons and to report their findings in academically appropriate ways.
- An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights in the quality of life and well-being of older persons.
- The potential to act as academic leaders and experts in the field of Gerontology.

<ul style="list-style-type: none"> High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa. 		
Mode of delivery: Full time / Part time		
Assessment methods: Discussions and assigned tasks / projects. The student will be required to write 2 essays of not more than 2500 words for both, to be assessed.		
Assessment criteria: The student has mastered the outcomes when he/she can: <ul style="list-style-type: none"> Analyse, evaluate and write critical perspectives on the key theoretical and conceptual approaches on a social science perspective in the complex realities of using positive ageing theories regarding the following: personal well-being of older persons; relational well-being of older persons; and positive (enabling) environments. Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of inquiry to address complex and challenging problems within Gerontology with specific reference to the content of the quality of life and well-being of older persons. Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in Gerontology to produce significant insights. Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in the area of Gerontology to produce significant insights in the quality of life and well-being of older persons. Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Sciences as academic leaders and experts in the field of Gerontology. 		
Module Code: GRTL817	Semester 1 and 2	NQF-Level: 9
Title: Gerontological interventions		
Module outcomes: On completion of this module, the student should be able to: <ul style="list-style-type: none"> Demonstrate specialist knowledge and understanding of the current and emerging needs of individuals and communities that are related to the ageing process from a biomedical and social sciences' perspective in terms of cross-cutting issues such as poverty, intergenerational relations and gender; draw valid, reliable and relevant conclusions from a needs or an asset-based approach; and Develop appropriate micro-, meso- or macro-level interventions in an ethical way and with sensitive responsibility. The ability to conduct independent inquiry in the field of Gerontology and to report their findings in academically appropriate ways. An ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in the area of Gerontology to produce significant insights in gerontological interventions. The potential to act as academic leaders and experts in the field of Gerontology. High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa. 		
Mode of delivery: Full time / Part time		
Assessment methods: Discussions and assigned tasks / projects. The student will be required to write 2 essays of not more than 3000 words for both, to be assessed		
Assessment criteria: The student has mastered the outcomes when he/she can: <ul style="list-style-type: none"> Analyse, evaluate and write critical perspectives on the key theoretical and conceptual approaches on the needs/assets of older persons from a bio-medical and social sciences' perspective; discuss findings regarding communities that are dealing with older persons from a bio-medical and social sciences' perspective; and develop intervention programmes on a micro-, meso- or macro-level that demonstrate ethical and responsible awareness on contexts of poverty, intergenerational relationships, gender and vulnerability. Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of inquiry to address complex and challenging problems within Gerontology with specific reference to the gerontological interventions. Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in gerontological interventions to produce significant insights. 		

- Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in the area of Gerontology to produce significant insights in gerontological interventions on micro-, meso and macro level.
- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Sciences as academic leaders and experts in the field of Gerontology.

Module Code: HPED871	Semester 1 and 2	NQF-Level: 9
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Title: Dissertation: Health Professions Education

- Module outcomes:**
After completion of this qualification the student should have:
- specialist knowledge and critical understanding of the field of health science education appropriate to specific health professions within the higher education environment;
 - command of and the ability to select and execute appropriate and ethical research methodologies, including the design, methods, data analysis, and report writing for health science education research;
 - an ability to use the resources of academic and professional discourses to communicate and defend substantial ideas that are the products of research in an area of health education in higher education context; and use a range of advanced and specialized skills to communicate findings and ideas to a range of appropriate audiences; and
 - an ability to operate independently and take responsibility for own work in higher education research context, thereby demonstrating the ability for effective resource management

Mode of delivery: Full time / Part time - contact

Assessment methods:
100% Examination of a dissertation. Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

- Assessment criteria:**
The student has mastered the outcomes when he/she can:
- Conceptualise, design and execute a comprehensive research project in the field of health professions education in the Higher Education context under the guidance of a study leader;
 - professionally communicate the research process and research findings through a dissertation, colloquiums and publications;
 - debate and defend research findings with other health profession education researchers.

Module code: MBWM871	Semester 1 and 2	NQF-Level: 9
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Title: Dissertation: Human Movement Sciences

- Module outcomes:**
After completion of the Human Movement Sciences qualification, the student should demonstrate:
- advanced/progressive/innovative and integrated knowledge and specialized understanding with regard to human movement, to specifically enable engagement with and critique of all physiological, psychological, development and growth, lifestyle related diseases and prevention of disease related to optimized health and performance in human movement science;
 - an ability to evaluate current processes of knowledge production within the field of human movement science and then to select an appropriate process of enquiry for the area of study to address an appropriate problem therein;
 - an ability to conduct a comprehensive review of leading and current research in the area of specialization within human movement science to produce mechanisms, epidemiological and effects of physical activity that will delineate/clarify/demarcate a significant research problem that needs elucidation;
 - under supervision, the ability to design, select and apply appropriate and creative qualitative and/or quantitative methods, techniques, processes, and/or technologies to complex practical and/or theoretical problems with a view to the human body in movement;
 - under supervision, the ability to identify, conceptualize, design and implement appropriate methods of enquiry to address complex and challenging problems within Human movement science;
 - under supervision, an ability to select and effectively use/apply a wide range of specialized skills in order to capture data in Human Movement Science;
 - an ability to use the resources of academic / professional / occupational discourses to communicate and defend substantial ideas that are the products of research/knowledge production or development in an area of specialization within Human Movement Sciences;

- an ability to design and implement a strategy/process for the effective processing/management of information with the use of appropriate technologies
- an ability to design/plan/implement physical activity, exercise, behavioural change and motor control and development interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of such interventions;
- the ability to use a range of advanced and specialized skills and participate in discourses appropriate to Human Movement Science, to offer innovative ideas to address problems/issues/challenges, thereby affecting change within the discipline.
- an ability to make autonomous ethical decisions which affect knowledge production/research design/sport and health related practices or professional issues;
- an ability to critically contribute to the development of ethical standards within Human Movement Science;
- ability to define and sustain professional development within the field of Human Movement Science by means of continued professional development.

Mode of delivery: Full time/contact. This program is 100% research with no course work

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria:

Students have mastered the outcomes if they are able to:

- demonstrate specialist knowledge and specialized understanding of current research that is directed at human movement, specifically indicating engagement with and critique of all aspects related to Human Movement Science;
- demonstrate an ability to evaluate current processes of knowledge production within the field of human movement science and the selection of appropriate process of enquiry for the area of study to address an appropriate problem therein;
- demonstrate a command of and ability to design, select and apply appropriate and creative qualitative and/or quantitative methods, techniques, processes, and/or technologies to complex practical and/or theoretical problems with a view to the human body in movement;
- demonstrate the ability to identify, conceptualize, design and implement appropriate methods of enquiry to address complex and challenging problems within Human movement science and the ability to select and effectively use/apply a wide range of specialized skills in order to capture data in Human Movement Science;
- demonstrate the ability to use the resources of academic / professional / occupational discourses to communicate and defend substantial ideas that are the products of research/knowledge production or development in an area of specialization within Human Movement Sciences;
- demonstrate an ability to design and implement a strategy/process for the effective processing/management of information with the use of appropriate technologies and to design/plan/implement physical activity, exercise, behavioural change and motor control and development interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of such interventions;
- demonstrate the ability to use a range of advanced and specialized skills and participate in discourses appropriate to Human Movement Science, to offer innovative ideas to address problems/issues/challenges, thereby affecting change within the discipline.
- demonstrate the ability to make autonomous ethical decisions which affect knowledge production/research design/sport and health related practices or professional issues and contribute to the development of ethical standards in Human Movement Science;
- demonstrate an ability to operate independently and take full responsibility for his or her own work, and where appropriate, to account for leading and implementing good governance.

Module code: MWKC873

Semester 1 and 2

NQF-Level: 9

Title: Research Theory and mini-dissertation

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- Depth of critical knowledge and acceptable levels of theoretical understanding in a complex and specialised area of Child Protection and an ability to identify areas for expanding or redefining existing knowledge in the target area;

- Intellectual competence and advanced research skills through the ability to apply basic knowledge and research methodologies to the solution of identified, unfamiliar practice problems in the areas of Child Protection in the field of Social Work and the competence to apply theoretical knowledge and research findings within the area of specific local and global contexts;
- The ability to question and contrast existing knowledge boundaries and practices in the area of Child Protection;
- The ability to deal with complexity, lacunae and contradictions in the knowledge base of Child Protection within the field of Social Work; • Well- informed, defensible judgements about information and concepts at moderate abstract levels and make evaluations on the basis of jointly formulated, area-specific criteria;
- Mastery of the literature and state of research in the specialised area of Child Protection;
- The ability to optimise all aspects of research processes and methods within the area of Child Protection within moderately complex and less predictable contexts;
- High levels of responsibility, critical integration and adaptability in considering and applying the ethical implications of research, as well as the conversion of socially relevant issues and research needs in South Africa into feasible research projects, and the ability to relate these issues to area specific practice contexts.

Mode of delivery: Full time / Part-time – Contact.

Assessment methods:
Written assignments and a portfolio. Practical assignments will also be included in the form of presentations/oral assignments for this module. It will also be expected to complete group assignments. Examiners will be appointed according to NWU policies and Faculty rules/guidelines for evaluation of the mini-dissertation.

Assessment criteria:
Candidates have mastered the outcomes if they are able to:

- Generate and display critical knowledge and acceptable levels of theoretical understanding in a complex and specialised area of Forensic Assessment within the field of Social Work and able to identify areas for expanding that body of knowledge, thus make a supplementary contribution to the knowledge society in Social Work;
- Apply and develop intellectual competence and advanced research skills, basic knowledge and research methodologies to the solution of identified, unfamiliar practice related problems in the area of Forensic Assessment within the field of Social Work;
- Develop competence to apply theoretical knowledge and research findings in local and global contexts within the area of specialization;
- Synthesize, evaluate and question existing knowledge boundaries and practices in the area of Forensic Assessment within the field of Social Work and create responses to problems that expand or redefine existing knowledge;
- Analyse complex lacunae and contradictions in the knowledge base of the area of Forensic Assessment within the field of Social Work;
- Generate, synthesize and evaluate information and concepts at moderate abstract levels and make sound evaluations on the basis of jointly generated area specific criteria;
- Show mastery of the literature by producing original insights into newly acquired knowledge areas and complex ideas, information and issues in Forensic Assessment within the field of Social Work;
- Plan, resource, manage and optimise all aspects of small scale research processes within moderately complex and less predictable contexts of Forensic Assessment in Social Work.
- Apply high levels of responsibility, critical integration and adaptability in own management of learning;
- Analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa within the context of Forensic Assessment;
- Convert these issues into feasible research projects, relevant to the area of specialization.

Module code: MWKC877	Semester 2	NQF-Level: 9
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Title: Alternative Care Models & Strategies

Module outcomes:
On completion of the module, the candidates should be able to demonstrate:

- Specialist knowledge and critical understanding with regard to the different forms of alternative care in South Africa, and an awareness and ability to evaluate the framework of South African child care legislation and policy;

- The ability to evaluate current processes of knowledge production in the field of alternative care and to choose appropriate processes of inquiry in the area of specialisation;
- The ability to conduct a comprehensive review of leading and current research in alternative care; to select and effectively apply a wide range of specialised skills; to identify and analyse problems and to design and implement appropriate therapeutic intervention strategies for the different forms of alternative care in South Africa and to address an appropriate problem therein;
- The ability to critically judge the ethical and professional conduct of self and others within the intervention environment of social work and to effect change in conduct where necessary;
- The ability to conduct independent inquiry in a specialised field of alternative care and to report findings in academically appropriate ways;
- The ability to communicate innovative professional ideas or findings with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- The potential to act as academic leaders and experts in the field of alternative care;
- High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research and the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Written assignments and a portfolio. Practical assignments will also be included in the form of presentations/oral assignments for this module. It will also be expected to complete group assignments. Final written examination. Formal assessments, including presentation of practical assessment 50%; summative assessment 50% (1:1)

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Demonstrate a specialist knowledge to distinguish, explain and critically discuss the different types/models of alternative care regarding foster care and child and youth care centres in South Africa and critically compare the South African perspective to international perspectives;
- Interpret the grounds for a child in need of care and obtain a sound knowledge on the South African legislation pertaining to children in alternative care regarding foster care or child and youth care centres;
- Plan and implement comprehensive intervention strategies for the different forms of alternative care in South Africa in accordance with the relevant legislation and policy procedures, taking into account the principle of permanence;
- Evaluate the current practice of every form of alternative care against the background of prevailing circumstances and needs in South Africa;
- Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of alternative care in South Africa;
- Interpret the needs and rights of a child according to legislation and the “best interest of the child” principle; critically analyse the implications of trauma on the child’s development; analyse bonding (attachment) problems and discuss the neurobiology as implication for attachment to identify behavioural problems of children with bonding related to emotional problems;
- Develop an individual therapeutic treatment plan for the child in alternative care regarding foster care and child and youth care centres, taking into account the effect of trauma on the child;
- Compile a complete recruitment process, develop a selection protocol for foster parents, and compile a training programme for foster parents dealing with children in foster care that are experiencing emotional and behavioural problems;
- Set guidelines to strengthen the biological parent-child relationship;
- Be able to work with others in identifying problems and finding and assessing ways of improving the alternative care practice;
- Critically judge the ethical and professional conduct of self and others within the intervention environment of social work, and to effect change in conduct where necessary;
- Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights;
- Develop an accurate, coherent and appropriate presentation and communication of innovative professional ideas or findings regarding alternative care;

- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in alternative care as academic leaders and experts in the field of foster care and child and youth care centres;
- Analyse the social worker's role regarding the different kinds of systems in the alternative care: the biological parents, the foster parents or child and youth care centre and the child; the relationship between the biological parents and the alternative care placement and the origin interpretation of the child;
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa;
- Contribute, at a sophisticated level, to debate in a relevant area of alternative care and interact effectively within an academic or professional community;
- Advise and supervise other social workers efficiently on the implementation of alternative care.

Module code: MWKC876

Semester 2

NQF-Level: 9

Title: Adoption as a Specialization

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- Specialist and integrated knowledge to engage and critique educational research and practices within the field of Adoption services and /or to contribute to disciplined thinking about execute adoption within the appropriate legislative mandate relevant to adoption;
- The ability to use a range of specialised skills in identifying, conceptualising and implementing appropriate methods of inquiry to address complex problems within the field of adoption services;
- The ability to evaluate current processes of knowledge production in the field of adoption and to choose appropriate processes of inquiry in the area of specialisation;
- The ability to conduct a comprehensive review of leading and current research in field of adoption to produce insights that will address complex problems within the field of adoption services;
- Under supervision, an ability to select and effectively apply a wide range of specialised skills as a social worker in order to identifying, conceptualising and implementing appropriate methods of inquiry to plan and implement adoption services;
- The ability to critically contribute to the development of ethical standards within adoption services;
- The ability to define and sustain professional development within the field/practice of adoption by means of ethical standards in the context of the protection of children;
- The ability to conduct independent inquiry in a specialised field of adoption, and to report their findings in academically appropriate ways;
- The potential to act as academic leaders and experts in the field of adoption;
- High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Written assignments and a portfolio. Practical assignments will also be included in the form of presentations/oral assignments for this module. It will also be expected to complete group assignments.

Final written examination. Formal assessments, including presentation of practical assessment 50%; summative assessment 50% (1:1).

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Understand and discuss developments in the adoption arena and addressing the situation;
- Identify adoption as part of an integrated approach;
- Argue the National Adoption Policy Framework and Strategy as guiding tool for provision and promotion of quality adoption services in South Africa;
- Identify strategies to promote adoption as a placement option in South Africa;
- Discuss the relevant adoption terminology according to the relevant legislation; display specialist knowledge relevant to adoption legislation and regulations; and debate the principle "the best interest of the child";
- Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Adoption;
- Assess the adoptability of the child;
- Analyse the awareness, recruitment and screening of prospective adoptive parents;

- Match a child and adoptive parents and prepare them for the adoption process;
- Finalize administratively and legally the adoption process and compile an adoptability assessment report in terms of the relevant Act, on the planning and implementation of adoption services;
- Develop a post adoption programme;
- Plan the care services to the biological family in the adoption process;
- Explain the inter-country adoption process;
- Debate the norms and standards of a good adoption practice;
- Make autonomous ethical decisions within the academic and the professional environment and critically contribute to the development of ethical standards in the context of the protection of children;
- Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights;
- Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in adoption;
- Evaluate the existing adoption services regarding the role of culture in adoption;
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module code: MWKC878

Semester 1

NQF-Level: 9

Title: Contemporary Child Protection - Practice And Policies

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- A critical understanding of and advanced and integrated specialist knowledge with regard to the child protection system in South Africa, to specifically critique the nature and character of the child protection field in South Africa and of contemporary conditions and policies nationally and internationally, addressing appropriate problems therein;
- The ability to evaluate current processes of knowledge production in the field of child protection and to choose appropriate processes of inquiry for child protection;
- The ability to use a range of advanced and specialised skills, policies and legislation appropriate to child protection, to offer innovative ideas to address problems/issues/challenges and discourses in child protection in South Africa, thereby affecting change within the discipline to serve the principle of the best interest of the child;
- The ability to conduct a comprehensive review of leading and current research in the field of child protection to produce insights that will delineate/clarify/demarcate significant problems faced in the field of child protection in South Africa that needs elucidation;
- The ability to identify complex, unknown and real-life problems in the field of child protection and investigate, with the aid of appropriate research methods, techniques and procedures to present evidence-based, theory-driven solutions;
- The ability to make autonomous ethical decisions which affect knowledge production/research design/certain practices/ complex organisational or professional issues;
- The ability to critically contribute to the development of ethical standards within child protection;
- The ability to conduct independent inquiry in a specialised field of child protection and to report their findings in academically appropriate ways with understanding of, and respect for, intellectual property conventions, copyright and rules on plagiarism;
- The ability to make interventions at macro level, based on an understanding of hierarchical relations within the system and the ability to address the intended and unintended consequences of interventions in the field of child protection;
- High levels of responsibility, self-reflexivity and adaptability with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Individual assignments and group assignments. Written examination and practical examination. Formal assessment 50% and summative assessment 50% (1:1)

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Display specialist knowledge to evaluate the nature and character of the field of child protection in South Africa and by comparing local and International perspectives;

- Demonstrate familiarity with the policy documents and legislation that give shape to the field of child protection in South Africa;
- Analyse the complexities and dynamics of the field of child protection in South Africa in order to debate solutions to complex and real-life problems in the field of child protection, and to support this by means of appropriate theories, the application of the principle of the best interest of the child and by considering the rights of the child, in each unique situation;
- Analyse the protocol a social worker needs to follow in the South African courts; the way in which the social work investigation must be conducted; and the reporting process based on evidence-based investigations for the different courts in South Africa to serve the principle of the best interest of the child.
- Identify and assess the role of professionals in the field of child protection in South Africa in all proceedings affecting children;
- Evaluate the requirements of an effective child protection system for South Africa;
- Demonstrate a macro perspective in the field of the child protection and apply the community work process at the macro level to bring about change in the field of child protection that will serve the best interest of the child;
- Identify, specify, address and manage emerging ethical issues and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate;
- Conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights; design and implement a strategy for the processing and management of information;
- Contribute, at a sophisticated level, to debate in a relevant area of child protection and interact effectively within an academic or professional community;
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module code: MWKC879

Semester1 and 2

NQF-Level: 9

Title: Assessment & Intervention of Vulnerable Children

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- Specialist knowledge and understanding of the development of a child within the perspective of the ecosystem;
- Advanced and integrated knowledge and critical understanding with regard to the prevalence, nature, scope, causes and consequences of child abuse and neglect, as well as the child in conflict with the law; and select an appropriate process of inquiry to address an appropriate problem therein;
- An ability to design/plan/implement interventions for different vulnerable child groups at an appropriate level within a system, to offer innovative ideas to address problems, thereby affecting change within the discipline;
- An ability to identify the different vulnerable child groups and develop services and intervention plans for these groups;
- An ability to use the resources of academic / professional / occupational discourses to communicate and defend substantial ideas that are the products of research or development in an area of specialisation of children as vulnerable group;
- An ability to make autonomous ethical decisions which affect research design/certain practices/ complex organisational or professional issues;
- An ability to conduct independent inquiry regarding children as a vulnerable group and to report their findings in academically appropriate ways;
- The potential to act as academic leaders and experts in the field of child abuse and neglect in South Africa.

Mode of delivery: Full time / Part-time – Contact / Distance.

Assessment methods:

Written assignments and a portfolio. Practical assignments will also be included in the form of presentations/oral assignments for this module. It will also be expected to complete group assignments. Final written examination.

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Compile a framework that sets out the developmental tasks of the respective developmental phases of a child that can serve as a model for indicating the challenges that the child might face;
- Analyse and evaluate the mentioned challenges and tasks from the ecosystemic perspective;
- Critically evaluate how the respective development phases of a child and the influence of the social system can increase the child's vulnerability;
- Critically evaluate existing South African legislation, policy and strategies in terms of their utilisation to deal with the problem of child abuse and neglect;
- Contextualise and critically discuss the problem of child abuse, neglect and the child in conflict with the law in terms of nature, scope and causes;
- Formulate specific risks in the individual, family and social system that increase the risk of abuse, neglect and children in conflict with the law;
- Debate reasons for the kinds of vulnerable children in South Africa;
- Propose elements to support children, families and other social systems affected by abuse and neglect in a practice situation;
- Formulate and critically evaluate the nature and components of assessment in the service area of child and family care and apply them in practice;
- Explain, compare and apply different child assessment models and frameworks to assess different vulnerabilities regarding children;
- Utilise the assessment process to suggest the elements of a practice-directed child assessment model;
- Formulate proposals with regard to prevention and early intervention strategies based on the types of vulnerable children;
- Develop practice directed prevention programmes;
- Identify, specify, address and manage emerging ethical issues and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate;
- Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights;
- Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in an area of child abuse and neglect and children in conflict with the law;
- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in child protection as academic leaders and experts in the field of child abuse, neglect and children in conflict with the law.

Module code: MWKF885

Semester1 and 2

NQF-Level: 9

Title: General Child Assessment

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- An ability to evaluate and distinguish between the role of the forensic investigator and the therapist in cases of child sexual abuse;
- A command of and ability to be objective and to investigate multiple hypotheses in the forensic investigation process;
- Competence to analyse and categorise the different cognitive developmental phases and the possible influence certain characteristics of cognitive development may have on the forensic interview and the child's disclosure of information;
- Extensive knowledge and an ability to differentiate an understanding of the language development of the child and demonstrate an advanced scholarship to select and apply appropriate interviews that show sensitivity for the limits in the child's use and understanding of language;
- Competencies to distinguish between normal sexual developmental behaviour versus problematic sexual behaviour;
- Extensive knowledge to argue behavioural indicators of possible sexual abuse and application of advanced and specialised skills to formulate alternative hypotheses that need to be investigated.

Mode of delivery: Full time / Part-time – Contact / Distance.

Assessment methods:

Individual assignments and group assignments
Written examination and practical examination

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Show in-depth knowledge of the field of the forensic investigator and the therapist;
- Have a theoretically sophisticated mastery of the literature in the field of the forensic investigator;
- Show full commitment to the ideas of the forensic investigation process;
- Apply acquired knowledge and skills effectively to investigate multiple hypotheses in the investigating process;
- Access and use a wide range of appropriate sources to acquire information;
- Provide independent critical analyses of data and theories in the field of child development;
- Show in-depth knowledge of the language development of the child;
- Apply acquired knowledge and skills effectively in interviews with children;
- Apply acquired knowledge and skills effectively in role plays;
- Provide independent critical analysis of data and theories in the field of sexual abuse;
- Generate a variety of alternative hypotheses that need to be investigated and demonstrate some intellectual independence and analytical skills in developing systematic arguments;
- Show ability to justify arguments and conclusions with appropriate evidence;
- Demonstrate an ability to engage in the practices of systematic and disciplined thinking;
- Demonstrate competence in the practices of forensic investigation research to satisfy current national and international standards.

Module code: MWKF886	Semester 1	NQF-Level: 9
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Title: Sexual and Physical Abuse

Module outcomes:

On completion of the module the candidates should be able to demonstrate:

- The ability to analyse and compare the different types of sexual abuse and to make interventions at an appropriate level within the system, based on an understanding of the hierarchical relations within the system;
- Extensive knowledge to use a wide range of knowledge and specialised skills in identifying and analysing intra- and extra familial sexual abuse and address it appropriately;
- The ability to investigate the effect of sexual abuse on the child and to address the intended and unintended consequences of the intervention on the child;
- The ability to use a wide range of specialised skills to identify sexual abuse and to deal with the complexity of how children disclose sexual abuse and the relevant factors that may influence a child's disclosure;
- Extensive specialist knowledge of advanced research in the grooming of children in sexual abuse and the impact thereof on the victim;
- Competencies to categorise various syndromes that need to be taken into account when investigating allegations of sexual abuse;
- Extensive knowledge of the special needs of certain children on how it might influence the forensic interview conclude on the child's ability to disclose information;
- The ability to make autonomous ethical decisions when conducting a forensic assessment that is both ethically and legally sound;
- he ability to debate the validity of the use of psychometric testing in assessing allegations of sexual abuse and address the intended and unintended consequences of the intervention.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: The student must submit individual and group assignments. Practical assignment will also be included. Assess 5 children pre forensic. Written and practical examination.

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Be familiar with the different types of sexual abuse;
- Have a theoretically sophisticated mastery of the literature on the different types of sexual abuse;
- Apply acquired knowledge and skills effectively in interventions at an appropriate level;
- Demonstrate extensive knowledge and specialised skills in identifying and analysing intra- and extra familial sexual abuse
- Deal with the complexity and apply it effectively;
- Investigate the effect of sexual abuse on the child through a variety of specialized skills;
- Show a capacity to address the consequences of the intervention on the child

- Apply acquired knowledge and skills effectively to identify sexual abuse
- Debate on how children disclose sexual abuse and the relevant factors that may influence a child's disclosure;
- Have a theoretically sophisticated mastery of the literature in various syndromes that need to be taken into account when investigating allegations of sexual abuse;
- Generate systematic and rigorous theorizing in the field of the special needs of certain children;
- Justify claims and conclusions with appropriate evidence and arguments;
- Apply acquired knowledge and skills effectively in a forensic assessment that is ethically and legally sound;
- Show in-depth knowledge and apply skills effectively on the impact of grooming on the victim.

Module code: MWKF888

Semester 2

NQF-Level: 9

Title: Trauma assessment and investigation process

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- An ability to critically argue which model should be used in the investigation process of alleged sexual abuse and to communicate it to the court;
- Competence to select and apply appropriate routes to follow in forensic investigations and critically compare the different protocols;
- Extensive knowledge of the basic interviewing principles in practice when working with children;
- The ability to select and apply appropriate techniques in order to help the child recall information regarding the trauma and to execute a full trauma assessment successfully;
- The ability to analyse different components in interviewing the alleged offender and apply appropriate interviewing techniques
- Competence to apply extensive knowledge of the different criteria discussed in literature that determine the likelihood of a true allegation of sexual abuse in a practice situation;
- The ability to implement and execute an interactional analysis;
- The ability to operate independently and take full responsibility to finalize a forensic investigation by compiling a comprehensive report on the investigation and findings.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Individual assignments and group assignments. Written examination and practical examination. Formal assessment 50% and summative assessment 50% (1:1).

Assessment criteria:

Candidates have mastered the outcomes if they are able to:

- Identify, interpret, explain and evaluate the different models in the investigation process;
- Communicate the knowledge to the court;
- Use a wide range of appropriate routes to follow in forensic investigations;
- Show ability to critically compare the different protocols;
- Explain and respond critically to the basic interviewing principles in practice when working with children;
- Show ability to select and apply a variety of techniques to help the child recall information;
- Generate a full trauma assessment;
- Justify between different components when interviewing the alleged offender;
- Apply techniques effectively in the specific context;
- Show in-depth knowledge of the likelihood of a true allegation of sexual abuse;
- Generate an interactional analysis;
- Interpret facts independently;
- Write a report and communicate the facts to the court.

Module code: MWKF887

Semester 2

NQF-Level: 9

Title: Legislation, report writing and the social worker as expert in criminal- and children court

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- The ability to provide an evidence-based report to specific courts in the judicial system;
- The ability to use specific resources of forensic investigation and communicate and defend it in court;
- Extensive knowledge of the various options with regard to courts and the applicable legislation;
- The ability to operate independently as an expert witness in court and take full responsibility for his or her own work.

Mode of delivery: Full time / Part time – Contact.		
Assessment methods: Individual assignments and practical assignments. Written examination and practical examination. Formal assessment 50% and summative assessment 50% (1:1).		
Assessment criteria: Candidates have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • Compile an evidence-based report for the court; • Access and use a wide range of appropriate sources to acquire information; • Apply the knowledge to specific facts; • Generate a variety of alternative hypothesis to the facts and demonstrate some intellectual independence and analytical skills in developing systematic arguments; • Communicate the knowledge and facts as an expert to the court; • Show in-depth knowledge of the justice system in South Africa; • Apply acquired knowledge effectively in the context of the legislation as an expert in a variety of courts in South Africa; • Work independently, come to conclusions and make recommendations to the court. 		
Module code: MSWR871	Semester 1 and 2	NQF-Level: 9
Title: Dissertation: Social Work		
Module outcomes: After completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> • specialist knowledge and understanding to engage and critique research and practices within the applied field of Social Work and to contribute to disciplined thinking about Social Work matters and issues. • an ability to evaluate current processes of knowledge production in the field of Social Work and to choose appropriate processes of inquiry for in the area of specialisation. • a command of and ability to design, select and apply appropriate and creative methods, techniques, procedures or technologies to complex practical and theoretical problems in the context of Social Work. • the ability to conduct independent inquiry in the problem areas within the specialised field of Social Work and to report their findings in academically appropriate ways. • an ability to make autonomous ethical decisions which affect knowledge production or complex organisational or professional issues; also demonstrate an ability to critically contribute to the development of ethical standards in a specific Social Work context. • the ability to conduct independent inquiry in a specialised field of Social Work, and to access, process and manage information and to report their findings in academically appropriate ways. • the ability to initiate academic and professional discourse with regards to research. • academic leadership in the field of Social Work, training and development. • high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa. 		
Mode of delivery: Part time – Contact.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Candidates have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • display specialist knowledge to enable engagement and critique of current research and practices within the applied field of Social Work and to engage in systematic and disciplined thinking about social work matters and issues, with particular reference to their area(s) of specialisation; • apply and develop intellectual independence and advanced research skills and sophisticated knowledge to the solution of complex, unfamiliar problems in the field of Social Work; • apply and develop advanced research skills and research methodologies to the solution of complex, unfamiliar problems in the field of Social Work; • analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of inquiry to address complex and challenging problems within the field of Social Work with specific reference to their specialisation area; • design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights; 		

- engage and initiate in academic and Social Work discourse to report and defend substantial ideas that are the results of research in an area of specialisation;
- plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Social Work as academic leaders with regard to Social Work;
- apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module code: NUTE811	Semester 1	NQF-Level: 9
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Title: Nutritional Epidemiology

- Module outcomes:**
After completion of module, the student will demonstrate:
- Specialist knowledge and understanding of the main principles and methodologies in epidemiology to enable engagement with and critique of current nutritional epidemiology research and practice;
 - An ability to conceptualise and design an epidemiological study in the field of nutrition considering the strengths and limitations of the research design and methods;
 - A command of and ability to evaluate epidemiological research methods in an effort to identify appropriate epidemiological research strategies to address challenging and complex nutrition-related issues in the South African context;
 - A command of and ability to interpret and critically evaluate nutritional epidemiological data using appropriate statistical methodology to assess nutrition-related disease risk;
 - A command of and ability to effectively integrate academic research into a personal value system to be able to communicate and debate scientific information about topical and current nutrition-related epidemiological research; and
 - An ability to make autonomous ethical decisions, operate independently and take full responsibility for her/his own work.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Written assignments, class activities, group- and/or individual work and a formal examination. Assessment for a participation mark is done according to the prescriptions in the study guide. Formative assessment: 60% and Summative assessment: 40%.

- Assessment criteria**
The student has mastered the outcome if she/he is able to:
- Apply specialist knowledge and understanding of the main principles and methodologies in epidemiology to be able to debate about and critique of current epidemiology research and practice;
 - Conceptualize and design an epidemiological study in the field of nutrition, and being able to justify and defend the chosen research design and methods;
 - Evaluate epidemiological research methods to be able to identify appropriate epidemiological research strategies to address challenging and complex nutrition-related issues in the South African context;
 - Interpret and critically evaluate nutritional epidemiological data by choosing appropriate statistical methodology to assess nutrition-related disease risk;
 - Effectively integrate academic research into a personal value system to be able to enter into a scientific argument or debate about topical and current nutrition-related epidemiological research;
 - Make autonomous decisions in line with ethical principles, operate independently and take full responsibility for the work he/she delivers.

Module code: NUTG874	Semester 1 and 2	NQF-Level: 9
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Title: Molecular Nutrition

- Module outcomes:**
After successful completion of the NUTG871 (Molecular Nutrition) module, you will be able to demonstrate:
- A specialist knowledge and critical understanding of molecular nutrition concepts to be applied in the study of molecular nutrition topics;
 - The ability to select and apply scientific methods and procedures relevant to the study of molecular nutrition-related topics with the aim of extracting relevant information, generating data, and critically evaluating the results of molecular nutrition related projects;
 - The ability to apply a range of practical skills which can be used to collect, extract and analyses relevant information as well as to be able to critically discuss, present and communicate topics in the field of molecular nutrition; and
 - An ethically and professionally sound approach to the management, application and communication of molecular nutrition to the greater scientific community.

Mode of delivery: Full time/contact.

Assessment methods: Tests, case studies, seminar, laboratory work and final written and oral examination.		
Assessment criteria The outcomes have been reached when the student can: <ul style="list-style-type: none"> Evaluate, critique and integrate molecular nutrition related concepts into the study of molecular nutrition topics; Accurately access, evaluate, and critique a molecular nutrition related topic and to select and integrate relevant methods and procedures to design and conduct a molecular nutrition related project; Extract the relevant information and setup a workflow of the relevant methods, applications and solutions to study a molecular nutrition related topic; and Implement, manage and communicate molecular nutrition related topics in an ethical and professional manner. 		
Module code: NUTN871	Semester 1 and 2	NQF-Level: 9
Title: Dissertation: Nutrition (Research)		
Module outcomes: Upon completion of this module the student should: <ul style="list-style-type: none"> Possess specialist knowledge and understanding to engage and critique Nutrition research and practices within the field of Nutrition and /or and to contribute to disciplined thinking about Nutritional matters and issues. Demonstrate an ability to evaluate current processes of knowledge production in the field of Nutrition and to choose appropriate processes of enquiry for in the area of specialisation. Demonstrate the ability to conduct independent inquiry in a specialised field of Nutrition, training or development, and to report their findings in academically appropriate ways. Exhibit the potential to act as academic leaders and experts in the field of Nutrition. Possess high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> display specialist knowledge to enable engagement and critique of current research and practices within the field of Nutrition and to engage in systematic and disciplined thinking about Nutrition matters and issues, with particular reference to their area(s) of specialisation; apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Nutrition; analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field of Nutrition with specific reference to their specialisation area; design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights; engage and initiate an academic and Nutritional discourse to report and defend substantial ideas that are the results of research in an area of specialisation; plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Nutrition as academic leaders and experts in the field of Nutrition; apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa. 		
Module code: NUTM872	Semester 1 and 2	NQF-Level: 9
Title: Dissertation: Dietetics / Nutrition (structured)		
Module outcomes: On completion of the module the student should be able to: <ul style="list-style-type: none"> Demonstrate advanced knowledge and skills to identify a relevant research question within the field of Nutrition; Understand the relationship between data and specific analysis techniques; Identify a researchable 		

topic; <ul style="list-style-type: none"> Identify appropriate hypotheses and develop a research proposal in line with substantive theoretical or empirical foundations and ethical considerations; Conduct basic research, using applicable qualitative, quantitative or a combination of both research methods ; Submit a research report in either dissertation/book or article format. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> Generate and display critical knowledge and theoretical understanding in a specialised area within the field of Nutrition; Critically formulate a research problem and hypotheses within the context of sound paradigmatic foundations and propose appropriate research methodology and data analysis techniques that can be used to solve the problem; Write a comprehensive research proposal based on sound methodological basis and ethical considerations; Implement the research proposal; Develop a credible manuscript in the form of an article or dissertation and submit it for examination purposes. 		
Module code: NUTP821	Semester 2	NQF-Level: 9
Title: Public Health Nutrition		
Module outcomes: After completing this module you will: <ul style="list-style-type: none"> Critically review the complex relationships between nutrition and health, both under- and over nutrition. These include the nutrition transition in developing countries, the extra vulnerability of developing populations to chronic diseases, the double burden of disease, global and South African prevalence. The student must also identify the factors contributing to food and nutrition security and address the influence of food security on nutritional status. The student must evaluate the appropriateness of the South African Food-Based Dietary Guidelines to promote optimal nutrition critically. Use relevant skills in the field of nutrition epidemiology to interpret epidemiological and statistical concepts and the relevance thereof in public health nutrition programmes. Use specialised skills in the field of the assessment of nutritional status in a public health setting in the interpretation of dietary intake, anthropometrical and biochemical nutritional status data in epidemiology. Integrate knowledge of the prevalence and physiological basis of the most pertinent public health nutrition problems in South Africa. Apply the public health nutrition cycle to develop a programme that offers innovative solutions to the chosen public health nutrition problem. Address ethical issues and make ethical decisions about the chosen intervention; Formulate steps in the implementation and evaluation of the chosen public health nutrition problems and Effective scientific communication of the process to a range of audiences, from fellow scientists to community members, offering creative insights and appropriate solutions. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods: Written assignments, class activities, group- and/or individual work and a formal examination. Assessment for a participation mark is done according to the prescriptions in the study guide. Formative assessment: 50% and Summative assessment: 50%.		
Assessment criteria The student reached the outcomes if he/she: <ul style="list-style-type: none"> Can analyse the complex relationships between nutrition and health within the nutrition transition in developing countries, in the context of the extra vulnerability of developing populations to chronic diseases and the double burden of disease. Can integrate factors contributing to food and nutrition security and evaluate the influence of food security on nutritional status. 		

- Can critically evaluate the appropriateness of South African nutrition-related policies, programmes and guidelines to promote optimal nutrition and participate in the development of new policies, programmes and guidelines.
- Applies relevant methods in the field of nutrition epidemiology to interpret epidemiological and statistical concepts and the relevance thereof in public health nutrition programmes.
- Can evaluate and propose methods for the assessment of nutritional status in a public health setting.
- Integrates knowledge of the prevalence and physiological basis of the most pertinent public health nutrition problems in South Africa.
- Applies at an advanced level the evidence-based public health nutrition cycle in an assignment in a typical South African setting.
- Effectively communicate the process using appropriate scientific and professional discourse.
- Critically reflects on ethical issues related to public health nutrition interventions.

Module code: NUTA811	Semester 1	NQF-Level: 9
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Title: Evidence-based data interpretation

Module outcomes:

Upon completion of this module the student should:

- Have an advanced understanding of the “evidence-based” process used to substantiate health claims or public health recommendations and be able to motivate the contribution of different types of study designs in this process.
- Have partly experienced the “evidence-based” process by conducting a qualitative systematic review on a specific topic through:
 - A complete systematic gathering and review of all the published papers on a specific topic;
 - Critical evaluation of the quality of the research methodology in the published papers;
 - Interpretation of the evidence and making of responsible evidence-based conclusions and recommendations and
 - Scientific communication of the process and the evidence (written).

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Written assignments, class activities, group- and/or individual work and a formal examination. Assessment for a participation mark is done according to the prescriptions in the study guide. Formative assessment: 50% and Summative assessment: 50%.

Assessment criteria

The outcomes are achieved if the students are able to:

- describe the role evidence based science plays in the creation of health claims or public health recommendations. They should also be able to explain of the role different study designs play in this process.
- write the results and discussion section of a systematic review by:
 - firstly finding all articles published on the selected topic using a variety of the appropriate electronic databases and then to illustrate this process by creating a clear search strategy, describing the process.
 - creating a data extraction form, with clear headings as to which data should be extracted from the papers
 - extracting the results of the papers by interpreting the evidence as depicted in results tables and text of these papers.
 - assessing the quality of the identified papers through the use of an appropriate quality scoring criteria.
 - interpreting the evidence by writing a structured discussion in which they summarise the main results, explain discrepancies between the included studies, describe the underlying physiological mechanisms, give advice to the public and suggest further research.

Module code: NUTS877	Semester 1 and 2	NQF-Level: 9
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Title: Sport Nutrition

Module outcomes:

After successful completion of the NUTS871 module, you will be able to demonstrate:

- a specialist knowledge and understanding to analyse and critically evaluate complex situations regarding dietary and supplement intakes in recreational-to-elite level athletes participating in different sporting codes with the aim to suggest justified improvements for optimal health and performance;
- an ability to apply a range of different but appropriate practical skills to collect the relevant information and assess the nutritional status of recreational-to-elite level athletes participating in different sporting

<p>codes with the aim to determine their specific nutritional requirements and prescribe a diet for optimal training and competition;</p> <ul style="list-style-type: none"> the ability to select and apply scientific methods to do focused sports nutrition-related research, to critically evaluate and integrate the information and communicate appropriate recommendations and interventions via effective modes of communication; and an ethically and professionally sound approach to the management and implementation of sports nutrition services to athletes and their coaches. 		
<p>Mode of delivery: Full time / Part time – Contact.</p>		
<p>Assessment methods: Tests, theoretical case study, reports, literature review, presentation and a formal examination. Assessment for a participation mark is done according to the prescriptions in the study guide. Formative assessment: 50% and Summative assessment: 50%</p>		
<p>Assessment criteria</p> <p>The outcomes will be achieved if you are able to:</p> <ul style="list-style-type: none"> optimise the dietary and supplement intake of recreational-to-elite level athletes participating in different sporting codes by means of dietary prescription, dietary guidelines and practical advice aimed to meet the recommended requirements for their specific sport, body composition goals, optimal health and performance; accurately assess the nutritional status, determine the specific nutritional requirements, and prescribe an optimal diet for recreational-to-elite level athletes participating in different sporting codes; scientifically research a sports nutrition-related topic and effectively integrate, evaluate and communicate the relevant and appropriate results; and interact with athletes and other relevant role players in an ethical and professional manner to collect information from them and/or communicate information to them. 		
Module code: NUTT811	Semester 1	NQF-Level: 9
<p>Title: Nutrition support of the paediatric patient</p>		
<p>Module outcomes:</p> <p>On completion of this master's module in therapeutic nutrition you should demonstrate:</p> <ul style="list-style-type: none"> a specialist knowledge and understanding to analyse and critically evaluate complex situations regarding the nutritional status and individualized care of a paediatric patient with relevant disease conditions, integrating the pathophysiology of disease conditions, as well as current literature and recommendations regarding the role of any specific nutrients; an ability to apply a range of different, but appropriate practical skills to collect relevant information and assess the nutritionally related issues of a paediatric patient with the aim to determine nutritional requirements and to prescribe the correct nutritional care plan; the ability to use a wide variety of specialised skills to select and apply scientific methods to do focused patient -related research, to critically evaluate and integrate the information and communicate appropriate recommendations and interventions via effective modes of communication; and an ethically and professionally sound approach to the management and implementation of medical nutrition therapy in the paediatric patient. 		
<p>Mode of delivery: Full time / Part time – Contact.</p>		
<p>Assessment methods: Practice guideline, journal club presentation, forum discussion, counselling strategy, case study and a formal examination. Assessment for a participation mark is done according to the prescriptions in the study guide. Formative assessment: 50% and Summative assessment: 50%.</p>		
<p>Assessment criteria</p> <p>The outcomes will be achieved if you are able to:</p> <ul style="list-style-type: none"> optimise the nutritional care of paediatric patients by means of the correct dietary prescription, nutrition support, immunonutrition and counselling strategies to meet the recommended requirements for their specific needs, according to the pathology of their disease conditions and the role of any specific nutrients; accurately assess and identify the nutritional issues related to the paediatric patient, determine their specific nutritional requirements, and prescribe the correct nutritional intervention in order to address this; scientifically research a nutrition-related topic and effectively integrate, evaluate and communicate the relevant and appropriate results; and interact with a scientific group or medical team in an ethical and professional manner to collect information from them and/or communicate information to them. 		
Module code: NUTC821	Semester 2	NQF-Level: 9

Title: Nutrition support in critical care

Module outcomes:

- On completion of this master's module in therapeutic nutrition you should demonstrate:
- a specialist knowledge and understanding to analyse and critically evaluate complex situations regarding the nutritional status and individualized care of a critically ill patient with relevant disease conditions, integrating the pathophysiology of disease conditions, as well as current literature and recommendations regarding the role of any specific nutrients;
- an ability to apply a range of different, but appropriate practical skills to collect relevant information and assess the nutritionally related issues of a critically ill patient with the aim to determine nutritional requirements and to prescribe the correct nutritional care plan;
- the ability to use a wide variety of specialized skills to select and apply scientific methods to do focused critical care patient -related research, to critically evaluate and integrate the information and communicate appropriate recommendations and interventions via effective modes of communication; and
- an ethically and professionally sound approach to the management and implementation of critical care nutrition.

Mode of delivery: Full time / Part time – Contact.

Assessment methods: Assignment, participation in forum discussions, case study and a formal examination. Assessment for a participation mark is done according to the prescriptions in the study guide. Formative assessment: 60% and Summative assessment: 40%.

Assessment criteria

The outcomes will be achieved if you are able to:

- optimise the nutritional care of critically ill patients by means of the correct dietary prescription, nutrition support, immunonutrition and supplementation to meet the recommended requirements for their specific needs, according to the pathology of their disease conditions and the role of any specific nutrients;
- accurately assess and identify the nutritional issues related to the critical care patient, determine their specific nutritional requirements, and prescribe the correct nutritional intervention in order to address this;
- scientifically research a critically ill nutrition-related topic and effectively integrate, evaluate and communicate the relevant and appropriate results; and
- interact with patients and other persons a scientific group or medical team in an ethical and professional manner to collect information from them and/or communicate information to them.

Module code: PHPP811

Semester 1

NQF-Level: 9

Title: Research methodology and introductory biostatistics

Module outcomes:

On completion of the module, the student should be able to demonstrate the following:

- Specialist knowledge in health science research with special reference to clinical and pharmacy practice research.
- Awareness of the different phases of the research process and the different steps that normally occur under each phase.
- Advanced knowledge, experience and competency to identify a research problem in health science research with special reference to clinical and pharmacy practice research.
- An ability to identify and describe the different types of study designs including the strengths and limitations of the various research designs.
- An ability to develop a research proposal that meets the ethics requirements.
- An ability to apply basic qualitative, quantitative and mixed methods research concepts, methods and processes via the formulation of a research question, and the development of a research proposal in the prescribed format, while addressing requirements for good ethical practice.
- An awareness of the different types of data, basic concepts and methods of quantitative data analysis and the interpretation of statistical results in pharmacy and clinical practice research.
- An ability to identify the appropriate graphical and statistical methods to use for summarisation, description, estimation and hypothesis-testing of a given dataset.
- Competencies to present the results of statistical analyses in an appropriate format suitable for submission for publication.
- An ability to interpret the results of statistical analyses that are published in the scientific literature.

- Competency to critically appraise published research papers and projects, being aware of problems of design, analysis and interpretation.
- An understanding of the ethical considerations in the conduct of clinical and pharmacy practice research.
- An ability to develop a communication strategy to disseminate and defend his/her research proposal and results to any audience.
- An ability to operate independently and take full responsibility for his/her own research project.

Mode of delivery: Full time / Part time - contact.

Assessment Criteria:

Students have mastered the outcomes if they are able to:

- Integrate specialist knowledge in health science research with special reference to clinical and pharmacy practice research.
- Point out the different phases of the research process and the different steps that normally occur under each phase.
- Identify a research problem in health science research with special reference to clinical and pharmacy practice research.
- Evaluate the different types of study designs commonly used according to strengths and limitations.
- Develop a research proposal that meets the ethics and scientific requirements of health sciences.
- Apply basic qualitative, quantitative and mixed methods research concepts, methods and processes via the formulation of a research question, and compile a research proposal in the prescribed format, while addressing requirements for good ethical practice.
- Examine and criticize the different types of data, basic concepts and methods of quantitative data analysis and the interpretation of statistical results in pharmacy and clinical practice research.
- Select the appropriate graphical and statistical methods to use for summarisation, description, estimation and hypothesis-testing of a given dataset.
- Elucidate and communicate the results and limitations of statistical analysis in non-technical terms.
- Correctly interpret the results of statistical analyses that are published in the scientific literature.
- Critically appraise published research papers and projects.
- Illustrate the ethical considerations in the conduct of clinical and pharmacy practice research.
- Construct and execute a communication strategy to disseminate and defend their research results to any audience, and
- Operate independently and take full responsibility for his/her own research project.

Module code: PHPP812

Semester 1

NQF-Level: 9

Title: Adverse drug reactions and drug-related problems

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- Specialist knowledge and understanding of the following:
 - The epidemiology, susceptibility, classification, mechanisms and management of adverse drug reactions and drug-related problems.
 - The pathophysiology and clinical presentation of adverse drug reactions (with drug examples) in major organ systems such as the liver, kidney, heart, lungs, skin, GIT and brain.
 - The ability to evaluate an adverse drug reaction based upon the system involved.
 - The ability to explain the common causes of individual variation in adverse drug reactions (i.e. pharmacokinetics, pharmacogenetics and drug interactions).
- Treatment of some of the adverse drug reactions.
- The ability to identify certain drug-drug and drug-disease interactions.
- The necessary skills and competencies to advise the following special populations regarding adverse drug reactions: pregnant and breast-feeding women, children and the elderly
- An understanding of laboratory results and other investigations regarding adverse drug reactions and possible drug interactions and other drug-related problems;
- An ability to interpret basic laboratory results regarding adverse drug reactions and drug-related problems.
- Critically appraise published pharmacoepidemiological papers and research projects regarding adverse drug reactions, drug interactions and other drug-related problems

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:

Students have mastered the outcomes if they are able to:

- Apply specialist knowledge of adverse drug reactions and drug-related problems in the practice situation.
- Classify adverse drug reactions in Type A and B hepatitis.
- Evaluate the most important susceptibility factors.
- Explain the Naranjo adverse drug reaction probability scale.
- Complete the adverse drug reaction and product quality problems report from the National Department of Health.
- Identify the most important drug-induced skin reactions with classic drug examples.
- Recognize and evaluate gastro-intestinal related adverse drug reactions with drug examples.
- Understand the pathophysiology of the most important drug-induced hepatic related adverse drug reactions with drug examples.
- Understand the pathophysiology of the most important drug-induced renal adverse drug reactions with some examples.
- Understand the pathophysiology of the most important adverse drug reactions on the cardiovascular system with some drug examples.
- Recognise the most important endocrine and metabolic related adverse drug reactions.
- Describe the respiratory related adverse drug reactions with drug examples.
- Recognise the most important drug related muscle disorders, with appropriate examples.
- Understand and evaluate the most important drug related blood disorders and examples.
- Understand and evaluate adverse drug reactions of the central nervous system with specific examples.
- Identify adverse drug reactions causing sexual dysfunction and infertility with examples.
- Explain what genetic polymorphisms are and their main influence on drug concentrations
- Recognise the most clinically important polymorphisms.
- Differentiate between pharmacogenetics, pharmacokinetics and pharmacodynamics.
- Explain the induction and inhibition of liver enzymes.
- Understand and name the most important pharmacokinetic drug-drug/drug-food interactions.
- Understand and name the most important pharmacodynamic drug-drug interactions.
- Give guidelines to renal and hepatic impairment patients.
- Demonstrate pharmacokinetic /pharmacodynamic changes in pregnancy.
- Recommend drug therapy to pregnant and breast-feeding women.
- Demonstrate important pharmacokinetic/pharmacodynamic changes in the elderly.
- Recommend drug therapy to the elderly.
- Demonstrate important pharmacokinetic/pharmacodynamic changes in children.
- Recommend drug therapy to children.
- Describe, analyse, review and apply normal/reference ranges for commonly used tests.
- Appraise and explain the possible aetiology of, and pathology related to, clinical laboratory results which are outside these ranges.
- Interpret and apply the impact of the aetiology of, or pathology related to, clinical laboratory test results on adverse drug reactions and drug-related problems.

Module code: PHPP813	Semester 1	NQF-Level: 9
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Title: Health system and policy

Module outcomes:

Upon completion of the module, the student should be able to demonstrate:

- Advanced and integrated knowledge and critical understanding with regard to:
 - Health systems and the strengthening thereof.
 - Universal health coverage.
 - Legislation for health service delivery and planning.
 - Governance of health system and health organisations. and

- Strategic management and leadership to ensure an effective and efficient health system.
- The skills and competencies to recognise population healthcare needs, to do a situation analysis and a priority setting within the context of universal health coverage in order to develop an appropriate strategic plan for a health system, healthcare facility or a specific programme .
- The ability to manage and lead better so that a team or unit can continuously develop its potential to strengthen the healthcare system.
- The ability to develop, implement, monitor and evaluate a strategic plan and convert it into an operational plan for a health care facility or programme.
- The skills and competencies to make ethical decisions regarding the provision of healthcare services to the population.
- The ability to communicate with stakeholders and support key groups within the healthcare system concerning the importance of health system strengthening and service delivery.
- Capability to make interventions at an appropriate level within the healthcare system (institution), based on an understanding of the hierarchical relations within the healthcare system and institutions.
- Professional skills to facilitate stewardship and take accountability in the delivering of healthcare services

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:

Students have mastered the outcomes if they are able to:

- Explain the different terms related to health systems, the strengthening thereof and healthcare governance.
- Differentiate between the different types of health systems.
- Apply the principles, strategies and good practice principles of universal health coverage for sustainable development goals.
- Explain why laws and regulations are needed for healthcare planning and service delivery.
- Identify when and what legislation should be used in healthcare planning and service delivery.
- Realise the impediments and constraints to consider in national healthcare planning.
- Identify and describe the health system building blocks.
- Realise the importance of good governance of health systems.
- Conceptualise the model of good health system governance including possible governance shifts.
- Recognise the value of the challenges of governance practices in the public sector, multi-sectoral bodies and civil society organisations.
- Differentiate between the different dimensions of accountability in health system strengthening.
- Apply the critical elements of health system (organisational) success.
- Identify the differences between the practice of managing and leading and the importance of leading with managing.
- Realise the importance of leadership shifts.
- Realise the importance of planning for managers of healthcare facilities and programmes.
- Understand the processes involved in the monitoring, evaluation and review of health priorities, strategies and plans.
- Explain what strategic planning entails and the importance to transform priorities into strategic plans.
- Describe how quality can be measured against standards of performance, i.e. structure, process and outcomes and from which perspectives.
- Describe the different approaches that you may find useful in building and maintaining the quality of services in your organisation.
- Evaluate the advantages and the disadvantages of the provision of vertical or integrate services
- Identify the key issues of the providing of integrated services,
- Recognise the key issues, approaches and tools for the scaling up of health services, community-based healthcare services and working with the private healthcare sector.
- Execute a population consultation process to identify healthcare needs, opinions and expectations.
- Perform a situation analysis of a health sector/health system or health institution.
- Develop priority setting within the context of universal health coverage.

- Manage and lead a team, unit or organisation in order to develop their full potential.
- Create a working environment that improve an employee satisfaction.
- Develop an incentive programme to build employee satisfaction and motivation.
- How to use leadership and management practices to tailor services to local needs (at the point of care).
- Develop a strategic plan and convert a strategic plan into an operational plan.
- Implement the steps in developing, monitoring, evaluation and reviewing plans.
- Know how to do a cost estimation in relation to a health policy, strategy or plan.
- Develop a healthcare budget for healthcare institution or programme.
- Take cognition of the factors that influence equitable access to healthcare services.
- Engage with stakeholders, other health sectors and support key groups within health services.
- Build broad-based relationships with all levels of the government and civic society and with different sectors.
- Facilitate stewardship and take accountability in the delivering of healthcare services.
- Be aware of the challenges of the public health sector and governance structures at central, provincial, district and community level.
- Be aware of the challenges of organising of multi-sectoral bodies and civil society organisations.

Module code: PHPP821	Semester 2	NQF-Level: 9
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Title: Advanced drug utilisation review and pharmacoepidemiology

Module outcomes:

Upon completion of the module, the student should be able to demonstrate:

- Advanced and integrated knowledge of certain epidemiological, pharmacoepidemiological and drug utilisation review research principles, concepts and techniques to enable engagement with and critique of current research or practices.
- The ability to design and execute appropriate epidemiological research designs in the field of drug utilisation.
- The ability to plan and apply/propose appropriate pharmacoepidemiological research projects in the field of medicine utilisation.
- Skills to identify, collect and analyse appropriate data needed for pharmacoepidemiological and drug utilisation reviews by making use of correct data analysis techniques, while at the same time applying the principles of risk and risk-determining techniques.
- The ability to design, develop and implement different types of indicators to evaluate medicine prescribing quality in different communities and practice settings.
- Skills for critically appraising published reports and compiling drug utilisation reviews and pharmacoepidemiological studies in a prescribed report format.
- The ability to intervene at an appropriate level within the system, based on an understanding of the hierarchical relations within a system. and
- the ability to address the intended and unintended consequences of interventions.

Mode of delivery: Full time / Part time - contact

Assessment Criteria:

Students have mastered the outcomes if they are able to:

- Recognise the importance of, need for and application of drug utilisation reviews and pharmacoepidemiological studies in different communities and practice settings.
- Illustrate the basic concepts and principles in epidemiology as applied to pharmacoepidemiology.
- Apply epidemiological tools (measures of disease frequency, prevalence, measures of association, quantifying uncertainty, making of inferences, study designs, strategies to control confounding) in drug utilisation reviews and pharmacoepidemiological studies.
- Distinguish between the strengths and weaknesses of the different epidemiological study designs.
- Illustrate advanced epidemiological topics such as bias, sensitivity, confounding and misclassification in studies.
- Recognise the limitations of drug utilisation reviews and pharmacoepidemiological studies.
- Design, develop and implement different types of indicators to evaluate prescribing quality in different communities and practice settings.

- Debate the role of pharmacoepidemiology in rational drug use.
- Plan and apply/propose appropriate epidemiological research designs in the field of medicine consumption.
- Design, and execute drug utilisation and pharmacoepidemiological studies in different practice settings by using different types of data.
- Recognise the ethical issues related to drug utilisation and pharmacoepidemiological studies.
- Critically appraise qualitative and quantitative drug utilisation and pharmacoepidemiological studies, being aware of problems of design.
- Use drug utilisation data and pharmacoepidemiological studies appropriately to evaluate the public health impact of different drugs and diseases.

Module code: PHPP822	Semester 2	NQF-Level: 9
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Title: Pharmacovigilance

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- Advanced and integrated knowledge and critical understanding with regard to the principles of pharmacovigilance.
- An ability to understand and evaluate the major national and international regulations and guidelines concerning good pharmacovigilance practice.
- The skills to recognise the requirements of implementation of pharmacovigilance in health care institutions and the pharmaceutical industry including the operational aspects (the function, minimum requirements, documents legally required by regulatory bodies).
- An ability to design, select and apply appropriate and creative methods, techniques, procedures or technologies to set up a pharmacovigilance centre in a health care institution.
- An ability to use a wide range of pharmacovigilance methods (e.g. passive surveillance, stimulating reporting, active surveillance, comparative operational studies, targeted clinical investigations, descriptive studies).
- The capability to execute pharmacovigilance data analysis by using basic and advanced pharmacoepidemiological and biostatistics techniques.
- An ability to use and report pharmacovigilance data according to the prescribed procedures and guidelines.
- The skills and competencies to make ethical decisions regarding drug safety and pharmacovigilance within the health care system.
- The ability to design a study based on basic pharmacoepidemiological measures, data sources, and workflow to quantify risks, case and exposure identification.
- The ability to interpret and use information from spontaneous adverse reaction reporting systems (pharmacovigilance data);
- The capability to apply the principles of signal detection on different health care databases.
- Demonstrate how pharmacovigilance can and should be integrated with public health programmes that use medicine.
- An ability to communicate messages concerning the importance of pharmacovigilance and drug safety to a range of audiences with different levels of knowledge or expertise (e.g. health care professionals, the general public and the pharmaceutical industry).
- A capability to make interventions at an appropriate level within the health care system (institution), based on an understanding of the hierarchical relations within the health care institution; and the ability to address the intended and unintended consequences of interventions regarding the resolving of drug e safety problems.
- The necessary skills to facilitate professional and life-long learning in pharmacovigilance and drug safety.
- Demonstrate an ability to operate independently and to take responsibility for the application of risk management in pharmacovigilance and the resolution of drug safety problems.

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:
Students have mastered the outcomes if they are able to:

- Apply specialist knowledge the principles of pharmacovigilance and the monitoring of drug safety in clinical trials and drug development.
- Identify the aim of pharmacovigilance in the regulation of medicine.
- Integrate background knowledge of pharmacovigilance aspects regarding vaccines, herbals and other complementary medicines, and counterfeit and substandard medicines;
- Recognise the relationship between medicine intake and the occurrence of adverse events (case evaluation – causality assessment): definition of causality assessment, factors to be considered when establishing causality, categories of relationship between medicines and events);
- Identify the different types of adverse drug events;
- Apply the principles of signal detection in national pharmacovigilance centre's database, or another database of adverse events or suspected adverse reactions by reviewing individual reports and events (definition and methods).
- Recognise the importance of the application of risk management in pharmacovigilance.
- Evaluate the major national and international regulations and guidelines concerning good pharmacovigilance practice.
- Recognise the functions and minimum requirements of a functional national pharmacovigilance system as well as the operational aspects of the implementation of pharmacovigilance in health care institutions and the pharmaceutical industry (e.g. staff, useful equipment, continuity, advisory committee, information service, communication, documentation, poison control and drug information centre).
- Recognise the relationship of a national pharmacovigilance centre and other national and international organisations such as the WHO International Drug monitoring centre.
- Set up a pharmacovigilance centre in a health care institution;
- Apply the different pharmacovigilance methods namely passive surveillance, stimulating reporting, active surveillance, comparative operational studies, targeted clinical investigations and descriptive studies;
- Understand the potential and limitations of post-marketing hypothesis testing studies.
- Perform pharmacovigilance data analysis by using basic pharmacoepidemiological measures and should be familiar with advanced analytical techniques such as confounding, sensitivity analysis, determining of causality, and meta-analysis.
- Report the obtained data regarding medication safety problems according to the prescribed procedures and guidelines.
- Interpreting and use of information from adverse reaction reporting systems (pharmacovigilance data).
- Identify, address and manage practice-related issues related to drug safety and pharmacovigilance in an ethically justifiable way.
- Design a study based on basic epidemiological measures and data sources to quantify risks identification;
- Apply the principles of signal detection on different health care databases.
- Interpreting and use of information from spontaneous adverse reaction reporting systems (pharmacovigilance data).
- Ensuring quality within the pharmacovigilance process in the health care system.
- Integrate pharmacovigilance within every public health programme that uses medicine to prevent potential tragedies.
- Demonstrate the report-writing process of drug safety problems.
- Identify literature resources to support the reporting of drug safety problems.
- Communicate the messages about the importance of pharmacovigilance and drug safety to health care professionals, the general public via the media, and the pharmaceutical industry.
- Intervene at an appropriate level within the health care system to manage, prevent and resolve drug safety problems;
- Facilitate professional and life-long learning processes concerning pharmacovigilance and drug safety

Module code: PHPP823

Semester 2

NQF-Level: 9

Title: Pharmaceutical and health economics

Module outcomes:

After successful completion of this module, the student will demonstrate:

- Advanced and integrated knowledge and critical understanding with regard to issues surrounding the field of pharmaceutical and health economics.
- The ability to evaluate current processes of knowledge production and to choose an appropriate process of enquiry for pharmaceutical and health economics.
- Under supervision, the ability to identify, conceptualise, design and implement a quantitative and/or qualitative research project, using appropriate economic analytical techniques in a scientific and ethical manner to address complex and challenging problems within pharmaceutical and health economics.
- The skills and competencies to make autonomous ethical decisions with regard to pharmaceutical and health economics.
- The skills for critically reviewing published reports and compiling and communicating a pharmaco-economic report in an ethically responsible manner using appropriate and creative methods, techniques, processes or technologies.
- Ability to communicate and defend substantial ideas in the field of pharmaceutical and health economics using a range of advanced and specialized skills and appropriate discourses, to a range of audiences with different levels of knowledge or expertise
- An ability to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices.

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:

Students have mastered the outcomes if they are able to:

- Integrate specialist knowledge of health and pharmaceutical economic analytical principles and methods and the related policies.
- Identify, investigate, critically analyse, understand and solve complex real-life and/or hypothetical health and pharmaceutical economic problems with regard to the delivery of pharmaceutical services and medicine.
- Identify new, relevant research themes within pharmaceutical and health economics.
- Develop and perform a relevant quantitative and/or qualitative research project in a scientific and ethical manner by using suitable research methods, economic analytical techniques and procedures applicable to pharmaceutical and health economics research.
- Make independent research- and practice-related ethical decisions with regard to pharmaceutical and health economics.
- Conduct a comprehensive review of leading and current research within pharmaceutical and health economics to produce significant insights whilst compiling a pharmaco-economic report.
- Disseminate and defend research findings in the field of pharmaceutical and health economics verbally and in writing and in a scientific and ethical way to any audience.
- Act as an independent researcher in pharmaceutical and health economics

Module code: PHPP824

Semester 2

NQF-Level: 9

Title: Governance in pharmaceutical systems

Module outcomes:

After successful completion of this module, the student will demonstrate:

- Specialist and integrated knowledge with regard to medicine supply management in both the public and private health sectors;
- An ability to evaluate and critically appraise access to medicines in a country.
- Skills and competency to appraise and apply the essential medicines concept in the selection of medicines for essential medicines lists.
- An ability to analyse and implement the framework and components of pharmaceutical supply systems.
- An ability to implement a quality and risk management programme for effective pharmaceutical supply and use.

- An ability to design tools to monitor and evaluate the supply chain system and provide feedback to relevant stakeholders.
- Competency to utilise a health management information system for decision-making and to improve access to pharmaceuticals.
- An ability to appraise and apply good financial and operational management principles to ensure continuous medicines supply.
- An ability to manage and develop human resources for effective supply of pharmaceuticals.
- The skills and competencies to make ethical decisions regarding the provision of healthcare services to the population.
- An ability to communicate with stakeholders and support key groups within the health system concerning the importance of improved access to medicine and medicine supply management.
- A capability to make interventions at an appropriate level within the health system (institution), based on an understanding of the hierarchical relations within the healthcare system and institutions; and the ability to address medicine supply problems in the community

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:

Na suksesvolle voltooiing van hierdie module behoort die studente die volgende te kan toon:

- Spesialis en geïntegreerde kennis in verband met medisynevoorsieningsisteme in beide die openbare en private gesondheidssektore.
- 'n Vermoë om toegang tot medikasie in 'n land te evalueer en krities te beoordeel;
- Vaardighede en bevoegdheid om die essensiële medikasiekonsep in die keuse van medikasie vir die essensiële medikasielyste te beoordeel en toe te pas;
- 'n Vermoë om die raamwerk en komponente van farmaseutiese voorsieningstelsels te ontleed en te implementeer;
- Gevorderde en geïntegreerde kennis en kritiese begrip ten opsigte van medikasievoorsieningsbestuur in beide die openbare en private gesondheidssektore;
- 'n Vermoë om 'n kwaliteit- en risikobestuurprogram vir effektiewe farmaseutiese voorsiening en gebruik te implementeer;
- 'n Vermoë om hulpmiddele te ontwerp om die voorraadvoorsieningstelsel te monitor en te evalueer en terugvoer te verskaf aan relevante belanghebbendes;
- Bevoegdheid om 'n gesondheidsbestuursinligtingstelsel vir besluitneming te gebruik en om toegang tot farmaseutiese middele te verbeter;
- 'n Vermoë om goeie finansiële en operasionele bestuursbeginsels te beoordeel en toe te pas om voortgesette medikasievoorsiening te verseker;
- 'n Vermoë om mensehulpbronne te bestuur en te ontwikkel vir die effektiewe voorsiening van farmaseutiese middele;
- Die vaardighede en bevoegdhede om etiese besluite te neem ten opsigte van die voorsiening van gesondheidsorgdienste aan die bevolking;
- 'n Vermoë om met belanghebbendes en sleutel ondersteuningsgroepe binne die gesondheidsorgstelsel te kommunikeer ten opsigte van die belangrikheid van verbeterde toegang tot medikasie en medikasievoorsieningsbestuur; en
- 'n Vermoë om intervensies op 'n toepaslike vlak binne die gesondheidstelsel (instelling) te implementeer, gebaseer op 'n begrip van die hiërargiese verhoudings binne die gesondheidstelsel en instellings en die vermoë om medikasievoorsieningsprobleme in die gemeenskap aan te spreek

Module code: PHPP825

Semester 2

NQF-Level: 9

Title: Pharmaceutical public healthcare governance

Module outcomes:

After successful completion of this module, the student will demonstrate:

- Advanced and integrated knowledge and critical understanding with regard to the history of public health, level of provision, the legal and policy framework, ethics and economics in public health.
- Specialist knowledge regarding determinants of health on different levels, the practical approaches to cultural issues in public health, and health promotion and disease prevention as the cornerstone of public health.

- Advance knowledge of pharmacy's involvement within public health, health promotion, disease prevention, environmental and occupational health and behavioural health on local, national and international level.
- An ability to critically evaluate public health information or data.
- Specialist knowledge regarding epidemiology, the science of public health, which is used to describe health and diseases in populations.
- Skills and competencies to make ethical decisions regarding the provision of public health services.
- An ability to communicate with stakeholders and support key groups within the healthcare system concerning the importance of health system strengthening and service delivery.
- A capability to intervene at an appropriate level within the healthcare system (institution) and community, based on an understanding of the hierarchical relations within the healthcare system and institutions

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:

After completing this study unit, you should be able to:

- Apply advanced and specialized knowledge with regard to the history of public health, level of provision, the legal and policy framework, ethics and economics in public health.
- Use the framework of the natural history of disease, to compare to the public health approach to the clinical treatment and clinical prevention approaches.
- Contextualise the population and ecological approach to public health.
- Describe the structure of public health at local, state, national and international levels.
- Define the health determinants from an ecological approach.
- Identify health determinants at the level of the individual, the community, the state or nation and at global level.
- Explain how the interaction of a person with his or her environment can positively or negatively influence affect health.
- Demonstrate cultural competence to establish policies for the provision of services that are respectful and responsive to the needs of the population.
- Appraise the impact of a patient's socioeconomic status on obtaining healthcare services and drug therapy.
- Describe the pharmacist's role as public health practitioner from the perspective of the consumer and from the pharmacist.
- Describe the legal and policy framework of public health.
- Identify ongoing and emerging public health issues related to medication use and pharmacy practice that may require future legislation or regulation.
- Differentiate between the prevention and treatment of an illness or disease.
- Recognise the role of health prevention in public health.
- Describe how the determinants of health are related to health promotion interventions.
- Explain health education, the different types of knowledge provided by health education, models of behaviour change and their relevance to health education and the tools used in practical health education examples.
- Differentiate among individual, community, state or national level health promotion interventions.
- State the rationale for providing health promotion interventions through community pharmacies.
- Describe the continuum from perfect health to death and circumstances in which disease prevention and health promotion activities may be used.
- Explain the role of cultural, socioeconomic, and demographic factors in health promotion, disease prevention and community health education.
- Recognise the different levels of disease prevention and describe the type of population targeted at each level.
- Identified the goal of interventions for each level of disease prevention and the type (primary, secondary and tertiary) of intervention to be used at each of these levels: individual, community, and national or international.
- Construct a framework for the involvement of the pharmacist at all three levels of disease prevention.

- Explain the principle and concepts that are used to develop guidelines for environmental and occupational exposure that may be used for counselling communities about public health issues.
- Discuss the importance of pharmacists as a community resource for concerns and questions about environmental and occupational health.
- Understand the impact of mental illness and substance abuse disorders on society.
- Evaluate the pharmacist's role in working with persons with mental illnesses.
- Recognise the characteristics of community health.
- Describe a SOAPE structure for developing a health intervention for a community.
- Scientifically gather demographical, epidemiological and surveillance data and critically evaluate the sources of the data and how to analyse and interpret the data.
- Design and use surveillance tools to collect information on community health.
- Describe the scope and purpose of epidemiology as well as its limitations in public health.
- Understand the concepts of risk and benefits.
- Demonstrate the ability to communicate the benefit and risk and how to access and manage the risks.
- Execute a needs assessment and a prioritisation of needs and services and design interventions to meet those public health needs.
- Choose, calculate, and interpret measures of disease frequency, measures of association and measures of attributable risk for given scenarios.
- Describe and contrast strengths and weaknesses of different epidemiological study designs, and apply this knowledge in practice.
- Discuss and critique the design and findings of the epidemiological studies.
- Recognise the different type of biases that may occur in epidemiological studies, and describe strategies that can be used to reduce such biases.
- Evaluate whether confounding and/or effect modification may have affected a given exposure-outcome relationship, and describe and apply techniques to deal with this at the design and analysis level.
- Evaluate and explain whether provided epidemiological data support an association between exposure and outcome, and describe epidemiological methods that would further support the evidence.
- Choose, calculate and interpret measures that express the contribution of a clinical test to disease detection.
- Apply the principles of public health ethics.
- Engage with stakeholders, other health sectors and support key groups within healthcare services and the community regarding public health issues.
- Build broad-based relationships with all levels of the government and civil societies regarding public health issues.

Module code: PHPP872	Semester 1 and 2	NQF-Level: 9
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Title: Dissertation: Pharmacy Practice

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- Comprehensive and specialist knowledge in pharmacy practice to conceptualise advanced research initiatives within drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health.
- An ability to meaningfully contribute to scholarly debates pertaining to theories and processes in the field of drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health.
- Competence to identify research questions and to select and apply an appropriate research design, methods, techniques and procedures to investigate pharmacy practice related problems in the field of drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics and pharmaceutical public health.
- Plan and execute a suitable quantitative and/or qualitative research project in a scientific and ethical manner by making use of appropriate research methods, suitable data-analysis methods and

techniques in order to address challenging research problems and to find effective solutions for these problems.

- The ability to identify, address and manage practice-related ethical issues through advanced decision-making, monitoring and evaluation processes.
- The ability to produce in-depth and publishable research that meets international standards, and makes a significant contribution within the field of drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health.
- An ability to develop and execute a communication strategy to disseminate and defend research findings and their implementation to any audience.
- Intellectual independence, research leadership and management of research and research development in pharmacy practice.
- An ability to operate independently and take full responsibility for his/her work and, where appropriate, to lead, oversee and be held accountable for the overall governance of research processes and systems.

Mode of delivery: Full time / Part time, contact.

Assessment Criteria:

Students have mastered the outcomes if they are able to:

- Integrate advanced and critical knowledge in pharmacy practice and demonstrate high levels of theoretical understanding within drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health.
- Make an advanced contribution to the theoretical knowledge and policy debate in the field of drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health.
- Identify new, relevant research questions within the field of drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health.
- Select and apply an appropriate research design, methods, techniques and procedures to investigate problems in these specialised areas.
- Plan, develop and perform a relevant quantitative and/or qualitative research project in a scientific and ethical manner by using suitable research methods, techniques and procedures applicable to pharmacy practice research in order to address challenging research problems and to find effective solutions for these problems.
- Interpret and integrate research results in a scientifically justifiable way and compile a dissertation that meets international standards.
- Disseminate and defend research findings in writing and verbally in a scientific and ethical way to any audience.
- Act as an independent research leader, i.e. ethically and responsible, in the pharmacy profession as far as drug safety, drug utilisation review, pharmacovigilance, pharmacoepidemiology, pharmaceutical and health economics or pharmaceutical public health is concerned.
- Have the necessary skills to facilitate professional and life-long learning in these areas.

Module code: PSYC871

Semester 1 and 2

NQF-Level: 9

Title: Dissertation: Psychology

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- specialist knowledge and understanding to engage and critique psychosocial research and practices within the field of Psychology and to contribute to disciplined thinking about Psychology matters and issues;
- an ability to evaluate current processes of knowledge production in the field of Psychology and to choose appropriate processes of enquiry for in the area of specialisation;
- a command of and ability to design, select and apply appropriate and creative methods, techniques, procedures or technologies to complex practical and theoretical problems;
- the ability to conduct independent inquiry in a specialised field of education, training or development, and to report their findings in academically appropriate ways;
- an ability to make autonomous ethical decisions which affect knowledge production or complex organisational or professional issues;

<ul style="list-style-type: none"> • an ability to critically contribute to the development of ethical standards in a specific Psychology context; • the ability to conduct independent inquiry in a specialised field of Psychology, training or development, and to report their findings in academically appropriate ways; • the potential to act as academic leaders and experts in the field of Psychology, training and development; • High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa. 		
Mode of delivery: Full time / Part time – Contact / Distance.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria: Candidates have mastered the outcomes if they are able to: <ul style="list-style-type: none"> • Display specialist knowledge to enable engagement and critique of current research and practices within the field of Psychology and to engage in systematic and disciplined thinking about psychology matters and issues, with particular reference to their area(s) of specialisation. • Apply and develop intellectual independence and advanced research skills and sophisticated knowledge to the solution of complex, unfamiliar problems in the field of Psychology. Apply and develop advanced research skills and research methodologies to the solution of complex, unfamiliar problems in the field of Psychology. • Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field of Psychology with specific reference to their specialisation area. • Design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights. • Engage and initiate in academic and Psychology discourse to report and defend substantial ideas that are the results of research in an area of specialisation. • Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Psychology as academic leaders and experts in the field of education, training and development. • Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa. 		
Module code: PSYC872	Semester 1 and 2	NQF-Level: 9
Title: Dissertation: Research Psychology		
Module outcomes: On completion of the module, the candidates should be able to demonstrate: <ul style="list-style-type: none"> • plan and do research of a limited scope by using appropriate research methods that are aligned with the ontological and epistemological assumptions applicable to the research phenomenon; and • write a logically argued and integrated scientific report in which applicable psychological explanations are integrated with the research findings. 		
Mode of delivery: Full time / Part time – Contact / Distance.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Module code: PSYK872	Semester 1 and 2	NQF-Level: 9
Title: Research theory and Dissertation in Clinical Psychology		
Module outcomes: After completing this module, students should be able to <ul style="list-style-type: none"> • Reflect on the paradigmatic basis of researchable problems; • Understand the relationship between data and specific analysis techniques; • Identify a researchable topic; • Identify appropriate hypotheses and develop a research proposal in line with substantive theoretical or empirical foundations and ethical considerations; • Conduct basic research, using applicable qualitative, quantitative or a combination of both research methods ; • Submit a research report in either dissertation/book or article format. 		
Mode of delivery: Full time – Contact		
Assessment methods:		

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Module code: PSYC874	Semester 1 and 2	NQF-Level: 9
Title: Critical Research Skills		
Module outcomes: On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> • Knowledge and understanding of the ontological assumptions about the nature of science and a people view (worldview); • The ability to plan and perform ethical research; • The ability to distinguish between different quantitative and qualitative approaches which are appropriate for answering the specific research question. 		
Mode of delivery: Workshops throughout the year.		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%.		
Module code: PSYC875	Semester 1 and 2	NQF-Level: 9
Title: Quantitative Research Methods		
Module outcomes: On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> • apply different research methods that are associated with quantitative research; and • apply quantitative research processes such as sampling, validity and reliability, questionnaire design, experimental designs (SPSS); data analysis techniques (multiple regression and structural comparison models) 		
Mode of delivery: Workshops throughout the year.		
Assessment methods: Written assignments, oral presentations, and critical discussions. Written and practical examinations. Formative assessment: 50% and summative assessment: 50%.		
Module code: PSYC876	Semester 1 and 2	NQF-Level: 9
Title: Qualitative Research Methods		
Module outcomes: On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> • apply different research designs associated with qualitative research; and • apply qualitative research processes such as purposeful sampling, data collection and data analysis methods such as thematic content analysis as well as trustworthiness. 		
Mode of delivery: Workshops throughout the year.		
Assessment methods: Written assignments, oral presentations, and critical discussions. Written examination. Formative assessment: 50% and summative assessment: 50%.		
Module code: PSYC877	Semester 1 and 2	NQF-Level: 9
Title: Project Management		
Module outcomes: On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> • Mastering of all facets concerning research project management, so that independent research functioning may be possible. 		
Mode of delivery: Workshops throughout the year.		
Assessment methods: Written assignments, oral presentations, and critical discussions. Written and oral examination. Formative assessment: 50% and summative assessment: 50%.		
Module code: PSYC879	Semester 1 and 2	NQF-Level: 9
Title: Child- and adolescent pathology and therapy		
Module outcomes: On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> • Demonstrate in-depth theoretical and practical competence in the field of child and adolescent development, psychology, psychopathology and psycho-diagnostics; • Demonstrate in-depth theoretical and practical competence in conducting clinical, emotional or neuropsychological evaluations with children and adolescents • Demonstrate theoretical and practical competence in making and formulating both primary and differential diagnoses in terms of the various forms of child and adolescent psychopathology and neuropathology, according to the DSM-V and ICD-10 classification systems; • Identify normal and abnormal child and adolescent development, and discuss different causes of psychological and neuropsychological disorders in children and adolescents from various meta-theoretical models 		

<ul style="list-style-type: none"> Orally or in writing accurately report and communicate professional impressions, diagnoses and conclusions to either multi-disciplinary teams and lay and professional persons, and make appropriate recommendations for interventions, rehabilitation or referrals; Plan and implement appropriate psychological interventions and psychoeducational / parental guidance programmes. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYC880	Semester 1 and 2	NQF-Level: 9
Title: Theory of Psychological Interventions		
Module outcomes:		
On completion of the module the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> In-depth theoretical insight and knowledge in a wide variety of psychological and therapeutic theories, short and long-term approaches and techniques applicable to individuals, groups, families, marital and other couples with life challenges, particularly those with relatively serious forms of psychological distress and/or psychopathology/psychiatric disorders in diverse settings and contexts. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYC883	Semester 1 and 2	NQF-Level: 9
Title: Ethics, Psychodiagnostics and Practical work		
Module outcomes:		
On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> Demonstrate theoretical and practical competence in the field of ethical psychological practice in a private practice or clinical setting, professional conduct and legislative issues; Demonstrate their ability to do basic and advanced in-depth psychological assessments, and to formulate report and communicate those findings and recommendations to various sources of referral or a multi-disciplinary teams and/ or other people; Arrange appropriate referrals and demonstrate competence in case management; Demonstrate theoretical and practical knowledge and skills regarding forensic psychology and document all processes followed; Identify business opportunities and act as entrepreneur. The teaching of behaviours, which reflect values, attitudes and character traits required of a healthcare professional. A focus on the relationship between the three disciplines (professional ethics, human rights and medical law) and how they impact on the provision of healthcare services to the patients and the community at large. Knowledge, attitudes and skills relating to the three disciplines. A multi-disciplinary approach with the training and assessment in a longitudinal fashion over the study years. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYC884	Semester 1 and 2	NQF-Level: 9
Title: Applied Psychology and Community Interventions		
Module outcomes:		
On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> Understand and apply the principles of Community Psychology in different settings. They should also be able to evaluate diverse settings, apply psychological interventions and implement programmes in different communities Apply psychological interventions to people with psychiatric conditions and serious life challenges and design, manage and evaluate programmes dealing with psychiatric problems in diverse community setting; Promote primary and secondary psychological well-being in an integrated, effective and ethical responsible manner; 		

<ul style="list-style-type: none"> • Demonstrate their ability to do basic and advanced supportive, preventative and promotive psychological interventions, as well as the ability to plan and execute in-depth, specialized long-term interventions with patients with serious life challenges and psychopathology; • Advise on the development of policy applicable to a variety of sectors, based on various aspects of psychological theory and research; • Reflect on the personal impact of the learning material, practical experiences and the skills acquired as a person and as a future therapist. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYC885	Semester 1 and 2	NQF-Level: 9
Title: Psychopharmacology, Neuropsychology and advanced Psychopathology in Clinical Psychology		
Module outcomes: On completion of the module, the candidates should be able to demonstrate: <ul style="list-style-type: none"> • Demonstrate theoretical and practical competence in the field of psychopharmacology, adult psychopathology and neuropsychology to conduct in-depth, culturally sensitive psycho diagnostic procedures and neuro-psychological evaluations with adults; • Demonstrate theoretical and practical competence in making and formulating both primary and differential diagnoses in terms of the various forms of adult psychopathology and neuropathology; according to the DSM-V and ICD-10 classification systems; • Demonstrate theoretical and practical competence in determining different causes of psychological and neuropsychological disorders in adults; • Demonstrate theoretical, practical and ethical competence in communicating professional impressions and conclusions to multi-disciplinary teams. • Demonstrate knowledge and insight in psychopharmacology, including: classification and functioning of the nervous system, brain anatomy and physiology, neurotransmission; and the use of psychotropic medication for various clinical conditions and the management thereof. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYV872	Semester 1 and 2	NQF-Level: 9
Title: Research theory and Dissertation		
Module outcomes: On completion of the module, the candidates should be able to demonstrate: <ul style="list-style-type: none"> • Reflect on the paradigmatic basis of researchable problems; • Understand the relationship between data and specific analysis techniques; • Identify a researchable topic; • Identify appropriate hypotheses and develop a research proposal in line with substantive theoretical or empirical foundations and ethical considerations; • Conduct basic research, using applicable qualitative, quantitative or a combination of both research methods ; • Submit a research report in either dissertation/book or article format. 		
Mode of delivery: Full time – Contact		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Module code: PSYV879	Semester 1 and 2	NQF-Level: 9
Title: Child- and adolescent development, pathology and therapy		
Module outcomes: On completion of the module, the candidates should be able to demonstrate: <ul style="list-style-type: none"> • Demonstrate in-depth theoretical and practical competence in the field of child and adolescent development, psychology, psychopathology and psycho diagnostics; • Demonstrate theoretical and practical competence in conducting clinical, emotional or neuropsychological evaluations with children and adolescents; • Demonstrate in-depth theoretical and practical competence in identifying individual strengths and protective factors, and in making and formulating both primary and differential diagnoses in terms of the various forms of child and adolescent psychopathology and neuropathology; according to the 		

<p>DSM-V and ICD-10 classification systems;</p> <ul style="list-style-type: none"> Identify normal and abnormal child and adolescent development and individual strengths, and critically discuss different causes of psychological and neuropsychological disorders and psychological well-being in children and adolescents from various meta-theoretical models; Orally or in writing accurately report and communicate professional impressions, diagnoses and conclusions to either multi-disciplinary teams and lay and professional persons, and make appropriate recommendations for interventions, rehabilitation or referrals; Plan and implement advanced and appropriate basic and in-depth developmental, counselling and psychological interventions and parental guidance/psycho-education programmes in dealing with normal problems of life concerning all stages and aspects of a child's and adolescents' existence in order to prevent psychopathology, promote optimal bio-psycho-social well-being and facilitate desirable adjustment, growth and maturity. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYV880	Semester 1 and 2	NQF-Level: 9
Title: Theory of Psychological Interventions in Counselling Psychology		
Module outcomes:		
On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> demonstrate in-depth and advanced theoretical insight and knowledge of a wide variety of psychological and therapeutic theories, short and long-term approaches and techniques applicable to individuals, groups, families and marital couples with life challenges and psychological distress in diverse settings and contexts. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYV885	Semester 1 and 2	NQF-Level: 9
Title: Psychopharmacology, Neuropsychology and advanced Psychopathology in Counselling Psychology		
Module outcomes:		
On completion of the module, the candidates should be able to demonstrate:		
<ul style="list-style-type: none"> Advanced theoretical and practical competence in conducting culturally sensitive psycho diagnostic procedures and neuro-psychological evaluations with adults; Advanced and integrated theoretical and practical competence in making and formulating both primary and differential diagnoses in terms of the various forms of adult psychopathology and neuropathology; according to the DSM-V and ICD-10 classification systems; Critical theoretical knowledge and understanding and practical competence in determining different causes of psychological and neuropsychological disorders in adults; Practical and ethical competence in communicating professional impressions and conclusions to multi-disciplinary teams; Knowledge and insight in psychopharmacology, including: classification and functioning of the nervous system, brain anatomy and physiology, neurotransmission; and the use of psychotropic medication for various clinical conditions and the management thereof; Advanced knowledge to diagnose a client and to refer to a clinical psychologist if outside the scope of practice of the Counselling Psychologist. 		
Mode of delivery: Full time – Contact		
Assessment methods: Written and oral assessments and presentations as well as formal examination. Formative assessment: 50% and summative assessment: 50%		
Module code: PSYP874	Semester 1 and 2	NQF-Level: 9
Title: Introduction to Positive Psychology		

Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> specialized knowledge of concepts, theories and research in the fields of positive psychology, well-being, positive organizational scholarship, psycho-social health, positive lifespan development and aging and enabling communities; an ability to critically evaluate current research and literature within the Positive Psychology discipline; an ability to develop own learning strategies which can sustain independent learning and academic development, and can interact effectively in a professional or academic context to enhance learning; an ability to take full responsibility for own work, decisions and use of resources, and where appropriate to lead and initiate new processes or systems, ensuring good resource management and governance practices. 		
Mode of delivery: Part time / Full time – Contact		
Assessment methods: Mini- and major-assignments		
Assessment criteria: A student has mastered the outcomes if he/she:		
<ul style="list-style-type: none"> displays specialist knowledge, accurate interpretation and sound argumentation to enable engagement in systematic and disciplined reflection on major theoretical models, broad perspectives and important constructs within the field of Positive Psychology; demonstrates the ability to critique current research and practices within the field of Positive Psychology; applies high levels of responsibility, self-reflexivity and adaptability in management of own learning, development of learning strategies and effective interaction in a professional and academic context; demonstrates the ability to operate independently and takes full responsibility for his/her own work in applying new processes to obtain creative solutions and appropriate resources to support own research. 		
Module code: PSYP875	Semester 1 and 2	NQF-Level: 9
Title: Research methods in Positive Psychology		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> embedded theoretical knowledge, understanding and experience needed to carry out research in areas of Positive Psychology; under supervision, the ability to design, select and apply appropriate and creative qualitative and/or quantitative research designs, methods and data analysis techniques to address complex practical/theoretical problems; an ability to design and implement strategies for the effective processing and management of information with the use of appropriate academic resources; an ability to communicate effectively in a variety of formats to diverse audiences with different levels of knowledge and expertise. 		
Mode of delivery: Part time / Full-time – contact		
Assessment methods: Mini- and major-assignments.		
Assessment criteria: A student has mastered the outcomes if he/she:		
<ul style="list-style-type: none"> displays sophisticated knowledge and understanding of research methodologies to solve complex, unfamiliar problems in the field of Positive Psychology; displays a wide range of research skills in identifying, conceptualising, designing and implementing all aspects of the research process; creatively selects and applies an appropriate strategy to access, process and manage information in a specific context within the field of Positive Psychology; demonstrates an ability to use the resources of academic and professional discourse to communicate and defend substantial ideas in oral and written formats to diverse audiences with different levels of knowledge and expertise. 		
Module code: PSYP876	Semester 1 and 2	NQF-Level: 9
Title: Assessment and Basics of Interventions		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> an ability to select appropriate assessment methods and interventions at a suitable level within a system and the ability to address the intended and unintended consequences of such interventions; 		

<ul style="list-style-type: none"> creativity and originality in the interpretation, application and development of knowledge and practice, regarding assessment and interventions; the ability to apply specialized knowledge and theory to address complex practical and theoretical problems within the field of Positive Psychology; an awareness and understanding of ethical constraints associated with application of Positive Psychology interventions; an ability to make autonomous ethical decisions which affect knowledge production and research, as well as individual, group, community or organisational issues. 		
Mode of delivery: Part time / Full time – Contact		
Assessment methods: Mini- and major-assignments.		
Assessment criteria: A student has mastered the outcomes if he/she: <ul style="list-style-type: none"> displays specialized problem solving skills in identifying, conceptualising, designing and implementing a diversity of approaches to assessment methods and interventions within the field of Positive Psychology; demonstrates sophisticated knowledge of assessment instruments and basic interventions in the field of Positive Psychology; develops competence in the application of the diversity of approaches to assessment and interventions in Positive Psychology; demonstrates an awareness and understanding of ethical constraints in the application of Positive Psychology interventions within specific contexts; demonstrates the ability to make autonomous ethical decisions appropriate to specific contexts and critically contribute to the application of ethical standards within the field of Positive Psychology. 		
Module code: PSYP877	Semester 1 and 2	NQF-Level: 9
Title: Applications in Positive Psychology		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> advanced competence in using various Positive Psychology measuring instruments; an ability to apply a wide range of positive interventions across personal and professional domains; an ability to implement interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of such interventions; an ability to critically contribute to the development of ethical standards within the field of Positive Psychology. 		
Mode of delivery: Part time / Full-time – Contact		
Assessment methods: Mini- and major-assignments.		
Assessment criteria: A student has mastered the outcomes if he/she: <ul style="list-style-type: none"> displays advanced proficiency in the utilisation of a variety of Positive Psychology measuring instruments; displays advanced competence in the appropriate application of a wide range of Positive Psychology interventions in personal and professional contexts; plans, manages and optimises application of interventions within diverse hierarchical contexts with specific awareness of complex and unpredictable situations; identifies and manages emerging ethical issues; advances processes of ethical decision-making, and monitors consequences where applicable in specific contexts in the field of Positive Psychology. 		
Module code: PSYP878	Semester 1 and 2	NQF-Level: 9
Title: Advanced Positive Psychology		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> advanced awareness, integrated knowledge and critical understanding with regard to meta-theoretical and philosophical perspectives in Positive Psychology, the pertinent social, economic, political, historical issues and the wider context of positive psychology and positive social sciences; critical awareness of current issues, debates, new insights and cutting edge issues within Positive Psychology; the capacity to engage in informed argument and reasoning, contributing to scholarly debates around theories of knowledge and methods of knowledge production in Positive Psychology; the capacity to discover knowledge and create coherent understanding through the retrieval, analysis, evaluation, organisation, synthesis and dissemination of information; 		

<ul style="list-style-type: none"> the capacity for analysis and synthesis: evaluation of concepts at a meta-level, capability to identify assumptions, evaluation of statements with regard to evidence, detecting false logic or reasoning, identification of implicit values, appropriate generalization, meaningful integration of facts and inferences. 		
Mode of delivery Part time / Full-time – contact		
Assessment methods: Mini- and major-assignments.		
Assesseringskriteria: A student has mastered the outcomes if he/she : <ul style="list-style-type: none"> demonstrates an ability to present ideas, thoughts and research of meta-theoretical and philosophical perspectives in the emerging field of Positive Psychology in a comprehensive, professional and understandable manner; demonstrates an ability to critically analyse current matters and debates in relation to new insights and cutting edge issues within Positive Psychology; participates in academic discourse in order to report and defend substantial ideas concerning theories and methods of knowledge production in Positive Psychology; conducts a comprehensive review of leading and current research through analysis and synthesis to formulate new insights, applications and appropriate generalisations. 		
Module code: PSYP873	Semester 1 and 2	NQF-Level: 9
Title: Research Mini-dissertation in Positive Psychology		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> an ability to conduct a comprehensive review of leading and current research in the field of Positive Psychology to produce insights that will demarcate a significant research problem that needs elucidation; the ability to design, select and apply appropriate and creative qualitative and/or quantitative research processes to address complex practical/ theoretical problems; an ability to conduct independent inquiry in a specialized field of positive psychology and report findings in academically appropriate ways; an ability to communicate effectively in a variety of formats to diverse audiences with different levels of knowledge and expertise. 		
Mode of delivery: Part time / Full-time – contact		
Assessment methods: Mini-dissertation will be examined by internal and external examiners according to the NWU policy.		
Assessment criteria: A student has mastered the outcomes if he/she: <ul style="list-style-type: none"> displays specialized knowledge to enable engagement and critique of current research and practices; identifies a research-worthy theme, which implies that a substantial gap in the current literature on a specific topic in the Positive Psychology field has been identified and demarcated; formulates a feasible and verifiable problem statement; applies intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Positive Psychology; designs and implements strategies to access, process and manage information to produce significant insights pertaining to a defined research topic ; engages with a wide range of audiences in academic discourse to report and defend substantial ideas that are the results of research on a specific topic in Positive Psychology according to conventions prescribed by the NWU. 		
Module code: RKKV871	Semester 1 and 2	NQF-Level: 9
Title: Dissertation : Recreation Science		
Module outcomes: After completion of the Recreation Science qualification, the student should demonstrate: <ul style="list-style-type: none"> advanced/progressive/innovative and integrated knowledge and specialised understanding with regard to recreation, to specifically enable engagement with and critique of recreation with regards to managerial aspects, therapeutic recreation, mass participation and leisure behaviour; an ability to evaluate current processes of knowledge production within the field of Recreation Science and then to select an appropriate process of inquiry for the area of study to address an appropriate problem therein; an ability to conduct a comprehensive review of leading and current research in the area of specialization within Recreation Science to produce mechanisms, epidemiological and effects of 		

- recreation that will delineate/clarify/demarcate a significant research problem that needs elucidation;
- under supervision, the ability to design, select and apply appropriate and creative qualitative and/or quantitative methods, techniques, processes, and/or technologies to complex practical and/or theoretical problems with a view to recreation;
- under supervision, the ability to identify, conceptualize, design and implement appropriate methods of inquiry to address complex and challenging problems within Recreation Science;
- under supervision, an ability to select and effectively use/apply a wide range of specialized skills in order to capture data in Recreation Science;
- an ability to use the resources of academic / professional / occupational discourses to communicate and defend substantial ideas that are the products of research/knowledge production or development in an area of specialization within Recreation Sciences;
- an ability to design and implement a strategy/process for the effective processing/management of information with the use of appropriate technologies
- an ability to design/plan/implement recreation activity, management, mass participation, behavioural change and therapeutic interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of such interventions;
- the ability to use a range of advanced and specialized skills and participate in discourses appropriate to Recreation Science, to offer innovative ideas to address problems/issues/challenges, thereby affecting change within the discipline.
- an ability to make autonomous ethical decisions which affect knowledge production/research design/sport and, recreation and health related practices or professional issues;
- an ability to critically contribute to the development of ethical standards within Recreation Science;
- ability to define and sustain professional development within the field of Recreation Science by means of continued professional development.

Mode of delivery: Full time/contact. This program is 100% research with no course work

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- research that is directed at Recreation Science, specifically indicating engagement with and critique of managerial structures, psycho-social changes through recreation activities, mass participation and leisure behaviour in Recreation Science;
- assess the ability to evaluate current processes of knowledge production within the field of Recreation Science and the selection of appropriate process of inquiry for the area of study to address an appropriate problem therein;
- the ability to design, select and apply appropriate and creative qualitative and/or quantitative methods, techniques, processes, and/or technologies to complex practical and/or theoretical problems with a view to recreation;
- the ability to identify, conceptualize, design and implement appropriate methods of enquirer to address complex and challenging problems within Recreation Science and the ability to select and effectively use/apply a wide range of specialized skills in order to capture data in Recreation Science;
- the ability to use the resources of academic / professional / occupational discourses to communicate and defend substantial ideas that are the products of research/knowledge production or development in an area of specialization within Recreation Sciences;
- the ability to design and implement a strategy/process for the effective processing/management of information with the use of appropriate technologies and to design/plan/implement recreation activities, mass participation, behavioural change, leisure and therapeutic interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of such interventions;
- the ability to use a range of advanced and specialized skills and participate in discourses appropriate to Recreation Science, to offer innovative ideas to address problems/issues/challenges, thereby affecting change within the discipline.
- the ability to make autonomous ethical decisions which affect knowledge production/research design/sport, recreation and health related practices or professional issues and contribute to the development of ethical standards in Recreation Science
- an ability to operate independently and take full responsibility for his or her own work, and where

appropriate, to account for leading and implementing good governance.

Module code: TDHP811

Semester 1

NQF-Level: 9

Title: Research Methodology

Module outcomes:

After completion of this module the student should be able to have:

- the ability to analyse a range of research methodologies, methods and approaches with regard to their appropriateness for investigating particular research problems to promote health;
- the ability to interrogate multiple sources of knowledge to evaluate the knowledge and processes of knowledge production critically in a variety of contexts that are particular to the field of health promotion;
- the competence to apply the dialectical relationship between the theory and praxis of health sciences;
- the ability to contribute to systematic and disciplined critical, analytical thinking about and problem solving of matters that are related to the field of health promotion; and
- the knowledge and engagement in the transdisciplinary health approach to the promotion of health.

Mode of delivery: Full time / Part time

This degree is presented via contact learning with a blended learning environment approach, including two theoretical modules as well as a research dissertation via contact and on-line delivery.

The compulsory theoretical core modules are completed in the first six months of study.

Assessment methods:

The following forms of continuous formative and summative assessment are used to ensure integrated assessment of all exit level outcomes:

- Reports and written assignments
- Transdisciplinary group debates.
- Written examination.
- Above will be used as methods of outcome evaluation and written Examination.

Assessment criteria:

The student has mastered the outcomes when s/he can:

- Analyse and interpret prescribed research reports;
- Give feedback in a systematic and comprehensive way on research methodology, data collection techniques, data analysis procedures and principles;
- Engage in a discussion about the current professional and clinical discourse in the specific area of research;
- Interrogate the various sources of knowledge in a specific field;
- Participate in and contribute to discipline-related discussions on relevant issues in the field of health promotion;
- Identify health trends that impact on health promotion; and
- Take part in transdisciplinary team discussions on various aspects of health promotion.

Module code: TDHP812

Semester 1

NQF-Level: 9

Title: Transdisciplinary Health Promotion

Module outcomes:

After completion of this module the student should be able to have:

- the ability to engage in dialogue with a transdisciplinary team that is at once between disciplines, across different disciplines, and beyond all disciplines to promote health in an integrated manner;
- the ability to identify and address ethical issues in health and health promotion, based on critical reflection on the suitability of different ethical value systems to the context of health; and knowledge
- the engagement in the field of health promotion that reflect an understanding of the theories and research methodologies in this field, as well as an understanding of the application of such knowledge in a particular health context.

Mode of delivery: Full time / Part time

This degree is presented via contact learning with a blended learning environment approach, including two theoretical modules as well as a research dissertation via contact and on-line delivery.

The compulsory theoretical core modules are completed in the first six months of study.

Assessment methods:

The following forms of continuous formative and summative assessment are used to ensure integrated assessment of all exit level outcomes:

- Reports and written assignments

- Transdisciplinary group debates.
- Oral examination.
- Above will be used as methods of outcome evaluation and final Examination.

Assessment criteria:

The student has mastered the outcomes when s/he can:

Transdisciplinarity:

- unite (integrate) knowledge to work in a health team that consists of different disciplines;
- participate in and contribute to discipline-related discussions on relevant issues in the field of health promotion in the context of a transdisciplinary health team;

Ethical:

- make ethical decisions, focusing on the immediate level of moral reasoning, using ethical rules such as non-maleficence, beneficence, respect, fidelity, justice and social responsibility;
- apply ethical theory and meta-ethics in the practice of health promotion;

Health promotion:

- compare different underlying theories, ideas and concepts that are relevant to the current health sciences landscape and argue the merits of each;
- apply the theory that is relevant to the health sciences to the practice of health promotion;
- distinguish knowledge that is relevant to the field of health promotion, and analyse and evaluate such knowledge in order to determine its worth and application;
- enable people to increase control over and improvement of their own health and well-being; and
- apply the knowledge that is gained to discuss ways to create supportive environments,
- strengthen community action,
- develop personal skills,
- re-orientate health services around the sharing of responsibilities through teamwork, and
- build a healthy public policy.

Module code: TDHP872

Semester 1

NQF-Level: 9

Title: Dissertation : Transdisciplinary Health Promotion

Module outcomes:

After completion of this module the student will be able to demonstrate:

- specialist knowledge and understanding to engage and critique health promotion research and practices within the field of health promotion and /or and to contribute to disciplined thinking about health promotion matters and issues.
- an ability to evaluate current processes of knowledge production in the field of health promotion, and to choose appropriate processes of enquiry for transdisciplinary health promotion.
- demonstrate a command of and ability to design, select and apply appropriate and creative methods, techniques, procedures or technologies to complex practical and theoretical problems.
- demonstrate the ability to conduct independent inquiry in a specialised field of transdisciplinary health promotion, and to report their findings in academically appropriate ways.
- demonstrate an ability to make autonomous ethical decisions which affect knowledge production or complex organisational or professional issues; also demonstrate an ability to critically contribute to the development of ethical standards in a specific context.
- demonstrate an ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of transdisciplinary health promotion to produce significant insights.
- demonstrate an ability to use the resources of academic and professional or occupational discourse to communicate and defend substantial ideas that are the products of research or development in an area of specialisation; and demonstrate advanced and specialised skills and discourses appropriate to the field of transdisciplinary health promotion, to communicate to a range of audiences with different levels of knowledge or expertise.
- demonstrate an ability to develop own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within the learning or professional group as a means of enhancing learning.

Mode of delivery: Full time / Part time

This degree is presented via contact learning with a blended learning environment approach, including two theoretical modules as well as a research dissertation via contact and on-line delivery.

The module is completed in the same year for Full time and in two years for part time students.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria:

The student has mastered the outcomes when s/he can:

- Display specialist knowledge to enable engagement and critique of current research and practices within the field of Transdisciplinary Health Promotion and to engage in systematic and disciplined thinking about health related matters and issues, with particular reference to transdisciplinarity.
- Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Health Promotion.
- Analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field of Health Promotion with specific reference to Transdisciplinarity.
- design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights.
- Engage and initiate in academic and educational discourse to report and defend substantial ideas that are the results of research in an area of Transdisciplinary Health Promotion.
- Plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Promotion as academic leaders and experts in the field of Transdisciplinary Health Promotion.
- apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module code: VERW871

Semester 1 and 2

NQF-Level: 9

Title: Dissertation: Consumer Sciences

Module outcomes:

After completing this module, students should be able to demonstrate:

- specialist knowledge and understanding to engage and critique research and practices within the field of Consumer Sciences and /or and to contribute to disciplined thinking about consumer behaviour-related matters and issues;
- an ability to evaluate current processes of knowledge production in the field Consumer Sciences and to choose appropriate processes of enquiry for in the area of specialisation;
- the ability to conduct independent inquiry in a specialised field of Consumer Sciences and consumer behaviour, and to report their findings in academically appropriate ways;
- the potential to act as academic leaders and experts in the field Consumer Sciences and the topic of specialisation; and
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time – Contact

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria:

Students have mastered the outcomes of the module if they are able to:

- Display specialist knowledge to enable engagement and critique of current research and practices within the field of Consumer Sciences and to engage in systematic and disciplined thinking about consumer behaviour-related matters and issues, with particular reference to their area(s) of specialisation;
- apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Consumer Sciences;
- analyse and apply specialised problem solving skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field of Consumer Sciences with specific reference to their specialisation area;

- design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of consumer behaviour and their specialisation to produce significant insights;
- engage and initiate in academic and consumer behaviour-related discourse to report and defend substantial ideas that are the results of research in an area of specialisation;
- plan, manage and optimise all aspects of research processes within complex and unpredictable contexts in Consumer Sciences as academic leaders and experts in the field of Consumer Sciences and the topic of specialisation; and
- apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module code: VPKN874

Semester 1 and 2

NQF-Level: 9

Title: Research Methodology: Nursing Science

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- specialist knowledge and understanding to engage with and critically evaluate research practices.
- the ability to plan independent inquiry, and to plan reporting of findings in academically appropriate ways.
- high levels of responsibility, self-reflexivity and adaptability, with respect to the conceptualising and planning of research, ethical implications of research, and the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Full time / Part time – Contact

Assessment methods:

Portfolio of evidence (case studies, presentations, group- and/or individual reports and forum discussions), including a research proposal.

Assessment criteria

Candidates have mastered the outcomes if they are able to:

- Display specialist knowledge to enable engagement and critique of current research and research practices.
- Apply intellectual independence and advanced research skills, propositional knowledge and research methodologies for the inquiry of complex, unfamiliar problems.
- Apply specialised problem solving skills in identifying, conceptualising and designing a method of inquiry to address complex and challenging problems.
- Design a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research.
- Initiate and engage in academic discourse to defend planning of research.
- Plan all aspects of research processes within complex and unpredictable contexts.
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

Module code: VPPV872

Semester 1 and 2

NQF-Level: 9

Title: Dissertation: Nursing Science

Module outcomes:

On completion of the module, the candidates should be able to demonstrate:

- specialist knowledge and understanding to engage with and critique research and practices within the field of Nursing and /or and to contribute to disciplined thinking about Nursing Science matters and issues.
- an ability to evaluate current processes of knowledge production in the field of Nursing and to choose appropriate processes of inquiry in Nursing Science.
- the ability to conduct independent inquiry in Nursing Science, and to report their findings in academically appropriate ways
- the potential to act as academic leaders and experts in the field of Nursing Science;
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa.

Mode of delivery: Research under guidance of a study leader supported by research committee.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- display specialist knowledge to enable engagement and critique of current research and research practices;
- apply intellectual independence and advanced research skills, propositional knowledge and research methodologies for the inquiry of complex, unfamiliar problems;
- apply specialised problem solving skills in identifying, conceptualising and designing a method of inquiry to address complex and challenging problems;
- assign a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research;
- initiate and engage in academic discourse to defend planning of research;
- plan all aspects of research processes within complex and unpredictable contexts;
- apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa.

HSC.2.3 DOCTORAL DEGREES

Module code: BHIG971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Occupational Hygiene		
<p>Module outcomes:</p> <p>On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Occupational Hygiene and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Occupational Hygiene; • intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Occupational Hygiene and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts; • the ability to question existing knowledge boundaries and practices in the field of Occupational Hygiene; • the ability to deal with complexity, lacunae and contradictions in the knowledge base of the field of Occupational Hygiene; • autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria; • mastery of the literature and state of research in Occupational Hygiene; • research leadership within Occupational Hygiene and across disciplines to optimise all aspects of research processes within complex and unpredictable contexts; • high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods:		
Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
<p>Assessment criteria</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> • depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Occupational Hygiene and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Occupational Hygiene; • intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Occupational Hygiene and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts; 		

- the ability to question existing knowledge boundaries and practices in the field of Occupational Hygiene;
- the ability to deal with complexity, lacunae and contradictions in the knowledge base of the field of Occupational Hygiene;
- autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria;
- mastery of the literature and state of research in Occupational Hygiene;
- research leadership within Occupational Hygiene and across disciplines to optimise all aspects of research processes within complex and unpredictable contexts;
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Module code: NUTD971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Dietetics

Module outcomes:

Upon completion of this module the student should have:

- Depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Dietetics and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Dietetics.
- Intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Dietetics and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts
- Question existing knowledge boundaries and practices in the field of Dietetics and existing knowledge.
- Deal with complexity, lacunae and contradictions in the knowledge base of the field of Dietetics
- Autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria.
- Show mastery of the literature and state of research in a specific area.
- Research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts
- Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Mode of delivery: Full time / Part time – Contact.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- Generate and display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Dietetics and /or across specialised or applied areas and make an original contribution to the knowledge society in Dietetics;
- Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Dietetics and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines;
- Synthesis, evaluate and question existing knowledge boundaries and practices in the field of Dietetics and create responses to problems that expand or redefine existing knowledge;
- Analyse complex lacunae and contradictions in the knowledge base of the field of Dietetics;
- Generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria;
- Show mastery of the literature by producing original insights into new and complex ideas, information and issues;
- Plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Dietetics;
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning;

<ul style="list-style-type: none"> Analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa, and relate and compare these issues to international contexts. 		
Module code: NUTN971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Nutrition		
Module outcomes:		
On completion of the module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> Depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Nutrition and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Nutrition. Intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Nutrition and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts Question existing knowledge boundaries and practices in the field of Nutrition and existing knowledge. Deal with complexity, lacunae and contradictions in the knowledge base of the field of Nutrition Autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria. Show mastery of the literature and state of research in a specific area. Research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts Demonstrate high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Mode of delivery: Full time / Part time – Contact.		
Assessment methods:		
Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> Generate and display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Nutrition and /or across specialised or applied areas and make an original contribution to the knowledge society in Dietetics; Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Nutrition and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines; Synthesis, evaluate and question existing knowledge boundaries and practices in the field of Nutrition and create responses to problems that expand or redefine existing knowledge; Analyse complex lacunae and contradictions in the knowledge base of the field of Nutrition; Generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria; Show mastery of the literature by producing original insights into new and complex ideas, information and issues; Plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Nutrition; Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning; Analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa, and relate and compare these issues to international contexts. 		
Module code: FCHG971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Pharmaceutical Chemistry		
Module outcomes:		
After successful completion of this module, the student will demonstrate:		
<ul style="list-style-type: none"> expertise and critical knowledge of a specialisation field within Pharmaceutical Chemistry; the ability to conceptualise new research initiatives within a specialisation field of Pharmaceutical Chemistry with a view to create new knowledge in order to solve context-specific challenges; the ability to meaningfully contribute to scholarly debates around theories of knowledge and processes of knowledge production in Pharmaceutical Chemistry; 		

- the ability to develop new methods and original techniques appropriate to a specialisation field within Pharmaceutical Chemistry;
- the ability to apply and implement specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and/or theoretical problems specific to a specialisation field in Pharmaceutical Chemistry;
- the ability to identify, demarcate and critically analyse an appropriate research problem to address a complex research problem within a specialisation field in Pharmaceutical Chemistry;
- the ability to access, analyse, process, evaluate and manage or synthesise relevant information or data with a view to develop significant original insights into new, complex and abstract information in a specialisation field in Pharmaceutical Chemistry;
- the ability to plan and execute an appropriate research design, complete with suitable research and data analysis methods, in order to find an effective solution for a complex research problem, thereby contributing in a meaningful manner to a specialisation field of Pharmaceutical Chemistry;
- the ability to identify, specify, address and manage emerging ethical issues and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate;
- the ability to produce substantial and independent, in-depth and publishable work which meets international standards, which is considered to be new or innovative by peers, and make a significant contribution to a specialisation field in Pharmaceutical Chemistry;
- the ability to develop and execute a communication strategy to disseminate and defend research findings and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse;
- a critical and advanced understanding of theoretical underpinnings in the management of complex systems to achieve systemic change and the ability to independently design, sustain and manage change within an experimental setup.

Mode of delivery Full time – Completion of a research project under the guidance of a supervisor.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

The student will prove that he/she has mastered the module outcomes if he/she can:

- gain expertise and critical knowledge of a specialisation field within Pharmaceutical Chemistry;
- conceptualise new research initiatives within a specialisation field of Pharmaceutical Chemistry with a view to create new knowledge in order to solve context-specific challenges;
- meaningfully contribute to scholarly debates around theories of knowledge and processes of knowledge production in Pharmaceutical Chemistry;
- develop new methods and original ways appropriate to a specialisation field within Pharmaceutical Chemistry;
- apply/implement specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and/or theoretical problems specific to a specialisation field in Pharmaceutical Chemistry;
- identify, demarcate and critically analyse an appropriate research problem to address a complex research problem within a specialisation field in Pharmaceutical Chemistry;
- access, analyse, process, evaluate and manage or synthesise relevant information or data with a view to develop significant original insights into new, complex and abstract information in a specialisation field in Pharmaceutical Chemistry;
- plan and execute an appropriate research design, complete with suitable research and data analysis methods, in order to find an effective solution for a complex research problem, thereby contributing in a meaningful manner to a specialisation field in Pharmaceutical Chemistry;
- identify, specify, address and manage emerging ethical issues and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate;
- produce substantial and independent, in-depth and publishable work which meets international standards, which is considered to be new or innovative by peers, and makes a significant contribution to a specialisation field in Pharmaceutical Chemistry;
- develop and execute a communication strategy to disseminate and defend research findings and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse;

<ul style="list-style-type: none"> understand theoretical underpinnings in the management of complex systems to achieve systemic change and independently design, sustain and manage change within an experimental setup. 		
Module code: FMSG971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Pharmaceutics		
<p>Module outcomes:</p> <p>After successful completion of this module, the student will demonstrate:</p> <ul style="list-style-type: none"> expertise and critical knowledge of a specialisation field within Pharmaceutics. the ability to conceptualise new research initiatives within a specialisation field of Pharmaceutics with a view to create new knowledge in order to solve context-specific challenges. the ability to meaningfully contribute to scholarly debates around theories of knowledge and processes of knowledge production in Pharmaceutics. the ability to develop new methods and original ways appropriate to a specialisation field within Pharmaceutics. the ability to apply/implement specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and/or theoretical problems specific to a specialisation field in Pharmaceutics. the ability to identify, demarcate and critically analyse an appropriate research problem to address a complex research problem within a specialisation field of Pharmaceutics. the ability to access, analyse, process, evaluate and manage or synthesise relevant information or data with a view to develop significant original insights into new, complex and abstract information in a specialisation field of Pharmaceutics. the ability to plan and execute an appropriate research design, complete with suitable research and data analysis methods, in order to find an effective solution for a complex research problem, thereby contributing in a meaningful manner to a specialisation field of Pharmaceutics. the ability to identify, specify, address and manage emerging ethical issues and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate. the ability to produce substantial and independent, in-depth and publishable work which meets international standards, which is considered to be new or innovative by peers, and make a significant contribution to a specialisation field in Pharmaceutics. the ability to develop and execute a communication strategy to disseminate and defend research findings and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse. a critical and advanced understanding of theoretical underpinnings in the management of complex systems to achieve systemic change; and the ability to independently design, sustain and manage change within an experimental setup. 		
Mode of delivery: Full time – Completion of a research project under the guidance of a supervisor.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
<p>Assessment criteria</p> <p>The student will prove that he/she has mastered the module outcomes if he/she can:</p> <ul style="list-style-type: none"> gain expertise and critical knowledge of a specialisation field within Pharmaceutics. conceptualise new research initiatives within a specialisation field of Pharmaceutics with a view to create new knowledge in order to solve context-specific challenges. meaningfully contribute to scholarly debates around theories of knowledge and processes of knowledge production in Pharmaceutics. develop new methods and original ways appropriate to a specialisation field within Pharmaceutics. apply/implement specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and/or theoretical problems specific to a specialisation field in Pharmaceutics. identify, demarcate and critically analyse an appropriate research problem to address a complex research problem within a specialisation field of Pharmaceutics. access, analyse, process, evaluate and manage or synthesise relevant information or data with a view to develop significant original insights into new, complex and abstract information in a specialisation field of Pharmaceutics. 		

- plan and execute an appropriate research design, complete with suitable research and data analysis methods, in order to find an effective solution for a complex research problem, thereby contributing in a meaningful manner to a specialisation field of Pharmaceutics.
- identify, specify, address and manage emerging ethical issues and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate.
- produce substantial and independent, in-depth and publishable work which meets international standards, which is considered to be new or innovative by peers, and makes a significant contribution to a specialisation field in Pharmaceutics.
- develop and execute a communication strategy to disseminate and defend research findings and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse.
- understand theoretical underpinnings in the management of complex systems to achieve systemic change; and independently design, sustain and manage change within an experimental setup.

Module code: FMWG971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Pharmaceuticcal Sciences

Module outcomes:

After successful completion of this module, the student will demonstrate:

- Depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Health Sciences and /or across specialised or applied areas and ability to expand or redefine existing knowledge in the field of Pharmaceutical Sciences.
- Intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Pharmaceutical Sciences and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts
- The competence to question existing knowledge boundaries and practices in the field of Health Sciences with specific focus area of Pharmaceutical Sciences.
- The competence to deal with complexity, lacunae and contradictions in the knowledge base of the field of Pharmaceutical Sciences
- Autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria;
- Mastery of the literature and state of research in Pharmaceutical Sciences
- Understanding of own thesis to defend their research against specialist and non-specialist audiences using the full resources of an academic, professional and occupational discourse
- Research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts
- High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Mode of delivery: Full time/ Parttime – Completion of a research project under the guidance of a promoter.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

The student will prove that he/she has mastered the module outcomes if he/she can:

- Generate and display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Health Sciences and /or across specialised or applied areas and make an original contribution to the knowledge society in Pharmaceutical Sciences
- Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Pharmaceutical Sciences and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- Synthesise, evaluate and question existing knowledge boundaries and practices in the field of Pharmaceutical Sciences and create responses to problems that expand or redefine existing knowledge;
- Analyse complex lacunae and contradictions in the knowledge base of the field of Pharmaceutical Sciences;
- Generate, synthesise and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.

- Defend own research thesis by means of an oral examination against specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse in the field of Pharmaceutical Sciences;
- Plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Pharmaceutical Sciences;
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning;
- Analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa; and
- Relate and compare these issues to international contexts.

Module code: FKLG971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Pharmacology

Module outcomes:

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

- expertise and critical knowledge of the specialisation field within pharmacology according to the research project;
- the ability to conceptualise new research initiatives within the field/practice of the specialisation field within pharmacology according to the research project with a view to create new knowledge/ practices in order to solve context-specific challenges (specify as relevant);
- the ability to meaningfully contribute to scholarly debates around theories of knowledge and processes of knowledge production in the specialisation field within pharmacology according to the research project;
- the ability to develop new methods, techniques in the specialisation field within pharmacology according to the research project in original/creative/innovative ways appropriate to the specialisation field within pharmacology according to the research project;
- the ability to apply/implement specialist knowledge and theory in critically reflexive, creative and novel ways to address the specialisation field within pharmacology according to the research project;
- the ability to identify, demarcate and critically analyse an appropriate research problem to address a complex challenge/problem/issue in the specialisation field within pharmacology according to the research project;
- the ability to access, analyse, process, evaluate and manage/synthesise relevant information/knowledge/data with a view to develop significant original insights into new, complex and abstract ideas/information/ issues (specify as relevant to the specialisation field within pharmacology according to the research project);
- the ability to formulate/develop/plan and execute an appropriate research design, complete with suitable research and data analysis methods, in order to address a complex research problem/test a research hypothesis/find an effective solution for a complex research problem etc., thereby contributing in a meaningful manner to the theory/practice of the specialisation field within pharmacology according to the research project;
- the ability to identify, specify, address and manage emerging ethical issues (specify if relevant), and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate.
- the ability to produce substantial and independent, in-depth and publishable work which meets international standards, is considered to be new or innovative by peers, and makes a significant contribution to the specialisation field within pharmacology according to the research project;
- the ability to develop and execute a communication strategy to disseminate and defend research findings/ strategic/policy initiatives and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse;
- a critical and advanced understanding of theoretical underpinnings in the management of complex systems to achieve systemic change; and the ability to independently design, sustain and manage change within a system or systems relating to the specialisation field within pharmacology according to the research project.

Mode of delivery: Full time – Completion of a research project under the guidance of a supervisor.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the specialisation field within pharmacology according to the research project and /or across specialised or applied areas and make an original contribution to the knowledge society in the specialisation field within pharmacology according to the research project;
- display intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the specialisation field within pharmacology according to the research project;
- display competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines;
- display the ability to synthesize, evaluate and question existing knowledge boundaries and practices in the specialisation field within pharmacology according to the research project and create responses to problems that expand or redefine existing knowledge;
- display the ability to analyse complex lacunae and contradictions in the knowledge base of the specialisation field within pharmacology according to the research project;
- display the ability to generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria;
- display mastery of the literature by producing original insights into new and complex ideas, information and issues and produce;
- plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in the specialisation field within pharmacology according to the research project;
- display an ability to apply high levels of responsibility, introspection and adaptability in own management of learning in the specialisation field within pharmacology according to the research project;
- display the ability to analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa;
- display an ability to relate and compare these issues to international contexts.

Module code: FPKG971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Pharmacy Practice

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- expertise and critical knowledge in Pharmacy Practice to conceptualise new research initiatives and to create and contribute to new knowledge and practices;
- an ability to meaningfully contribute to scholarly debates pertaining to theories and processes of knowledge production in Pharmacy Practice;
- competence to develop relevant methods, techniques, formulae processes and systems in creative and innovative ways appropriate to Pharmacy Practice;
- expertise to formulate, develop, plan and execute an appropriate research project, with suitable data analysis methods, in order to address a complex Pharmacy Practice research problem and to find effective solutions for this problem;
- an ability to identify, address and manage practice-related ethical issues through advanced decision-making, monitoring and evaluation processes;
- an ability to produce in-depth and publishable work that meets international standards, and that makes a significant contribution to the subject area Pharmacy Practice;
- an ability to develop and execute a communication strategy to disseminate and defend research findings and their implementation to any audience;
- critical and advanced understanding of factors that influence the management of complex health and pharmaceutical systems to achieve systemic change, and an ability to independently design, sustain and manage change within a system or systems;
- intellectual independence, research leadership and management of research and research development in Pharmacy Practice; and
- an ability to operate independently and take full responsibility for his or her work, and, where appropriate, to lead, oversee and be held accountable for the overall governance of research processes and systems.

Mode of delivery: Full time/part time – contact – It is expected from students to complete a research project under supervision of a supervisor(s).

Assessment methods		
Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria		
Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • demonstrate advanced and critical knowledge and high levels of theoretical understanding within the field of Pharmacy Practice; • make an original contribution to the theoretical knowledge and policy debate in the field of Pharmacy Practice; • identify new, relevant research questions within Pharmacy Practice; • develop and perform a relevant quantitative and/or qualitative research project in a scientific and ethical manner by using suitable research methods, techniques and procedures applicable to Pharmacy Practice research; • interpret and integrate research results in a scientifically justifiable way and compile a thesis that meets international standards; • disseminate and defend research findings in writing and verbally in a scientific and ethical way to any audience; and • act as an independent research leader in Pharmacy Practice. 		
Module Code: HPED971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Health Professions Education		
Module outcomes:		
On completion of the module, the candidate should be able to demonstrate:		
<ul style="list-style-type: none"> • Scholarly knowledge and skills regarding the field of health sciences education appropriate to specific health professions within the higher education environment. • As knowledgeable and professionals intellectuals independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Health Professions Education. • The competence to integrate and apply theoretical knowledge and research findings within local, national and international contexts. • As innovative and critical thinkers the ability to question existing knowledge boundaries and practices in the field of Health Sciences with specific focus area of Health Professions Education • The competence to deal with complexity, lacunae and contradictions in the knowledge base of the field of Health Professions Education; • Autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria. • Mastery of the literature and state of research in Health Professions Education. • High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of higher education research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Mode of delivery: Full time / Part time - contact		
Assessment methods:		
100% Examination of a thesis. Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria:		
The student has mastered the outcomes when he/she can:		
<ul style="list-style-type: none"> • Showcase intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to solve complex, unfamiliar and relevant problems in the field of Health Professions Education. • Demonstrate competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines • Synthesise, evaluate and question existing knowledge boundaries and practices in the field of Health Sciences with specific focus in Health Professions Education and create responses to problems that expand or redefine existing knowledge. • Analyse complex lacunae and contradictions in the knowledge base of the field of Health Professions Education. • Generate, synthesise and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria. 		

- Show mastery of the literature by producing original insights into new and complex ideas, information and issues in Health Professions Education and the ability to compose research articles for publication and defend own research by submitting an article/s to peer-reviewed journals.
- Plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Health Professions Education.
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and
- Analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa, and relate to international contexts.

Module code: MBWK971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Human Movement Science

Module outcomes:

After the module has been completed, the student should be able to demonstrate:

- depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Human Movement Science and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Human Movement science.
- intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Human Movement Science and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts and question existing knowledge boundaries and practices in the field of Human Movements Science and deal with complexity, lacunae and contradictions in the knowledge base of the field of Human Movement Science.
- autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria
- show mastery of the literature and state of research in a specific area.
- understanding of own thesis to defend their research against specialist and non-specialist audiences using the full resources of an academic, professional and occupational discourse.
- research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts.
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Mode of delivery: Full time/contact. The thesis is 100% research with no course work.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- Show critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Human Movement Science and /or across specialised or applied areas and an original contribution to the knowledge society in Human Movement Science;
- Show the application and development of intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Human Movement Science and the competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines;
- Show the ability to synthesize, evaluate and question existing knowledge boundaries and practices in the field of Human Movement Science and present responses to problems that expand or redefine existing knowledge;
- Indicate the analyses of complex lacunae and contradictions in the knowledge base of the field of Human Movement Science;
- Indicate the ability to generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria;
- Show mastery of the literature by producing original insights into new and complex ideas, information and issues in a specific area;
- Defend own research thesis by means of an oral examination against specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse in the field of Human Movement Science;

<ul style="list-style-type: none"> Plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Human Movement Science; Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning; and Analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa, relate and compare these issues to international contexts. 		
Module code: MWKN971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Social Work		
Module outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> depth of critical knowledge and high levels of theoretical understanding in a complex and specialized area within the field of Social Work and /or across specialized or applied areas and expand or redefine existing knowledge in the field of Social Work. intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Social Work the competence to integrate and apply theoretical knowledge and research findings within local and global contexts. question existing knowledge boundaries and practices in the field of Social Work and existing knowledge. deal with complexity, lacunae and contradictions in the knowledge base of the field of Social Work. autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria. show mastery of the literature and state of research in the areas of Eco-systems and social development contexts. research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts. high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Mode of delivery: Full time and Part time.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> generate and display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Social Work and /or across specialised or applied areas and make an original contribution to the knowledge society in Social Work; apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Social Work; and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines; synthesis, evaluate and question existing knowledge boundaries and practices in the field of Social Work and create responses to problems that expand or redefine existing knowledge; analyse complex lacunae and contradictions in the knowledge base of the field of Social Work; generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria; show mastery of the literature by producing original insights into new and complex ideas, information and issues in a specific area of social work. 		
Module code: PHYS971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Cardiovascular Physiology		
Module outcomes: After the module has been completed, the student should: <ul style="list-style-type: none"> Depth of critical knowledge and high levels of theoretical understanding in a complex and specialized area within the field of Cardiovascular Physiology and /or across specialized or applied areas and expand or redefine existing knowledge in the field of Cardiovascular Physiology. 		

<ul style="list-style-type: none"> Intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Cardiovascular Physiology and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts. Autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria. Show mastery of the literature and state of research in a specific area of Cardiovascular Physiology. Research leadership within a field of Cardiovascular Physiology or across disciplines to optimize all aspects of the research processes within complex and unpredictable contexts. High levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research in the field of Cardiovascular Physiology, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Mode of delivery: Full time – Contact.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> Generate and display critical knowledge and high levels of theoretical understanding in a complex and specialized area within the field of Cardiovascular Physiology and /or across specialized or applied areas and make an original contribution to the knowledge society in Cardiovascular Physiology; Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Cardiovascular Physiology; and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines in Cardiovascular Physiology; Generate, synthesize and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria; Show mastery of the literature by producing original insights into new and complex ideas, information and issues in a specific area of the Cardiovascular Physiology; Plan, resource, manage and optimize all aspects of research processes within complex and unpredictable contexts in Cardiovascular Physiology; Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning; and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa, relate and compare these issues to international contexts. 		
Module code: PSYC971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Psychology		
Module outcomes: After the completion of the module the student should be able to: <ul style="list-style-type: none"> depth of critical knowledge and high levels of theoretical understanding in a complex, socially relevant and specialised area within the field of Psychology and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Psychology. intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex problems in the field of Psychology the competence to integrate and apply theoretical knowledge and research findings within local and global contexts. ability to question existing knowledge boundaries and practices in the field of Psychology. ability to deal with complexity, lacunae and contradictions in the knowledge base of the field of Psychology. autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria. mastery of the literature and state of research in a specific area in Psychology. research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts. high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Mode of delivery: Full time / Part time – Contact / Distance.		
Assessment methods:		

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- depth of critical knowledge and high levels of theoretical understanding in a complex, socially relevant and specialised area within the field of Psychology and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Psychology;
- intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex problems in the field of Psychology;
- the competence to integrate and apply theoretical knowledge and research findings within local and global contexts;
- ability to question existing knowledge boundaries and practices in the field of Psychology;
- ability to deal with complexity, lacunae and contradictions in the knowledge base of the field of Psychology;
- autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria;
- mastery of the literature and state of research in a specific area in Psychology;
- research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts;
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Module code: PSYP971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Positive Psychology

Module outcomes:

After the completion of the module the student should be able to demonstrate:

- depth of critical knowledge and high levels of theoretical understanding in a complex, socially relevant and specialised area within the field of Health Sciences and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Positive Psychology.
- intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex problems in the field of Positive Psychology.
- the competence to integrate and apply theoretical knowledge and research findings within local and global contexts.
- the competence to question existing knowledge boundaries and practices in the field of Health Sciences with specific focus area of Positive Psychology.
- the competence ability to deal with complexity, lacunae and contradictions in the knowledge base of the field of Positive Psychology.
- autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria.
- mastery of the literature and state of research in a specific area in Positive Psychology.
- research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts.
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Mode of delivery: Full time / Part time

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- Generate and display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Health Sciences and /or across specialised or applied areas and make an original contribution to the knowledge society in Positive Psychology.
- Apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Positive Psychology.

- Develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines.
- Synthesise, evaluate and question existing knowledge boundaries and practices in the field of Health Sciences with specific focus in Positive Psychology and create responses to problems that expand or redefine existing knowledge.
- Analyse complex lacunae and contradictions in the knowledge base of the field of Positive Psychology.
- Generate, synthesise and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria.
- Show mastery of the literature by producing original insights into new and complex ideas, information and issues in Positive Psychology.
- Plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Positive Psychology.
- Apply high levels of responsibility, self-reflexivity and adaptability in own management of learning and analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa, and relate to international contexts.

Module code: RKKX971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Recreation Science

Module outcomes:

On completion of the module, the student should be able to demonstrate:

- depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Recreation Science and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Recreation Science.
- intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Recreation Science and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts and question existing knowledge boundaries and practices in the field of Recreation Science and deal with complexity, lacunae and contradictions in the knowledge base of the field of Recreation Science.
- autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria
- show mastery of the literature and state of research in a specific area.
- understanding of own thesis to defend their research against specialist and non-specialist audiences using the full resources of an academic, professional and occupational discourse.
- research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts.
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts.

Mode of delivery: Full time/contact. Hierdie program is 100% navorsing met geen gedoseerde modules.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to demonstrate:

- critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Recreation Science and /or across specialised or applied areas and make an original contribution to the knowledge society in Recreation Science;
- intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Recreation Science and assess competence in integrated and applied theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines;
- synthesise, evaluate and question existing knowledge boundaries and practices in the field of Recreation Science and responses to problems that expand or redefine existing knowledge;
- analyses of complex lacunae and contradictions in the knowledge base of the field of Recreation Science;
- generate, synthesise and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria;

- mastery of the literature with the production of original insights into new and complex ideas, information and issues in a specific area;
- defend own research thesis by means of an oral examination against specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse in the field of Recreation Science;
- plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Recreation Science;
- high levels of responsibility, self-reflexivity and adaptability in own management of learning; and
- ethical implications of research on socially relevant issues and research needs in South Africa, related and compared to the international contexts.

Module code: VERB971

Semester 1 and 2

NQF-Level: 10

Title: Thesis: Consumer Science

Module outcomes:

On completion of the module, the student should be able to demonstrate and or deal with:

- depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Consumer Sciences and /or across specialised or applied areas and expand or redefine existing knowledge in the field of Consumer Sciences;
- intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Consumer Sciences and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts;
- autonomous independent judgements about information and concepts at highly abstract levels and make evaluations on the basis of independently generated criteria;
- mastery of the literature and state of research in a specific area within Consumer Sciences;
- research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts; and
- high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts;
- questioning existing knowledge boundaries and practices in the field of Consumer Sciences and existing knowledge;
- complexity, lacunae and contradictions in the knowledge base of the field of Consumer Sciences.

Mode of delivery: Full time – Contact.

Assessment methods:

Examiners will be appointed according to NWU policies and Faculty rules/guidelines.

Assessment criteria

Students have mastered the outcomes if they are able to:

- generate and display critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Consumer Sciences and /or across specialised or applied areas and make an original contribution to the knowledge society in Consumer Sciences;
- apply and develop intellectual independence and advanced research skills, sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Consumer Sciences and develop competence to integrate and apply theoretical knowledge and research findings within relevant local and global contexts as well as across disciplines;
- synthesis, evaluate and question existing knowledge boundaries and practices in the field of Consumer Sciences and create responses to problems that expand or redefine existing knowledge;
- analyse complex lacunae and contradictions in the knowledge base of the field of Consumer Sciences;
- generate, synthesise and evaluate information and concepts at highly abstract levels and make sound evaluations on the basis of independently generated criteria;
- show mastery of the literature by producing original insights into new and complex ideas, information and issues;
- plan, resource, manage and optimise all aspects of research processes within complex and unpredictable contexts in Consumer Sciences;
- apply high levels of responsibility, self-reflexivity and adaptability in own management of learning;
- analyse and evaluate ethical implications of research on socially relevant issues and research needs in South Africa; and
- relate and compare these issues to international contexts.

Module code: VPVV971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Nursing Science		
Module outcomes: On completion of the module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Nursing and /or across specialised or applied areas and expanding or redefining of existing knowledge in the field of Nursing. • intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Nursing and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts • questioning of existing knowledge boundaries and practices in the field of Nursing and existing knowledge. • dealing with complexity, lacunae and contradictions in the knowledge base of the field of Nursing. • autonomous independent judgements about information and concepts at highly abstract levels and making evaluations on the basis of independently generated criteria. • mastery of the literature and state of research in a specific area in Nursing. • preparation of thesis to submit their research for evaluation by specialist audiences using the full resources of an academic, professional and occupational discourse. 		
Mode of delivery: Full time / part time. Research under guidance of a study leader supported by research committee.		
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.		
Assessment criteria Students have mastered the outcomes if they are able to:		
<ul style="list-style-type: none"> • depth of critical knowledge and high levels of theoretical understanding in a complex and specialised area within the field of Nursing and /or across specialised or applied areas and expanding or redefining of existing knowledge in the field of Nursing; • intellectual independence and advanced research skills through the ability to apply sophisticated knowledge and research methodologies to the solution of complex, unfamiliar problems in the field of Nursing and the competence to integrate and apply theoretical knowledge and research findings within local and global contexts; • questioning of existing knowledge boundaries and practices in the field of Nursing and existing knowledge; • dealing with complexity, lacunae and contradictions in the knowledge base of the field of Nursing; • autonomous independent judgements about information and concepts at highly abstract levels and making evaluations on the basis of independently generated criteria; • mastery of the literature and state of research in a specific area in Nursing; • preparation of thesis to submit their research for evaluation by specialist audiences using the full resources of an academic, professional and occupational discourse; • research leadership within a field or across disciplines to optimise all aspects of research processes within complex and unpredictable contexts; • high levels of responsibility, self-reflexivity and adaptability, with respect to the ethical implications of research, the determination of socially relevant issues and research needs in South Africa, and the ability to relate these issues to international contexts. 		
Module code: TDHP971	Semester 1 and 2	NQF-Level: 10
Title: Thesis: Transdisciplinary Health Sciences		
Module outcomes: After successful completion of this module, the candidate should be able to demonstrate:		
<ul style="list-style-type: none"> • a grasp of the body of knowledge of transdisciplinary health; • the competency to undertake and prepare a critical and relevant literature review and to draw valid, reliable and relevant conclusions from different sources; • knowledge and critical understanding of national and international population trends and community needs, • to evaluate these trends and needs with special focus on integrated transdisciplinary health both in South Africa and globally; 		

<ul style="list-style-type: none"> skills to undertake transdisciplinary health research by applying appropriate research methods and techniques to identify, analyse and formulate complex real-world research problem(s) in the domain of transdisciplinary health; communicate and defend, orally and in writing, substantial ideas; the ability to defend results of the research effectively and ethically in a protocol and coherent thesis demonstrate the ability to participate in and contribute to scholarly transdisciplinary debates; and the ability to compose research articles for publication.
Mode of delivery: Full time / part time. Research under guidance of a promoter.
Assessment methods: Examiners will be appointed according to NWU policies and Faculty rules/guidelines.
Assessment criteria The outcomes have been mastered when the candidate can: <ul style="list-style-type: none"> defend the planned research within 6 months after the onset of the study in the form of an oral presentation of the protocol; have the research protocol approved by a research committee of the research entity and the ethics committee of the Faculty of Health Sciences within 6 months after registration; participate in and meaningfully reflect on the progress of the study in monthly meetings with the supervisor/s; participate in scheduled transdisciplinary group debates; participate in debates as a professional that shows growth in the understanding of an integrated transdisciplinary approach to health and well-being; successfully defend the results of the thesis to a team of specialist and non-specialist audience; successfully pass the final evaluation of the thesis by a team of internal and external examiners; submit an article/s to peer reviewed journal/s.

HSC.2.4 POSTGRADUATE DIPLOMAS

Module code: FKL531	Semester 1	NQF-Level: 8
Title: Principles of Pharmacokinetics		
Module Outcomes:		
<ul style="list-style-type: none"> After successful completion of this module, the student will be able to: demonstrate integrated and advanced knowledge of pharmacokinetic principles and the factors influencing pharmacokinetics; reveal the ability to critically evaluate multiple sources of knowledge and to retrieve the latest information on pharmacokinetic principles with a view to apply pharmacokinetic principles in pharmacological calculations within clinical scenarios and case studies; participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems. 		
Mode of delivery: Distance learning		
Assessment Methods: Learning outcomes for each module is assessed via:		
<ul style="list-style-type: none"> an assignment, a moderated electronic group discussion (excluding), and an electronic examination. <p>After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.</p>		
Module code: FKL532	Semester 1	NQF-Level: 8
Title: Principles of Pharmacodynamics		
Module Outcomes:		
<p>After successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> demonstrate integrated knowledge and engagement in pharmacodynamics principles to assess the impact of drugs on a patient, to assess drug actions from pharmacodynamics parameters and to determine beforehand whether or not a certain combination of drugs is desirable; demonstrate advanced knowledge of the various drug-receptor interactions of agonists and antagonists; demonstrate the ability to critically evaluate and interpret in vitro and in vivo experimental data and findings and then apply the principles of linear drug-receptor interactions to the complicated non-linear drug-receptor interactions in order to address and solve complex pharmacodynamics problems; 		

- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKL533	Semester 1	NQF-Level: 8
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Title: Drugs for Pain, Inflammation, Fever and Airway Diseases

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions and pharmacokinetics of drugs used in the management of pain, inflammation, fever and airways diseases;
- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios and to demonstrate a patient-orientated approach in order to advise patient of effective drug use;
- reveal the ability to critically evaluate multiple sources of knowledge and to retrieve the latest information on drugs for treating disorders related to pain, inflammation, fever and airways diseases;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems;
- critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKL541	Semester 1	NQF-Level: 8
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Title: Drugs and the Peripheral Nervous System

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions and pharmacokinetics in the peripheral nervous system;
- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to the peripheral nervous system;
- reveal the ability to critically evaluate multiple sources and to retrieve the latest information on drugs for treating the appropriate disease states;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems;
- critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKLT542	Semester 1	NQF-Level: 8
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Title: Chemotherapy of Infections and Infestations

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective pharmacological mechanism of actions and pharmacokinetics of antimicrobial drugs and other drugs used in the treatment of infectious diseases;
- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to infections and infestation and to demonstrate a patient-directed approach and the ability to advise patients regarding effective anti-infective drug use in view of the global increase in microbial drug resistance;
- reveal the ability to critically evaluate multiple sources and to retrieve the latest information on drugs for treating an ever changing microbiological environment;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKLT551	Semester 2	NQF-Level: 8
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Title: Drugs and the Central Nervous System

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions and pharmacokinetics in the central nervous system;
- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to the central nervous system;
- reveal the ability to critically evaluate multiple sources of knowledge and to retrieve the latest information on drugs for treating the appropriate disease states;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems;
- critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKLT552	Semester 2	NQF-Level: 8
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Title: Hormones, Hominoids and Hormone Antagonists

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions, site of release and site of action as well as pharmacodynamics and pharmacokinetic parameters of hormone-active drugs;

- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to the endocrine systems and hormone-active drugs ;
- reveal the ability to critically evaluate multiple sources and to retrieve the latest information on hormone-active drugs in order to provide effective patient advice with regard to the use of hormone-active drugs;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems;
- critically judge the social-ethical implications of specific hormone-active drug treatment regimens and defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKL561

Semester 2

NQF-Level: 8

Title: Drugs and the Cardiovascular System

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective pharmacological mechanism of actions and pharmacokinetics of drugs used in the management of cardiovascular diseases as well as drugs that affect renal and cardiovascular functioning;
- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to the cardiovascular and renal systems;
- reveal the ability to critically evaluate multiple sources and to retrieve the latest information on drugs for treating various cardiovascular disease states;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems
- critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines.

Mode of delivery: Distance learning

Assessment Methods: Learning outcomes for each module is assessed via:

- an assignment,
- a moderated electronic group discussion (excluding), and
- an electronic examination.

After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.

Module code: FKL562

Semester 2

NQF-Level: 8

Title: Drugs for GIT and Skin Disorders

Module Outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions and pharmacokinetics of drug used in the treatment of gastrointestinal tract and skin disorders;
- demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to the gastrointestinal tract and skin;
- reveal the ability to critically evaluate multiple sources and to retrieve the latest information on drugs for treating conditions associated with the gastrointestinal tract and skin disorders;
- participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems;

<ul style="list-style-type: none"> critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines. 		
Mode of delivery: Distance learning		
Assessment Methods: Learning outcomes for each module is assessed via: <ul style="list-style-type: none"> an assignment, a moderated electronic group discussion (excluding), and an electronic examination. <p>After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.</p>		
Module code: FKL563	Semester 2	NQF-Level: 8
Title: Vitamins, Haematopoietic and Immunopharmacology		
Module Outcomes: After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions and pharmacokinetics of drugs used in the treatment of cancer, various disease states that result from vitamin and mineral deficiencies, disorders pertaining to the blood forming organs, and disorders of the neuro-immune system; demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to vitamins, haematopoietic and immunopharmacology; reveal the ability to critically evaluate multiple sources and to retrieve the latest information on drugs for treating the appropriate disease states; participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems; critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines. 		
Mode of delivery: Distance learning		
Assessment Methods: Learning outcomes for each module is assessed via: <ul style="list-style-type: none"> an assignment, a moderated electronic group discussion (excluding), and an electronic examination. <p>After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.</p>		
Module code: FKL564	Semester 2	NQF-Level: 8
Title: Advanced Pharmacological Principles		
Module Outcomes: After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> demonstrate integrated and advanced knowledge of clinical pharmacokinetic principles, appropriate drug dosing schedules and different drug interactions with a view to analyse and critically evaluate different drug treatments in the pharmacological field; reveal the ability to use the principles of chrono-pharmacology to enhance therapy in patients within clinical scenarios; reveal the ability to critically evaluate gene therapy; reveal the ability to critically evaluate multiple sources and to retrieve the latest pharmacological information on drugs for treating various disease states; participate via academically sound communication principles in online group discussions with a view to demonstrate the ability to use learnt knowledge to solve contextual problems; critically judge ethical conduct of other healthcare workers and to defend or oppose the application of a social and ethical code in appropriate drug selections and where required to change conduct or guidelines. 		
Mode of delivery: Distance learning		

Assessment Methods: Learning outcomes for each module is assessed via:		
<ul style="list-style-type: none"> • an assignment, • a moderated electronic group discussion (excluding), and • an electronic examination. 		
After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.		
Module code: FKL571	Semester 2	NQF-Level: 8
Title: Integrated Pharmacology		
Module Outcomes:		
After successful completion of this module, the student will be able to:		
The programme outcomes states that successful completion of the Post Graduate Diploma in Pharmacological Principles of Drug Therapy will enable the prescribing medical practitioner and persons from related disciplines to exercise accountable selections of drugs, founded on pharmacological and ethical principles, in the best interest of the patient. These primary programme outcomes imply that for the oral examination (Module 12) the student must be able to:		
<ul style="list-style-type: none"> • demonstrate integrated and advanced knowledge and insight into the dynamics and kinetics and interactions between drugs; • reveal the ability to compile individualised pharmaco-therapeutic approaches, based on advanced pharmacological knowledge, insights and an appropriate ethical value system. 		
These knowledge, skills and values will be evaluated with regard to all topics of the preceding modules including your ability to:		
<ul style="list-style-type: none"> • demonstrate integrated and advanced knowledge of drug classifications, their respective mechanism of actions and pharmacokinetics of all drugs; • demonstrate integrated knowledge of therapeutic applications, contra-indications, side effects and relevant drug interactions with a view to analyse and critically evaluate different drug treatments within clinical scenarios relevant to all drugs and to demonstrate a patient-orientated approach in order to advise patient of effective drug use; • reveal the ability to critically evaluate treatment scenarios and propose rational alternatives; • reveal the ability to critically evaluate multiple sources and to retrieve the latest information on drugs for treating the various disease states. 		
Mode of delivery: Distance learning		
Assessment Methods: Learning outcomes for each module is assessed via:		
<ul style="list-style-type: none"> • an assignment, • a moderated electronic group discussion (excluding), and • an electronic examination. 		
After completion of all modules as prescribed, the student must successfully complete an oral examination (via telephone conferencing), including an external examiner and two internal examiners, on all pharmacological topics (see Module 12) to obtain the postgraduate diploma.		
Module code: ADMN511	Semester 1	NQF-Level: 8
Title: Specialist Midwife: Practitioner, Leader and Consultant		
Module-outcomes:		
On completion of the module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • Applied knowledge and engagement in the field of midwifery with specific reference to the midwife as a practitioner, leader and consultant; • an understanding of the theories, and application of methods and techniques relevant to the context of midwifery. • an ability to use a variety of specialised skills to address complex problems drawing systematically on the body of knowledge and methods with regard to the midwife as a practitioner, leader and consultant. • Articulate personal responsibility, professional codes of conduct and ethical dilemmas and their significance in clinical practice. • Review information and research findings to enhance evidence-based practice and in the field of midwifery and neonatal care. • Operate in complex and unpredictable contexts in the field of midwifery and apply standard techniques. 		

<ul style="list-style-type: none"> An ability to take full responsibility for own work, learning, and decision making and use of resources with specific reference to the midwife as a practitioner, leader and consultant. 		
Mode of delivery: Part time – Contact on Potchefstroom Campus.		
Assessment methods: 2 Assignments or tests and one semester test. 1 (x 3 hour paper) examination at the end of semester.		
Module code: ADMN571	Semester 1 and 2	NQF-Level: 8
Title: Midwife specialist: Maternal care		
Module-outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> Applied knowledge and engagement in the field of ante-, intra- and postpartum care; Understanding of the theories, and application of methods and techniques relevant to the context of ante-, intra- and postpartum care. Ability to promote, maintain and restore health and address complex problems by using the scientific approach in assessing, diagnosing, planning, implementing, evaluating and documenting holistic ante-, intra- and postpartum care. Articulate personal responsibility, professional codes of conduct and ethical dilemmas and their significance in ante-, intra- and postpartum care. Ability to review information and research findings to enhance evidence-based practice in the field of ante-, intra- and postpartum care. Operate in complex and unpredictable contexts in the fields of ante-, intra- and postpartum care, and apply standard techniques. High levels of responsibility, self-reflectivity on and adaptability to own learning, practice and professional development with regard to ante-, intra- and postpartum care. 		
Mode of delivery: Part time – Contact on Potchefstroom Campus.		
Assessment methods: 2 Assignments or tests and one semester test. 1 (x 3 hour paper) examination at the end of semester.		
Module code: ADMN572	Semester 2	NQF-Level: 8
Title: The Neonatal Clinician		
Module-outcome: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> Applied knowledge and engagement in the field of neonatal care; demonstrate an understanding of the theories and application of methods and techniques relevant to the context of neonatal care. An ability to promote, maintain and restore health and address complex problems by applying the scientific approach in assessing, diagnosing, planning, implementing, evaluating and documenting holistic neonatal care. Articulate personal responsibility, professional codes of conduct and ethical dilemmas and their significance in clinical neonatal practice. Review information and research findings to enhance evidence-based practice and the field of neonatal care. Operate in complex and unpredictable contexts in the field of neonatal care and apply standard techniques. An ability to take full responsibility for own work, learning, decision making and use of resources with specific reference to the neonatal clinician. 		
Mode of delivery: Part time – Contact on Potchefstroom Campus.		
Assessment methods: 2 Assignments or tests and one semester test. 1 (x 3 hour paper) examination at the end of semester.		
Module code: ADMN573	Semester 1 and 2	NQF-Level: 8
Title: Specialist Midwife: Practica		
Module-outcomes: On completion of the module, the student should be able to demonstrate: <ul style="list-style-type: none"> Applied knowledge and engagement in the field of clinical midwifery and neonatal care an understanding of the theories, and application of methods and techniques relevant to the context of midwifery and neonatal care. Demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques in the field of advanced midwifery and neonatal care to unfamiliar problems in the specialised field, discipline or practice and 		

<p>utilise appropriate technology and techniques while caring in a scientific, individualised and holistic manner within the legal-ethical framework of South Africa.</p> <ul style="list-style-type: none"> • An ability to promote, maintain and restore health and address complex problem in clinical practice by using the scientific approach in assessing, diagnosing, planning, implementing, evaluating and documenting holistic midwifery and neonatal care. • Articulate personal responsibility, professional codes of conduct and ethical dilemmas and their significance in clinical midwifery and neonatal practice. • Review information and research findings to enhance evidence-based practice and in the field of clinical midwifery and neonatal care. • Operate in complex and unpredictable clinical contexts in the field of midwifery and neonatal care, and apply standard techniques. • High levels of responsibility, self-reflectivity and adaptability on own learning, practice and professional development with regard to clinical midwifery and neonatal care. 		
Mode of delivery:		
Completion of a portfolio and clinical practica –hours (SANC) according to guidelines and instruction.		
Assessment methods: Compilation of a portfolio of evidence. 1 clinical examination at the end of year.		
Module code: NSCT211	Semester 1	NQF-Level: 7
Title: Grounding of Community Nursing Science		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • Implement the scientific community nursing process in caring for the individual, the family and the community; • Consider the physical, psychological, social and cultural dimensions pertaining to the family and the community; the influence of the environment with regard to disease patterns and tendencies; and • The development, organisation, functioning and control of community health services in international and national health systems. 		
Mode of delivery: Contact sessions at selected study centres. Completion of a portfolio and clinical practica –hours (SANC) according to guidelines and instruction.		
Assessment methods: Assignments, tests, portfolio and examination paper.		
Module code: NSCT221	Semester 2	NQF-Level: 7
Title: Principles of Primary Health Care		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • discuss the primary health care delivery in South Africa and the role, functions and responsibilities of the community health nurse in rendering a comprehensive primary health care service; • exhibit knowledge and skill in implementing the primary health care principles; and • demonstrate knowledge in assessing, diagnosing and managing individuals of all age groups to promote rational and safe drug use at primary health care level. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSCT271	Semester 1 and 2	NQF-Level: 7
Title: Community Nursing Science Practice		
Module-outcomes:		
On completion of the practica for NSCT271 the student should be able to:		
<ul style="list-style-type: none"> • provide basic health care and manage the health problems of the individual, family, groups and the community within the framework of a comprehensive primary health care system as a member of the multidisciplinary team; • exhibit knowledge and skill in assessing and managing the mother and child, adult and geriatric patient; and • manage and control communicable diseases within the community. 		
Mode of delivery: Completion of a portfolio and clinical practica –hours (SANC) according to guidelines and instruction.		
Assessment methods: Portfolio.		
Module code: NSDT111	Semester 1	NQF-Level: 6
Title: Health Science Dynamics		
Module-outcomes:		

The students must be able to:-		
<ul style="list-style-type: none"> • Demonstrate a sound knowledge of the health care system of South Africa; • Demonstrate an understanding of the ethics of caring; • Demonstrate the ability to debate the concept "professionalism" as related to health care professionals; • Demonstrate the ability to act ethically in any given health care situation; • implement interpersonal and communication skills; • Participate effectively as a health practitioner in the multi-disciplinary team. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: 2 Assignments and a semester test – formative 1 (X 3 hour paper) examination at the end of semester.		
Module code: NSET111	Semester 1	NQF-Level: 6
Title: Health Science Education: Introduction		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • 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; and • motivate the imperativeness of effective education and achieving positive teaching outcomes. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSET211	Semester 1	NQF-Level: 7
Title: Curriculum Studies		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge, skills and attitude regarding SAQA/NQF/OBE; the skills development act; outcomes based education; outcomes based education and the curriculum; and • study guide development and lesson plans; outcomes based learning and the learning accompanist; outcomes based learning and the adult student. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSET221	Semester 2	NQF-Level: 7
Title: Didactics		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • 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). 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSET271	Semester 1 and 2	NQF-Level: 7
Title: Health Science Education: Practica		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate confidence in the planning of learning opportunities; • utilise various teaching strategies; and • create a context conducive to learning; evaluate learning; write a report on nursing school administration. 		
Mode of delivery: Completion of a portfolio according to guidelines and instruction.		
Assessment methods: Portfolio.		
Module code: NSFT121	Semester 2	NQF-Level: 6
Title: Financial Health Management		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • discuss cost and financial management in health services; 		

<ul style="list-style-type: none"> • understand the cost elements in health care services; • understand planning and budgeting in health services; and • understand cost control and decision making. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSHT211	Semester 1	NQF-Level: 7
Title: Clinical Nursing Science, Health Assessment, Treatment And Care: Introduction		
Module-outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • discuss the consultation process and implement the history taking, physical examination, diagnosis and management of a patient; and • exhibit knowledge and skill in the assessment, diagnosis and management of patients with ear-, nose and throat, ophthalmological-, respiratory- and cardiovascular conditions in adult and children. 		
Mode of delivery: Distance learning		
Assessment methods: One examination paper.		
Module code: NSHT211	Semester 2	NQF-Level: 7
Title: Clinical Nursing Science, Health Assessment, Treatment And Care		
Module-outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • exhibit knowledge and skill in assessment , diagnosis and management of patients with gastro-intestinal-, haematological, endocrine, emergency, uro-genital, dermatological, musculo-skeletal and nervous system conditions; and • Assess, manage and treat communicable diseases and treat patients with special problems. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSHT271	Semester 1 and 2	NQF-Level: 7
Title: Clinical Nursing Science, Health Assessment, Treatment And Care: Practica		
Module-outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • provide a comprehensive primary health care service on both the adult and child; take a full history and do a physical examination on a patient; • assemble and synthesize the information systematically for diagnosis and proper management of the patient; and • act independently within the legal and ethical framework in a diverse health team of individuals and families in the community. 		
Mode of delivery: Completion of a portfolio and clinical practica –hours (SANC) according to guidelines and instruction.		
Assessment methods: Portfolio and practical examination.		
Module code: NSKT211	Semester 1	NQF-Level: 7
Title: Pharmacology		
Module-outcomes: On completion of this modules the student should be able to:		
<ul style="list-style-type: none"> • demonstrate knowledge on common terms used in pharmacology. • Success depends on knowledge of the pharmacological language; operationalization of the nursing process. (i.e. assessment, potential nursing diagnosis, planning, nursing interventions and evaluation) for patients receiving medication as part of a holistic patient care process; and the provision of sufficient patient/client education regarding the use of medication. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSMT211	Semester 1	NQF-Level: 7
Title: Unit/Clinic Management		
Module-outcomes:		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • 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; and • formulate a disaster and emergency plan for the nursing unit. 		

Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSMT221	Semester 2	NQF-Level: 7
Title: Human Resources Management		
Module-outcomes: After studying this module the student should be able to:		
<ul style="list-style-type: none"> • 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 organisation. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: Assignments, tests and examination paper.		
Module code: NSMT271	Semester 1 and 2	NQF-Level: 7
Title: Health Service Management Practica		
Module-outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • 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; and • discuss the role of the Health Service Manager in the clinic/hospital/unit with regard to the finances and personnel/staff/manpower. 		
Mode of delivery: Completion of portfolio according to guidelines and instruction.		
Assessment methods: Portfolio.		
Module code: NSRT121	Semester 2	NQF-Level: 6
Title: Health Science Research		
Module-outcomes: The student must be able to:		
<ul style="list-style-type: none"> • understand the meaning and usefulness of Health Science Research • Demonstrate an understanding of research methods; • Demonstrate an understanding of the research process • utilise research results in the health practice. 		
Mode of delivery: Contact sessions at selected study centres.		
Assessment methods: 2 Assignments and a semester test. 1 (X 3 hour paper) examination at the end of semester.		
Module code: PFCP511	First semester	NQF level: 8
Title: Cosmetic science, research, development and manufacturing		
Module outcomes: After successful completion of this module, the student will be able to:		
<ul style="list-style-type: none"> • demonstrate integrated and advanced knowledge of physico-chemical principles of dispersions and the factors influencing stability and efficacy; • reveal the ability to critically evaluate multiple sources of knowledge and to retrieve the latest information on delivery systems and formulation science with a view to apply these principles in new product development; • demonstrate advanced knowledge of the new product development process; • demonstrate advanced knowledge of the various stability, safety and efficacy testing procedures; • demonstrate integrated and advanced knowledge of claims support testing; • demonstrate integrated knowledge and engagement into the regulations and legislation regarding to cosmetic products; • have a good understanding and knowledge of the materials used in the different packaging types and their potential interaction with cosmetic formulations; • Recognise and classify raw ingredients into their functional groups, understand the mechanism of action of raw ingredients and/or raw ingredient functional groups, know the purpose of using specific raw 		

ingredients and/or raw ingredient functional groups in cosmetics and understand the factors influencing raw ingredient effectiveness in formulations, e.g. pH, incompatibilities, formulation type etc.

- demonstrate integrated knowledge and engagement in quality control, quality assurance and total quality management.

Mode of delivery: Full time/Part-time – Contact

Assessment methods

Formal Formative:
Assignments [40%]

Summative:
Formulation of cosmetic product and compilation of product dossier [60%]

Assessment criteria

The outcomes have been mastered when the student can:

- Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise
- Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark.

Module code: PFCP512

First semester

NQF level: 8

Title: Formulation of personal care products

Module outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated knowledge and engagement in formulation and development of personal care products, e.g. bathing products, hair removal products and shaving products.
- have a good understanding and knowledge of the materials used in the different personal care product formulations
- demonstrate advanced knowledge of the various stability, safety and efficacy testing procedures.

Mode of delivery: Full time/Part-time – Contact

Assessment methods

Formal Formative:
Assignments [40%]

Summative:
Formulation of cosmetic product and compilation of product dossier [60%]

Assessment criteria

The outcomes have been mastered when the student can:

- Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise
- Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark

Module code: PFCP513

First semester

NQF level: 8

Title: Formulation of skin care products

Module outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of the formulation of gels, lotions and creams.
- to assess the rheological properties and instabilities of these formulations;
- demonstrate advanced knowledge of manufacturing and packaging of the named products;

Mode of delivery: Full time/Part-time – Contact

Assessment methods

Formal Formative:
Assignments [40%]

Summative:
Formulation of cosmetic product and compilation of product dossier [60%]

Assessment criteria

The outcomes have been mastered when the student can:

- Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise
- Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark

Module code: PFCP521

Second semester

NQF level: 8

Title: Formulation of sun care products

Module outcomes:

After successful completion of this module, the student will be able to:

- demonstrate integrated and advanced knowledge of sunscreens and their respective mechanism of actions;

- demonstrate integrated knowledge of the pigmentation process and the treatment thereof
- demonstrate integrated knowledge and engagement in formulation and development of sun care products
- demonstrate integrated knowledge and engagement into the regulations and legislation regarding to sun care products;
- reveal the ability to critically evaluate the affectivity of these products.

Mode of delivery: Full time/Part-time – Contact

Assessment methods		Assessment criteria
Formal Formative: Assignments [40%]	Summative: Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> • Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise • Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark

Module code: PFCP522 **Second semester** **NQF level: 8**

Title: Formulation of fragrance products

- Module outcomes:**
After successful completion of this module, the student will be able to:
- demonstrate integrated and advanced knowledge of natural fragrances and aroma chemicals;
 - demonstrate integrated knowledge of fragrance compounds, base compounds, perfume, perfume families, allergens, notes, volatility and olfactory characteristics;
 - demonstrate integrated knowledge and engagement in formulation and development of fragrance products
 - demonstrate integrated knowledge and engagement in formulation and development of antiperspirant and deodorant products
 - understand the processes involved in the manufacture and packaging of deodorant cosmetics

Mode of delivery: Full time/Part-time – Contact

Assessment methods		Assessment criteria
Formal Formative: Assignments [40%]	Summative: Formulation of cosmetic product and compilation of product dossier [60%]	The outcomes have been mastered when the student can: <ul style="list-style-type: none"> • Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise • Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark.

Module code: PFCP523 **Second semester** **NQF level: 8**

Title: Formulating hair care products: shampoos and conditioners

- Module outcomes:**
After successful completion of this module, the student will be able to:
- demonstrate integrated and advanced knowledge of hair care chemicals;
 - demonstrate integrated knowledge of hair care product compounds, the chemistry of surfactants and other raw materials;
 - demonstrate integrated knowledge and engagement in formulation and development of hair care products
 - demonstrate integrated knowledge and engagement in formulation and development of hair care products
 - understand the processes involved in the manufacture and packaging of hair care products.

Mode of delivery: Full time/Part-time – Contact

Assessment methods		Assessment criteria
Formal Formative: Assignments [40%]	Summative: Formulation of cosmetic product and compilation of	The outcomes have been mastered when the student can:

	product dossier [60%]	<ul style="list-style-type: none"> • Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise • Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark
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Module code: PFCP524	Second semester	NQF level: 8
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Title: Formulating chemical hair care processing products

<p>Module outcomes: After successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> • demonstrate integrated and advanced knowledge of chemical hair care processing chemicals; • demonstrate integrated knowledge of chemical hair care processing product compounds, the chemistry of surfactants and other raw materials; • demonstrate integrated knowledge and engagement in formulation and development of chemical hair care processing products • demonstrate integrated knowledge and engagement in formulation and development of chemical hair care processing products • understand the processes involved in the manufacture and packaging of chemical hair care processing products.
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Mode of delivery: Full time/Part-time – Contact

Assessment methods		Assessment criteria
<p>Formal Formative: Assignments [40%]</p>	<p>Summative: Formulation of cosmetic product and compilation of product dossier [60%]</p>	<p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise • Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark

Module code: PFCP525	Second semester	NQF level: 8
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Title: Formulating colour cosmetic products

<p>Module outcomes: After successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> • demonstrate integrated and advanced knowledge of colour cosmetic chemicals; • demonstrate integrated knowledge of colour cosmetic product compounds and other raw materials; • demonstrate integrated knowledge and engagement in formulation and development of colour cosmetic products • demonstrate integrated knowledge and engagement in formulation and development of colour cosmetic products • understand the processes involved in the manufacture and packaging of colour cosmetic products; • know the regulations pertaining to the selection of colorants and be able to apply it to the industry.
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Mode of delivery: Full time/Part-time – Contact

Assessment methods		Assessment criteria
<p>Formal Formative: Assignments [40%]</p>	<p>Summative: Formulation of cosmetic product and compilation of product dossier [60%]</p>	<p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> • Successfully complete all the exercises as listed in the different Study Units and obtain a minimum of 50% for each exercise • Put a final product together according to the product brief and compile the dossier accordingly. The mark obtained as given by the lecturer will account for 60% of the final mark

HSC.3

LIST OF MODULES

HSC.3.1

CENTRE FOR HEALTH PROFESSIONS EDUCATION

Module code	Descriptive name	Credits
HPED871	Dissertation: Health Professions Education	180
HPED971	Thesis: Health Professions Education	360

HSC.3.2 SCHOOL OF HUMAN MOVEMENT SCIENCES

Module code	Descriptive name	Credits
MBWK681	Research methodology and mini-dissertation	32
MBWB681	Biokinetics: Orthopedic	32
MBWB682	Biokinetics: Clinical	32
MBWB684	Biokinetics: Professional Internship	32
MBWB685	Biokinetics: Wellness and Health Promotion	32
MBWK682	Kinderkinetics theory	32
MBWK683	Applied Kinderkinetics practical	24
MBWK684	Professional Internship	24
MBWK685	Applied Exercise Physiology	16
MBWK686	Child welfare and health promotion	16
MBWS682	Applied Sport Physiology	32
MBWS683	Applied Biomechanics	16
MBWS684	Sport Psychology	16
MBWS685	Sport Science Internship	24
MBWS686	Sport Science Practice	24
RKKX677	Therapeutic Recreation	24
RKKX682	Recreation Service Programming	24
RKKX681	Applied Recreation Management	24
RKKX683	Outdoor leadership	32

HSC.3.3 PHYSICAL ACTIVITY, SPORT AND RECREATION (PhASRec)

MBWM871	Dissertation: Human Movement Sciences	180
RKKV871	Dissertation: Recreation Sciences	180
MBWK971	Thesis: Human Movement Science	360
RKKX971	Thesis: Recreation Sciences	360

HSC.3.4 SCHOOL OF PSYCHOSOCIAL HEALTH

Module code	Descriptive name	Credits
MWKC876	Adoption as a Specialization	28

MWKC877	Alternative Care Models & Strategies	20
MWKK878	Contemporary Child Protection - Practice And Policies	20
MWKK879	Assessment & Intervention of Vulnerable Children	22
MWKF885	General Child Assessment	22
MWKF886	Sexual and Physical Abuse	22
MWKF888	Trauma assessment and investigating process	22
MWKF887	Legislation, report writing and the social worker as expert in criminal- and children court	24
PSYH611	Psychological evaluation	16
PSYH612	Community psychology: Theory	8
PSYH613	Applied positive psychology	16
PSYH671	Research and ethics: Theory and practice	20
PSYH672	Psychopathology	8
PSYH621	Intervention techniques	16
PSYH622	Theoretical perspectives on rendering help	16
PSYH623	Child and adolescent psychology	16
PSYC874	Critical Research Skills	16
PSYC875	Quantitative Research Methods	16
PSYC876	Qualitative Research Methods	16
PSYC877	Project Management	16
PSYC879	Child- and adolescent pathology and Therapy	20
PSYC880	Theory of Psychological Intervention	20
PSYC883	Ethics, Psychodiagnostics and Practical work	20
PSYC884	Applied Psychology and Community Interventions	20
PSYC885	Psychopharmacology, Neuropsychology and advanced Psychopathology in Clinical Psychology	20
PSYV879	Child- and adolescent pathology and Therapy	20
PSYV880	Theory of Psychological Intervention in Counselling Psychology	20
PSYV885	Psychopharmacology, Neuropsychology and advanced Psychopathology in Counselling Psychology	20

HSC.3.5 AFRICA UNIT FOR TRANSDISCIPLINARY HEALTH RESEARCH (AUTHer)

Module code	Descriptive name	Credits
GRTL813	Mini-dissertation: Gerontology	100
GRTL814	Population ageing and policies	16
GRTL815	Bio-medical and social theories	16
GRTL816	Quality of life and well-being of older persons	8

GRTL817	Gerontological interventions	8
PSYP873	Research Mini-dissertation in Positive Psychology	60
PSYP874	Introduction to Positive Psychology	24
PSYP875	Research methods in Positive Psychology	24
PSYP876	Assessment and Basics of Interventions	24
PSYP877	Applications in Positive Psychology	24
PSYP878	Advanced Positive Psychology	24
PSYP971	Thesis: Positive Psychology	360
TDHP811	Research methodology	16
TDHP812	Transdisciplinary health promotion	16
TDHP872	Dissertation: Transdisciplinary health promotion	148
TDHP971	Thesis: Transdisciplinary Health Sciences	360
VERW871	Dissertation: Consumer Sciences	180
VERB971	Thesis: Consumer Sciences	360

HSC.3.6 COMMUNITY PSYCHOSOCIAL RESEARCH (COMPRES)

Module code	Descriptive name	Credits
MWKC873	Research Theory and mini-dissertation	90
MWKN971	Thesis: Social Work	360
MSWR871	Dissertation Social Work	180
PSYC871	Dissertation: Psychology	180
PSYC872	Dissertation: Research Psychology	116
PSYK872	Research Theory and dissertation in Clinical Psychology	100
PSYV872	Research theory and dissertation in Counselling Psychology	100
PSYC971	Thesis: Psychology	360

HSC.3.6 SCHOOL OF PHYSIOLOGY, NUTRITION AND CONSUMER SCIENCES

Module code	Descriptive name	Credits
PHYS611	Research methodology	16
PHYS612	Cellular Physiology	8
PHYS613	Cardiovascular Physiology A	16
PHYS614	Neurophysiology	16
PHYS622	Endocrinology	8
PHYS623	Cardiovascular Physiology B	16

PHYS624	Cardiovascular Physiology C	8
PHYS671	Practical Project	32
VGHB672	Consumer Resource Management	24
VGHB673	Interior Design	24
VKLE672	Advanced Fashion Industry	24
VNAM671	Consumer Research Methods and Scientific Writing	24
VNAV671	Research Project – Research Report – Presentation	32
NUTR671	Research report	32
NUTG671	Nutrigenetics	32
NUTE611	Nutritional Epidemiology	32
NUTP621	Public Health Nutrition	32
NUTS671	Sport Nutrition	32
NUTA611	Evidence-based data interpretation	32
VVBG671	Consumer Behaviour	16
VVDL672	Food Product Development	24
VVDL673	Consumer Behaviour in Foods	24
VVOO671	Adult Education and Training	16

HSC.3.7 OCCUPATIONAL HYGIENE AND HEALTH RESEARCH INITIATIVE (OHHR)

Module code	Descriptive name	Credits
BHIG971	Thesis: Occupational Hygiene	360

HSC.3.8 CENTRE OF EXCELLENCE FOR NUTRITION (CEN)

Module code	Descriptive name	Credits
NUTA811*	Evidence-based data interpretation	32
NUTE811*	Nutritional Epidemiology	32
NUTP821*	Public Health Nutrition	32
NUTG874*	Molecular Nutrition	32
NUTS877*	Sport Nutrition	32
NUTT811	Nutrition support of the paediatric patient	32
NUTC821	Nutrition support in critical care	32
NUTM872	Dissertation: Dietetics/ Nutrition	96
NUTN871	Dissertation: Nutrition	180
NUTD971	Thesis: Dietetics	360

NUTN971	Thesis:Nutrition	360
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HSC.3.9 HYPERTENSION IN AFRICA RESEARCH TEAM (HART)

Module code	Descriptive name	Credits
PHYS871	Dissertation: Cardiovascular Physiology	180
PHYS971	Thesis: Physiology	360

HSC.3.10 SCHOOL OF PHARMACY

Module code	Descriptive name	Credits
CLNP811	Clinical Pharmacy, Social Pharmacy, and Professional Practice	16
CLNP812	Clinical Epidemiology, Research Methodology, Biostatistics, and Evidence-based Medicine	32
CLNP813	Clinical Pharmacotherapeutics and Therapeutic Outcomes Management	24
CLNP814	Clinical Drug Toxicology, Drug Therapy in Oncology and the Management of Drug Abuse	16
CLNP821	Clinical Pharmacotherapeutics and Therapeutic Outcomes Management II	40
FKLT531	Principles of Pharmacokinetics	8
FKLT532	Principles of Pharmacodynamics	16
FKLT533	Drugs for Pain, Inflammation, Fever and Airway Diseases	16
FKLT541	Drugs and the Peripheral Nervous System	8
FKLT542	Chemotherapy of Infections and Infestations	16
FKLT551	Drugs and the Central Nervous System	16
FKLT552	Hormones, Hominoids and Hormone Antagonists	16
FKLT561	Drugs and the Cardiovascular System	16
FKLT562	Drugs for GIT and Skin Disorders	8
FKLT563	Vitamins, Haematopoietic and Immunopharmacology	8
FKLT564	Advanced Pharmacological Principles	8
FKLT571	Integrated Pharmacology	8
PHPP811	Research methodology, biostatistics and evidence-based practice for health professionals	16
PHPP812	Adverse drug reactions and drug-related problems	16
PHPP813	Health systems and Policy	16
PHPP821	Advanced drug utilisation review and pharmacoepidemiology	16
PHPP822	Pharmacovigilance	16
PHPP823	Pharmaceutical and Health economics	16
PHPP824	Governance in pharmaceutical systems	16

PHPP825	Pharmaceutical public healthcare Governance	16
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HSC.3.11 MEDICINE USAGE IN SOUTH AFRICA (MUSA)

Module code	Descriptive name	Credits
CLNP873	Mini-dissertation: Advanced Clinical Pharmacy	64
PHPP872	Dissertation	116
FPKG971	Thesis: Pharmacy Practice	360

HSC.3.12 CENTRE OF EXCELLENCE FOR PHARMACEUTICAL SCIENCES (Pharmacem)

Module code	Descriptive name	Credits
FCHG871	Dissertation: Pharmaceutical Chemistry	180
FKLG871	Dissertation: Pharmacology	180
FMSG871	Dissertation: Pharmaceutics	180
FCHG971	Thesis: Pharmaceutical Chemistry	360
FKLG971	Thesis: Pharmacology	360
FMSG971	Thesis: Pharmaceutics	360
PFCP511	Cosmetic science, research, development and manufacturing	40
PFCP512	Formulation of personal care products	8
PFCP513	Formulation of skin care products	16
PFCP521	Formulation of sun care products	16
PFCP522	Formulation of fragrance products	8
PFCP523	Formulating hair care products: shampoos and conditioners	8
PFCP524	Formulating chemical hair care processing products	8
PFCP525	Formulating colour cosmetic products	16

HSC.3.13 DST/NWU PRECLINICAL DRUG DEVELOPMENT PLATFORM (PCDDP)

Module code	Descriptive name	Credits
FMWG871	Dissertation: Pharmaceutical Sciences	180
FMWG971	Thesis: Pharmaceutical Sciences	360

HSC.3.14 SCHOOL OF NURSING

Module code	Descriptive name	Credits
ADMN511	Specialist Midwife: Practitioner, Leader and Consultant	8
ADMN571	Midwife specialist: Maternal care	16

ADMN572	The Neonatal Clinician	16
ADMN573	Specialist Midwife: Practica	72
NSCT211	Grounding of Community Nursing	16
NSCT221	Principles of Primary Health Care	16
NSCT271	Community Nursing: Practica	24
NSDT111	Health Science Dynamics	16
NSET111	Health Science Education: Introduction	16
NSET211	Health Science Education: Curriculum Studies	16
NSET221	Health Science Education: Didactics	16
NSET271	Health Science Education: Practica	16
NSFT121	Financial Health Management	16
NSHT211	Clinical Nursing Science, Health Assessment, Treatment and Care: Child	16
NSHT221	Clinical Nursing Science, Health Assessment, Treatment and Care: Adult	16
NSHT271	Clinical Nursing Science, Health Assessment, Treatment and Care: Practica (Child and Adult)	48
NSKT211	Pharmacology	16
NSMT211	Unit/Clinic Management	16
NSMT221	Human Resources Management	16
NSMT271	Health Service Management: Practica	16
NSRT121	Health Science Research	16
VPEK874	Clinical Psychiatric Nursing sciences	32
VPEK875	Psychiatric Nursing skills and methods	32
VPEK876	Psychiatric Nursing practice, leadership and consultation	32
VPEP884	Psychiatric Nursing practical	48
VPKN874	Research Methodology	32

HSC.3.15 QUALITY IN NURSING AND MIDWIFERY (NUMIQ)

Module code	Descriptive name	Credits
VPES873	Mini-dissertation: Psychiatric Nursing Science	112
VPV872	Dissertation: Nursing Science	148
VPV971	Thesis: Nursing Science	360